

**THE CORRELATION BETWEEN LANGUAGE LEARNING
STRATEGIES (LLS) AND LISTENING COMPREHENSION
OF ELEVENTH GRADE STUDENTS OF MAN 2
PALEMBANG**



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Setelah kami periksa dan diadakan perbaikan-perbaikan seperlunya, maka skripsi berjudul **"THE CORRELATION BETWEEN LANGUAGE LEARNING STRATEGIES AND LISTENING COMPREHENSION OF ELEVENTH GRADE STUDENTS OF MAN 2 PALEMBANG"**, ditulis oleh saudari Dian Pertiwi (12250028) telah dapat dijalankan dalam sidang munaqosah Fakultas Tarbiyah dan Keguruan UIN Raden Fatah Palembang.

Demikianlah terima kasih.


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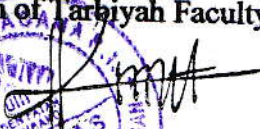
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STATEMENT PAGE

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State that:

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2. The thesis that I wrote is original and has never been handed in for another academic degree, neither at UIN Raden Fatah Palembang nor other universities.

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Writer

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MOTTO

"DO WHAT YOU WANT TO DO, AS LONG AS IN THE RIGHT WAY"

Dedication

This thesis was dedicated to:

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LIST OF DOCUMENTATION

1. Copy of Student Card
2. Copy of Diploma
3. The TOEFL Certificate
4. Copy of Transcript
5. Proposal Consultation Card
6. Copy of Computer, KKN, BTA, INTENSIVE, and OSPEK certificate
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10. Surat Keterangan Telah Melakukan Penelitian

ABSTRACT

The main purpose of the present study was to empirically investigate the possible correlation and the influence between students' language learning strategies and listening comprehension. The population of this study was 138 students in the eleventh grades students of MAN 2 Palembang. The sample was all of eleventh grade students in social class. The total number of the student was 138. Since 16 students were absent, so the sample consisted of 122 students. To collect the data and to measure the students language learning strategies and listening comprehension, SILL (strategy inventory in learning language) and listening comprehension test from TOEFL Junior test were used in this study. The pearson correlation was used in analyzing the data using SPSS 16. Furthermore, there was no significant correlation between two variables that can be seen from the correlation coefficient or r -obtained (-.011) was lower than r -table (0.1779) then the level of probability (p) significance (sig.2-tailed) was .902. It means that p (.902) was higher than .05. From the result, it can be concluded that there was no significant correlation between language learning strategies and listening comprehension of eleventh grade studnets of MAN 2 Palembang.

Keywords: language learning strategies, listening comprehension.

CHAPTER I

INTRODUCTION

This chapter, presents: (1) background; (2) research problems; (3) research objectives; and (4) significance of the study.

1.1 Background

In this globalization era, everybody must have good communication ability to support their activity in daily life. To get smooth communication, everyone should have good listening skill. It is because listening skill is fundamental for everyone that can help them to get good communication in daily activity. Bozorgian (2012, p. 2) states that listening skill occupies almost 50% of daily communications. From the explanation above, it can be seen that listening skill has very high degree of influence and it is certain that listening occupied the main aspects of the effective communication for human in daily life.

The key to master foreign languages is having good listening skill. Hamouda (2013, p. 113) claims that no one can deny the importance of listening skills in foreign language learning because the key to acquire a language is to receive language input. During communication using foreign language people listen the information (input process) to know what the speaker says and analyzes it to make appropriate respond (output process). Renukadevi (2014, p. 60) explained that listening plays a vital role, as it helps the language learner to

acquire pronunciation, word stress, vocabulary, and syntax and the comprehension of messages conveyed can be based solely on tone of voice, pitch and accent; and it is only possible when learner listening.

Listening is also an important part in determining the success of students in academic settings. From junior until university students, they need good listening comprehension skill to help them in teaching and learning process. Daweesh (2014, p. 1) states that for success in academic setting, both instructors and students should acknowledge the importance of listening comprehension. The students need good listening comprehension skill to interpret what people are saying in various academic situations (De chazal, 2014). Especially for senior high school students, they need it for understanding the content that their teacher delivered, discussion, presentation, seminar and also help them to pass listening test in nasional examination. Having good listening comprehension can help the students more understand the material and to get so much new information. As a result, having good listening comprehension skill will improve students learning achievement.

Furthermore, listening has not drawn much attention both of teachers and learners, they are generally less aware of its importance. According to Bingol, Celik, Yildiz , and Mart (2014, p. 1)

Second language learners have significant problems in listening comprehension because of the fact that schools pay more attention to structure, writing, reading and vocabulary. Listening is not important parts of many course books or syllabus and most teachers do not attach importance to listening while preparing their lesson plan. A great number of teachers believe that it will develop naturally within the language learning process and they will learn unconsciously.

Meanwhile, Hamouda (2013, p. 115) claims that in classrooms, teachers seem to test, not to teach listening and students seem to learn listening, not listening comprehension. Students usually listen to a text, respond to questions, and check their answers. Because that reason, so many students have difficulties in listening comprehension.

Furthermore, students in Indonesia have unsatisfactory level in listening skill. It can be seen from a survey that have been conducted by EF Standard English Test (2015, p.7) stated that Indonesia students are on average at B1 level (independent user) in English listening skill among 16 countries. From the fact, it shows that indonesia students is not profecient yet in listening.

Goh (2000, p. 59-60) proposed ten common listening comprehension problems. He described; 1) quickly forget what is heard; 2) do not recognise words they know; 3) understand words but not intended the message; 4) neglected the next part when thinking about meaning; 5) unable to form a mental representation from words heard; 6) cannot chunk streams of speech; 7) miss the beginning of the texts; 8) concentrate too hard or unable to concentrate; 9) do not understand subsequent parts of input because of earlier problems; 10) confused about the key ideas in the message. Meanwhile, Malkawi (2010, p. 773) mentions there are three listening problem that senior high school students usually face in listening comprehension. 1) speech speed; 2) limited knowledge of vocabulary and structure of sentences; 3) limited knowledge of topic in question. The problems above happen because the students did not aware about strategy when they are learning listening. It is proven by Hamouda (2013, p. 143) stated that

learners sometimes forgot to apply listening strategies while they engaged in listening. He also explained that most of students did not know much about listening strategies.

In learning language, learning strategies has become crucial part to help the students successful in acquisition the language. Pannak and Chiramanee (2011 p. 3) states that one of the important factor contributing to successful language learning is language learning strategies. Becoming one of the factor that determine language learner successfull in acquisition language makes learning strategy very important for teacher and learners.

Theory about language learning strategies comes from Oxford (1990, p. 1) she emphasize that the best language students have used strategy. Oxford (1990, pp. 14-15), divided language learning strategies into two major classes; direct and indirect. Direct strategy consists of three groups (memory, cognitive and compensation) and inderect cosists of three groups (metacognitive, affective, and social). Learning strategy make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situation (Oxford, 1990, p. 8; and Oxford, 2003, p. 274). It also supported by many studies finding that the use of language learning strategy influenced the students proficiency in foreign language especially in English proficiency. One example is the study conducted by Ou-chun (2011) he found that language learning strategies of EFL students has significance correlation with their English proficiency. It means that by using language learning strategies can help the students to achieve their goal in acquisition English foreign language well.

Language learning strategies is also an important part for senior high school students in learning language process in the classroom. To get their successful in acquisition foreign language, the students need to apply strategy in learning language. Lee (2010, p. 135) states that learners use learning strategies in order to learning something more successfully. By applying learning strategy, can make the students easy to understand the material quickly and make them more efficient in learning foreign language. It is also supported by Suwanarak (2012, p. 3), she declared that the use of language learning strategies is linked with a achievement in the second language classroom and helps students become independent learners.

In association with students listening comprehension in English, language learning strategies has big influence on students listening comprehension performance. It is proven by Moghadam, Ghanizadeh, & Pazhouhesh (2016, p. 16) who declared that students strategic in listening has a positive effect on their listening comprehension. Successful listening can also be looked at in terms of the strategies the listener uses when listening (Richard, 2008, p 11). From the evidence above, it can be concluded that language learning strategies influence students listening comprehension. It is important for teacher and students to know about it. Especially senior high school students, it is important for them to know about language learning strategies that influence listening comprehension because it can help them not only in communication using English during teaching and learning process but also help them to pass listening test in national examination.

Based on the informal interview with the teacher and the eleventh grade students of MAN 2 Palembang, many of the students said that listening is difficult for them because they did not know what the speaker were saying, the speed of the speaker was too fast, and they were also lack of vocabulary. Most of the students did not know about language learning strategies. Meanwhile, the teacher said she just know what language learning strategies were but she did not know spesifically about language learning strategies. She also added that she taught listening without knowing the students language learning strategies. Because of that reason, the researcher wants to examine the correlation between language learning strategies and listening comprehension.

Some researcher have done the research on; learning strategy and listening comprehension. Buchari (2015) has done the research about correlation between students' listening strategies and students' English listening comprehension of the sixth semester students of English Education Department in Alauddin State Islamic University Makassar. She found that there was no significant correlation between the variables. Another study also done by Syafrudin (2015), he done the research about the correlation between learning strategies and students' listening comprehension ability on the Fourth Semester of English Department IAIN Antasari Banjarmasin. He found that there was significant correlation between learning strategies and students' listening comprehension ability on the Fourth Semester of English Department IAIN Antasari Banjarmasin.

1.2 Problems of the Study

The problems of the study are formulated in the following questions:

(1) Is there any significant correlation between students' language learning strategies and student's listening comprehension of Eleventh grade students of MAN 2 Palembang?

(2) Do the students' language learning strategies significantly influence their listening comprehension of Eleventh grade students of MAN 2 Palembang?

1.3 Objectives of the Study

Based on the problems mentioned above, the objectives of the study are:

(1) to find out if there is significant correlation between language learning strategies and listening comprehension student's listening comprehension of Eleventh grade students of MAN 2 Palembang.

(2) to know if the students' language learning strategies influence their listening comprehension student's listening comprehension of Eleventh grade students of MAN 2 Palembang.

1.4 Significance of the Study

It is hoped that this research will give some information to develop of language teaching and learning, especially in understanding language learning strategies. The researcher hopes that this study will give the students new knowledge about language learning strategies, how it influences their listening comprehension and they can apply it when they are learning English especially in

listening. For teachers, it is hoped that this study will give them information about students language learning strategies and help them to find the best strategy in teaching listening that appropriate with students learning strategies. For other researcher, it is hoped the result of this study will provide information about language learning strategies and listening comprehension for further research. The last, it is hoped that this study will give the researcher new knowledge about language learning strategies that is very useful for the researchers' future job as a teacher.

CHAPTER II

LITERATURE RIVIEW

This chapter presents: (1) correlation research; (2) the concept of language learning strategies; (3) the concept of listening comprehension; (4) previous related study; (5) hypotheses; and (6) criteria of testing hypotheses.

2.1 Correlation Research

Fraenkel, Wallen, and Hyun (2012, p. 331) state the correlation study mainly focuses on the possibility of relationships between only two or more variables investigated without any attempts to influence them. Creswell (2012, p. 338) declare that in correlational research designs, investigators use the correlation statistical test to describe and measure the degree of association (or relationship) between two or more variables or sets of scores. In this design, the researchers relate the variable, using the correlation statistic. To know the correlation result, there is correlation coefficient, which is a numerical index that provides information about the strength and direction of the relationship between two variables. It provides information how variables are associated. Correlation coefficient specifically range from range from -1 to 1, with zero standing for no correlation at all. If the number is greater than zero, there is a positive correlation. If the number is less than zero, there is a negative correlation. If the number is equale to +1.00 or -1.00, the correlation is called perfect. Positive correlation

means high scores on one variables tend to be associated with high score on the other variable, while low scores on one are associated with low scores on the other variable. Negative correlation present when high scores on one variable are associated with low scores on the other variable, and low scores on one are associated with high scores on the other.

Below is the table showing the degree of correlation between the two variables based on Cohen, Manion, and Morrison (2007, p. 536):

Table 1
The Degree of Correlation Coefficeint

Interval Coefficient	Level of Correlation
0.20 – 0.35	Slight
0.35 – 0.65	Fair
0.65 – 0.85	Strong
Over 0.85	Very Strong

Source: Cohen, Manion, and Morrison (2007, p. 536)

There are two primary types of correlational research design; explanation and prediction (Creswell, 2012, p. 340). The explanatory research design is a correlational design in which the researcher is interested in the extent to which two variables (more) co-vary, that is, where changes in one variable are reflected in changes in the other. Explanatory design consists of a simple association between two variables or more than two. Creswell (2012, p. 340) describes the characteristics of this design are that the researchers correlate two or more variables, collect data at one point in time, analyze all participants as a single group, obtain at least two scores for each individual in the group—one for each variable, report the use of the correlation statistical test (or an extension of it) in

the data analysis, and make interpretations or draw conclusions from the statistical test results.

In a prediction design, researchers seek to anticipate outcomes by using certain variables as predictors (Creswell, p. 341). This design is useful because it helps anticipate or forecast future behavior. The purpose of this design is to identify variables that will positively predict an outcome or criterion. In this form of research, the investigator identifies one or more predictor variables and a criterion (or outcome) variable. A predictor variable is the variable used to make a forecast about an outcome in correlational research while criterion variable is the outcome being predicted. Creswell (2012, p. 341-342) shows that the characteristics of this design are that the researchers typically include the word “prediction” in the title or research questions, measure the predictor variable(s) at one point in time and the criterion variable at a later point in time, and forecast future performance.

In addition, the minimum sample size for correlation research mention by many researchers is not less than 30 (Fraenkel, Wallen & Hyun, 2012 p. 338; and Creswell, 2012, p. 146).

2.2 The Concept of Language Learning Strategy

Language learning strategy has become a great concern in second and foreign language learning research and is a topic that triggers significant differences of opinions. According to Lee (2010, p. 135), many researchers focus on how learners process new information and what kinds of strategies they use to

understand, learn or remember the information in the area of second or foreign language learning. One of the famous theory about language learning strategy comes from Oxford (1990, p. 1) state that learning strategies are steps taken by students to enhance their own learning. She defines learning strategy are specific actions taken by the learners to make learning easy, faster, more enjoyable, more self-directed, more effective, and more trasfereble to new situations.

Oxford (1990) also described that learning strategies become a tool for students to be successfull in achieveing their goals in communication competence. It also supported by Derakhshan, Tamaskani, and Faribi (2015, p. 613) states that language learning strategies are conscious actions that learners use to learn a foreign or second language. They also added successful language learners apply more and better strategies while weak language learners use fewer strategies. It means that learning strategies greatly assist students in understanding target language. Meanwhile, Chamot and Kupper (1989, p. 15-17) declare learning strategies are technique which students use to comprehend, store, and remember new information and skills. They classified into three types; metacognitive, cognitive, or social and affective.

Chamot (2005, p. 112) explained his new theory about language learning strategies. He defines learning strategies are procedures that facilitate a learning task. Strategies are most often conscious and goal-driven, especially in the beginning stages of tackling an unfamiliar language task. Learning strategy also becomes familiar through repeated use, it may be used with some automaticity, but most learners will, if required, be able to call the strategy to conscious

awareness. Chamot (2005, p. 112) described major reasons of Learning strategy as follow:

Learning strategies are important in second language learning and teaching for two major reasons. First, by examining the strategies used by second language learners during the language learning process, we gain insights into the metacognitive, cognitive, social, and affective processes involved in language learning. The second reason supporting research into language learning strategies is that less successful language learners can be taught new strategies, thus helping them become better language learners.

Furthermore, Alhaisoni (2012, p. 116) emphasis the important of language learning strategies for L2 learners. He claims that language learning strategies (LLSs) are important because research suggests that training students to use LLSs can help them to become successful language learners. He also mention that LLSs enable students to gain a large measure of responsibility and to improve their progress in developing L2 skills and it can also encompass a wide range of behaviour that can help the development of language competence in many ways. Similarly, Hakan, Aydin, and Bulent (2015, p. 1349) explain language learning strategies enable students to gain a large measure of responsibility for their own progress. They also add language learning strategies help learners retrieve and store materials and facilitate and even accelerate their learning. It is apparent that language learning strategies play very significant roles in facilitating understanding of language learning process as well as the skills that learners develop in learning a foreign or second language in many ways.

Knowing the important of language learning strategy is not enough for foreign language students, they should know strategy that they needed to help

them become more proficient learners. Hurd and Lewis (2008, p. 51) stated that more proficient learners also orchestrate strategy use more effectively, combining strategies into strategy clusters for complex tasks and making sure that any chosen strategy is appropriate at the time. Less proficient L2 learners often use strategies in a desperate way, not knowing how to identify the needed strategies.

From the theory above, it indicated that good language learners always use language learning strategy in the process acquisition of the foreign language. Language learning strategies always apply in the process of acquisition a language. Derakhshan et.al (2015, p. 613) state that learning strategies are not only tools to assist language learning, but they are also tools to serve many other purposes both in learning and using a second language. By understanding about the language learning strategies and knowing how to choose the appropriate strategy that students needed will direct the students to get their target language. In other words, language learning strategies are one of the factors that determines students' success in learning a language.

2.2.1 The Classification of Language Learning Strategies

Many researchers have done the research about language learning strategy and they divided language learning strategy classification into some groups. Oxford (1990), divided two major classes of learning strategy; direct and indirect.

The first major class, direct strategies dealing with the new language, is like the performer in a stage play, working with the language itself in a variety of

specific task and situations (Oxford, 1990, p.14) . The direct class is composed of three groups (memory, cognitive and compensation).

1. *Memory strategies* for remembering and retrieving new information (Oxford, 1990, p.14). Memory strategies help learners link one L2 item or concept with another but do not necessarily involved deep understanding. Various memory-related strategies enable learners to learn and retrieving information in orderly string (e.g., acronyms), Grouping can be based on type of word (e.g., all noun or verbs), while other techniques create learning and retrieval via sounds (e.g., rhytming), image (e.g., a mental picture of the word itself or the meaning of the word), a combination of sounds and images (e.g., the keyword method), body movement (e.g., total physical response), mechanical means (e.g., flascards) or location (e.g., page or blackboard) (Oxford, 1990, pp. 41-43; Septiani, 2015, p. 16)
2. *Cognitive strategies* for understanding and producing the language (Oxford, 1990, p. 14). Cognitive strategies enable learners to manipulate the language material in direct ways, e.g., through reasoning, analysis, note-taking, summarizing, translating, reorganizing information to develop stronger schemas (knowledge structure) , practicing naturalistic setting, and practicing structures and sounds formally (Oxford, 1990, pp. 45-47; Septiani, 2015, p. 17).
3. *Compensation strategies* for using the language despite knowledge gaps (Oxford, 1990, p.14). It also enable learners to make up their missing knowledge in the process of comperhensing or producing the target

language, such as guessing wisely in listening and reading, using linguistics clue, using gestures, switching to the native language, and using a synonym or description in order to get the meaning across in speaking or writing (Oxford, 1990, pp. 49-51; and Septiani, 2015, p. 17).

The second major class, indirect strategy for general management of learning, can be linked to the director of the play. This class is made up of metacognitive strategies, affective atrategies, and social strategies (Oxford, 1990, p. 15).

1. *Metacognitive strategies* for coordinating the learning process (Oxford, 1990, p. 14). Metacognitive strategies are steps that learners take to manage or regulate their learning, such as planning and arranging for learning task, setting goals and objectives, monitoring the learning process for errors, and evaluating progress, e.g., identifying one's own learning style preferences and needs, planning for an L2 task, gathering and organizing materials, arranging a study space and a schedule, monitoring mistakes, and evaluating task success. These are employed for managing the learning process overall (Oxford, 1990, pp. 139-140; Septiani, 2015, p.17)
2. *Affective strategies* for regulating emotions (Oxford, 1990, p. 14). Affective strategies are those strategies that help learners gain control over their emotions, attitudes, and motivations related to language learning. Such strategies including encouraging oneself through positive self-talk, rewarding your self, talking with someone about your feelings learning

the target language and so on (Oxford, 1990, pp. 143-144; Septiani, 2015, p.17).

3. *Social strategies* for learning with others (Oxford, 1990, p. 14). Social strategies help the learners work with others and understand the target culture as well as the language, e.g., asking questions to get verification, asking for clarification of a confusing point, asking for help in doing a language task, talking with a native-speaking conversation partner, and exploring cultural and social (Oxford, 1990, 146-147; Septiani, 2015, p.18).

Chamot and Kupper (1989, pp. 15-17) mention three types of learning strategies, namely; metacognitive strategies, cognitive strategies, and social and affective strategies.

1. *Metacognitive* strategies involve thinking about the learning process, planning for learning, monitoring the learning task, and evaluating how well one has learned. For example, planning, directed attention, selective attention, self-management, self monitoring, self-evaluation, and problem identification.
2. *Cognitive* strategies involve interacting with the material to be learned, manipulating the material mentally-physically, or applying a specific technique to a learning task. For example, repetition, resourcing, grouping, note-taking, deduction/induction, substitution, elaboration, summarization, translation, transfer, and inferencing.

3. *Social and affective* strategies involve interacting with another person to assist learning, or using effective communication to assist a learning task. For example, questioning, cooperation, self-talk, and self-reinforcement.

Hurd and Lewis (2008, p. 52) mention four categories of learning strategies based on their function, namely; metacognitive strategies, affective strategies, cognitive strategies, and social-interactive strategies.

1. *Metacognitive strategies* for guiding the learning process itself, such as plan and evaluate.
2. *Affective strategies* for managing, volition and emotions, such as develop positive motivation and deal with negative emotions.
3. *Cognitive strategies* for mental processing of the L2 and creating cognitive schema (frameworks), such as analyse and synthesise;
4. *Social-interactive strategies* for aiding the learner with the specific sociocultural setting, such as collaborate and notice sociocultural factors.

2.3 The Concept of Listening Comprehension

2.3.1 Definition of Listening Comprehension

Listening is the ability to identify and understand what others are saying in various situation. Good listener can comprehend what the speaker says very well and also they can give respond that appropriate with the context. It is supported by Moghadam et.al, (2016, p. 11) states that people have to comprehend what their interlocutors say and respond to it. If they are able to listen effectively, then they will have a meaningful communication.

Listeners use a variety of mental processes to give meaning to the information they listen to. Coksun (2010, p. 35) mentions these mental processes that listeners use to understand spoken English can be broadly described as listening comprehension strategies.

To have good listening skills, students must be able to comprehend all of the aspects when listening. Golchi (2012, p. 115) states listening includes comprehension of meaning-bearing, words, phrases, clauses, sentences and connected discourse. The word comprehension is reflection of the knowledge and skills that students have to acquisition in listening. That is the reason why listening comprehension is a complex process.

There have been a large number of scholars that present about listening comprehension towards the concept. Liubinienė (2009, p. 89) define listening comprehension is more than extracting meaning from incoming speech. It is a process of matching speech with the background knowledge, i.e. what the listeners already know about the subject. Bđlokcuođlu (2014, p.83) assert listening comprehension is strongly believed to be a process of interaction between the listeners' background knowledge and the expected knowledge in the spoken text, that is, listeners employ all relevant previously stored knowledge to comprehend the incoming input. It is also supported by Sajjadi and Zamiyah (2015, p. 10) states that listening comprehension is theoretically as an active process in which individuals focus on selected aspects of aural input, construct meaning from passages, and relate what they hear to existing

knowledge. All of them, focus on knowledge as the dominant aspect in listening comprehension.

Meanwhile, Yousefinia (2012, p. 4) states that listening comprehension means the process of understanding speech in a second or foreign language. It is the perception of information and stimuli received through the ears. It can be concluded that listening comprehension is the process of understanding of aural message from the speaker and match it to the listener knowledge.

2.3.2 The Importance of Listening Comprehension

Many researchers believe, listening comprehension is crucial aspect in language acquisition since the last two decades. Moghadam et.al (2016, p. 11) declared that in communicative approaches to language teaching, listening has been emphasized in all levels of language learning. An appropriate level of listening proficiency affects other aspects of language such as speaking and reading.

Furthermore, Ross (2006) states that being able to listen well is an important part of communication for everyone. Especially for foreign language students, it is the basic aspect that they should master to acquisition foreign language. A student with good listening comprehension skills will be able to participate more effectively in communicative situations using target language. According to Jones (2003, p. 41) claims listening comprehension activities provide students with the aural component of the target language to help them

better hear the intricate sounds, enunciations, and content and develop their abilities to communicate with others in a target language.

Listening comprehension also will help foreign language students in understanding the material and help them during teaching and learning process. According to Muralin (2009, p. 24) defines listening in terms of the ability to understand the language of the teacher used in instruction, comprehend the important details, abstract pertinent information, and to keep abreast with the training modules through which teachers provide information. Amirin (2013, p. 141) explain listening is not only the first of the language skills developed, it is also the skill most frequently used in the classroom. It means that during foreign language classroom interaction, listening comprehension contributed very significantly to teachers and students. With good listening comprehension, students will be able to understand the material that provide by teachers and add new information as well as to develop the information. Thus, the purpose of the learning process will go smoothly.

In relation with English language, the students need good listening comprehension to help them in the acquisition of the English language. Gilakjani and Ahmadi (2011, p. 986) believe that an emphasis on listening comprehension as well as the application of listening strategies will help students to decode English input and to achieve greater success in English learning. Moreover, if the students have good ability in listening comprehension, it can help them to improve other language skills. Masalimova, Porchesku, and Liakhnovitch (2016, p. 128) assert listening comprehension abilities influence the capacity for

improvement in other language skills such as speaking, reading, and writing. Teacher must actively explore the nature and process of listening comprehension and study the theory and methodology of listening comprehension in order to improve listening teaching outcomes and make students recognize that listening comprehension is the fundamental aspect of English language learning.

2.3.3 The Process of Listening

According to Tyagi (2013, p. 2), listening is a six-stages consisting of hearing, attending, understanding, remembering, evaluating and responding. These stages occur in sequence and rapid succession. Six stages of listening by Tyagi (2013, p. 2):

1. Hearing has to do with the response caused by sound waves stimulating the sensory receptors of the ear; hearing is the perception of sound, not necessarily paying attention, you must hear to listen, but you need not listen to hear.
2. Attention, refers to a selection of stimuli and permits only a select few to come into focus.
3. Understanding, which consists of analyzing the meaning of what we have heard and understanding symbols we have seen and heard. We must analyze the stimuli we have perceived. Symbolic stimuli are not only words, they can be sounds like applause or even sights, like a blue uniform that have symbolic meanings as well.

4. Remembering, is an important listening process because it means that an individual, in addition to receiving and interpreting the message, has also added it to the mind's storage bank, which means that the information will be remembered in our mind.
5. Evaluating, the listener evaluates the message that has been received. It is at this point when active listeners weigh evidence, sort fact from opinion and determine the presence or absence of bias or prejudice in a message.
6. Responding, a stage in which, according to the response, the speaker checks if the message has been received correctly.

Flowerdew and Miller (2005, pp. 24-26) explain there are three models that have been developed to explain listening process, namely: the bottom-up model, the top-down model, and the interactive model.

1. The bottom-up model, listeners build understanding by starting with the smallest units of the acoustic message: individual sounds, or phonemes. These are then combined into words, which, in turn, together make up phrases, clauses, and sentences. Finally, individual sentences combine to create ideas and concepts and relationships between them. In this situation, there is no deficiency in the channel and that both the sender and the receiver are using the same code, successful communication is guaranteed. In brief, bottom up processing is such as a process in which listeners must hear words, hold them in their short term memory to link them to each other, and after that interpret what has been heard before accepting a new input.

2. The top-down emphasizes the use of previous knowledge in processing a text rather than relying upon individual sounds and words to make sense of the input. In this model, subjects' are already familiar with the subject matter or text type that they are presented with than if they have not previously encountered the subject matter the text type. Knowledge of the overall structure and meaning of the text at this macro-level, it is hypothesized, compensates for any problems in understanding microlevel elements, such as sound discrimination, syntax, and word and utterance level semantics. Listening is purpose-driven in this model, and listeners attend to what they need. They only activate those expectations that they deem to be relevant to the text being processed.
3. Interactive model involves both of bottom-up and top-down processing. it follows that some sort of model that synthesizes the two is required. In this parallel processing, phonological, syntactic, semantic, and pragmatic information interact, although it is not clear exactly how. An important advantage of the interactive model over hierarchical models, whether they be bottom-up or top-down, is that it allows for the possibility of individual variation in linguistic processing. At the level of the individual, some individuals may prefer to rely more on top-down processing, while others may favor an approach with more emphasis on bottom-up processes. At the level of the group, beginners are likely to need to spend more time on developing basic bottom-up skills of decoding. For more advanced learners, however, who have mastered basic phonology and syntax,

emphasis on the development of top-down skills of applying schematic knowledge may be more appropriate, although even advanced learners need to work on bottom-up features of fast speech.

2. 3. 4 Types of Listening

Asemota (2013, p. 28), propose four types of listening;

1. Active listening: Active listeners learn better and faster. They make sound judgments about what is heard. Perhaps, active listeners write down important ideas in complete sentences. They listen for ideas more than details. Of equal importance is their ability to listen for overall meaning.
2. Partial listening: They are those who listen with a rebellious ear. They are those who are thinking of their next reply rather than listening to what is taking place.
3. Intermittent listening: This applies to those who listen with a deaf ear. They close their ears to unpleasantness. They are those who compulsively nod and shake their heads in agreement when they are not listening at all. Since attitudes affect our perception of information, the more we allow our emotion to intrude into the listening process, the more distorted will be our recollection of what has been said.
4. Appreciate listening: A good listener virtually absorbs all the speaker's meaning by being sensitive to tone of voice, facial expression, and bodily action as well as to the words themselves. Sincerity, depth of conviction,

confidence, true understanding and many subtle implications may well be revealed, regardless of the words used

Tyagi (2013, p. 4) states that based on objective and manner in which the listener takes and respond to the process of listening, different types of listening are:

1. Active listening, listening in a way that demonstrates interest and encourages continued speaking.
2. Appreciative listening, looking for ways to accept and appreciate the other person through what they say. Seeking opportunity to praise. Alternatively listening to something for pleasure, such as to music.
3. Attentive listening, listening obviously and carefully, showing attention.
4. Biased listening, listening through the filter of personal bias i.e the person hears only what they want to listen.
5. Casual listening, listening without obviously showing attention. Actual attention may vary a lot.
6. Comprehension listening, listening to understand. Seeking meaning (but little more).
7. Critical listening, listening in order to evaluate, criticize or otherwise pass judgment on what someone else says.
8. Deep listening, seeking to understand the person, their personality and their real and unspoken meanings and motivators.
9. Discriminative listening, listening for something specific but nothing else (e.g. a baby crying).

10. Empathetic listening, seeking to understand what the other person is feeling. Demonstrating this empathy.
11. Evaluative listening, listening in order to evaluate, criticize or otherwise pass judgment on what someone else says.
12. Inactive listening, pretending to listen but actually spending more time thinking.
13. Judgmental listening, listening in order to evaluate, criticize or otherwise pass judgment on what someone else says.
14. Partial listening, listening most of the time but also spending some time daydreaming or thinking of a response.
15. Reflective listening, listening then reflecting back to the other person what they have said.
16. Relationship listening, listening in order to support and develop a relationship with the other person.
17. Sympathetic listening, listening with concern for the well-being of the other person.
18. Therapeutic listening, seeking to understand what the other person is feeling. Demonstrating this empathy.
19. Total listening, paying very close attention in active listening to what is said and the deeper meaning found through how it is said.

2.4 Previous Related Studies

There are some studies related to the topic. The researcher finds some studies reslated to hers as follows:

First, Salahshour, Sharifi, and Salahshour (2012) explored the relationship between language learning strategy use, language proficiency level and learner gender. The results indicate that there was significant correlation between language learning strategy and language proficiency and language learning strategy also has positive correlation with learner gender. The results also revealed that Iranian high school learners employed learning strategies with medium frequency; meta-cognitive strategies were the most frequent, while cognitive strategies were the least frequent. Proficient learners showed significantly more strategy use, as well as more use of metacognitive and social strategies. According to the results, females used learning strategies more frequently than males.

Second, Noormohamad (2009) investigated on the relationship between language learning strategies and foreign language anxiety. The result showed that there was significant negative correlation between language learning strategies and foreign language anxiety. Furthermore, the result obtained that among students with high anxiety metacognitive and memory strategies were the most used, while compensation and affective strategies were the least. Less anxious students reported using metacognitive and social strategies as the most, on the other hand, memory, and affective strategies as the least ones.

Third, Emanto (2013). explore language learning strategies used by different English proficiency students of state senior high school 3 Malang. The result indicated that students are in medium level meaning that they sometimes use those strategies in learning a language. Students with high English proficiency used most metacognitive strategie and the students with low English proficiency used most affective strategies.

2.5 Hypotheses

1. H_0 : There is no significant correlation between students' language learning strategies and their listening comprehension.
 H_1 : There is a significant correlation between students' language learning strategies and their listening comprehension.
2. H_0 : Student's language learning strategies do not significantly influence listening comprehension.
 H_1 : Student's language learning strategies significantly influence listening comprehension.

2.6 Criteria for testing Hypotheses

In testing hypotheses, there are some criteria from Cohen, Manion, Morrison (2007, p. 519) and Creswell (2012, p. 188). Those are in the following :

1. If p- value is higher than 0,05 ($p > 0,05$), H_0 is accepted and H_1 is rejected.
2. If p- value is less than 0,05 ($p < 0,05$), H_0 is rejected and H_1 is accepted.

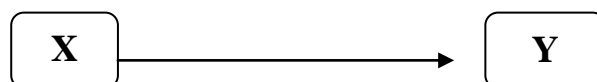
CHAPTER III

METHOD AND PROCEDURE

In this chapter, the writer presents: (1) research design; (2) research variables; (3) operational definition; (4) population and sample; (5) data collection; (6) validity and reliability; and (7) data analysis.

3.1 Research Design

In this study, the researcher used a correlation research design. According to Fraenkel, Wallen, and Hyun (2012, p. 331), the correlation study mainly focuses on the possibility of relationships between only two or more variables investigated without any attempts to influence them. The researcher used correlation research design to find out the correlation between two variables, explain, and interpret the result that may appear. The procedure in this research are, first; the researcher identifies the students' learning strategy by using questionnaire. Second, by using TOEFL Junior listening test, to find out the students listening comprehension score. Third, the researcher finds the correlation between two variables through SPSS based on the results of the questionnaire and listening test, and the influence of the variable(s). Last, explanation and interpretation of the results will be discussed. The research design is as follows:



X = Students' language learning strategies

Y = Students' listening comprehension

3.2 Research Variables

According to Fraenkel, Wallen, and Hyun (2012, p. 80), a common and useful way to think about variables is to classify them as *independent* or *dependent*. The Independent variable in this study is language learning strategies and dependent variable in this study is listening comprehension.

3.3 Operational Definitions

In order to avoid misunderstanding and to make clear definition of the variables in this term. The researcher operationally defines the the variables in this research.

Language Learning strategies (LLS) refers to the thoughts and actions that students use during learning language. There are six classification of language learning strategies in this research. Below is the classification of six language learning strategies:

Table. 2
The Classification of LLS

Direct strategies	Indirect strategies
Memory	Metacognitive
Cognitive	Affective
Compensation	Social

Source: Oxford (1990, pp.14-15)

To describe the students frequency in using language learning strategies used key avarege in using learning strategy from Oxford (1990, p. 300):

Table. 3
Distribution of Language Learning Strategies Level

Level	Level of Learning Strategy	Level
High	Always or almost always used	4.5-5.0
	Generally used	3.5-4.4
Medium	Sometimes used	2.5-3.4
Low	Generally not used	1.5-2.4
	Never or almost never used	1.0-1.4

Sources: Oxford (1990, p. 300)

Listening comprehension refers to the understanding of the implications and explicit meanings of words and sentences of spoken language. Listening comprehension test administered to the students by using TOEFL Junior listening test. To describe the level of students listening was seen by using the category listening achievement from MAN 2 Palembang. The category of listening achievement can be seen in table below:

Table. 4
Category Listening Achievement

Interval	Category
86-100	Very good
71-85	Good
56-70	Average
46-55	Poor
0-45	Very Poor

Source: MAN 2 Palembang, academic year 2016/2017

3.4 Population and Sample

3.4.1 Population

Fraenkel, Wallen, and Hyun (2012, p. 92) define population as the group of interest to the researcher, the group to whom the researcher would like to generalize the result of the study. Cresswell (2012, p. 142) states that population is a group of individuals who have the same characteristic. The population of this study is all of the eleventh grade students of MAN 2 Palembang in academic year of 2016/2017. The population consists of 6 classes; XI MIA 1, XI MIA 2, XI MIA 3, XI MIA 4, XI MIA 5, IIS 1, IIS 2, IIS 3, IIS 4.

Table. 5
Distribution of Population

No	Semester	Number of Students
1	XI MIA 1	36
2	XI MIA 2	42
3	XI MIA3	44
4	XI MIA 4	43
5	XI MIA 5	41
6	XI IIS 1	34
7	XI IIS 2	34
8	XI IIS 3	35
9	XI IIS 4	35
Total		344

Source:MAN 2 Palembang, academic year 2016/201

3.4.2 Sample

According to Cresswell (2012, p. 142), sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population. He also said that the sample can be selected from individuals who are representative of the entire population.

In this reserach the reseracher used convenience sampling technique. The sample of this research were XI IIS 1, XI IIS 2, XI IIS 3, and XI IIS 4 classes. There were 138 students as sample. In social class, many students did not know about language learning strategies and their learning strategy. They were also have difficulties in learning listening. The distributions of the sample can be seen below:

Table. 6
Distributions of The Sample

No	Semester	Number of Students
1	XI IIS 1	35
2	XI IIS 2	35
3	XI IIS 3	34
4	XI IIS 4	34
Total		138

3.5 Data Collections

Techniques for collecting data were (1) distributing questionnaire to the sample, and (2) distributing listening test to the sample. These techniques require a questionnaire and a listening test respectively.

3.5.1 Questionnaire

To know the students learning strategies, the researcher used the SILL (strategy inventory for language learning) from Oxford (1990, pp. 294-296) version 7.0. The researcher chose SILL questionnaire because this questionnaire was available for EFL students as general. Oxford and Nyikos (1989, p. 292) states that the SILL has been used around the world for students of second and foreign languages in Universities, schools, and government agencies.

The questionnaire has been translated into Indonesian to help the students easy to answer the questionnaire. The translation of questionnaire has been validated by three raters. The questionnaire consisted of 50 items which has six categories of strategies, each represented by a number of items (see table 6). The questionnaire used likert scale 1-5. (1) never or almost true of me, (2) usually not true of me, (3) somewhat true of me, (4) usually true of me, (5) always or almost always true of me. The questionnaire was calculated by using formula from Oxford (1990, p. 298). According to Oxford (1990, p.300) says that the overall average indicate how frequently the students use language learning strategy in general. The average for each of the SILL indicated which strategy groups the students tend to use most frequently. The time to answer the questionnaire was 25 minutes. The following was the SILL questionnaire specification:

Table. 7
LLS Questionnaire Specification

No	Learning Strategies	Items of Questionnaire
1	Memory strategies (part A)	1-9
2	Cognitive strategies (part B)	10-23
3	Compensatory strategies (part C)	24-29
4	Metacognitive strategies (part D)	30-38
5	Affective strategies (part E)	39-44
6	Social strategies (part F)	45-50

Sources: Oxford (1990, p. 299)

The SILL questionnaire is still used until now. So many researchers have used this questionnaire in their research. Ou-chu (2011) conducted his research about influence of english proficiency on postgraduate students' use of language learning strategies. He used SILL as an instrument. Lestari (2015) conducted her research about language learning strategies of English department of fitka. She used SILL as an instrument. Puspita (2016) conducted her research about the correlation between language learning strategies and reading comprehension. She also used SILL as an instrument.

3.5.2 Listening Comprehension test

To measure students listening comprehension, the researcher used listening test from TOEFL test for junior intended for age 11 + from ETS (*Educational Testing Service*). Furthermore, the test may be appropriate for other students. The appropriateness is based on the English-language proficiency of the students. It is an English-language proficiency test that is not based on or limited to any specific curriculum. TOEFL junior launched on October 2010 and has been

administered in more than 50 countries including Indonesia. The question consist of 42 multiple choice questions and the students was expected to answer the questions in 40 minutes. In listening TOEFL Junior test consist of three sections namely; classroom instruction, short conversation, and academic listening. The following is the description of listening comprehension test:

Table. 8
Listening Comprehension Test Specification

Listening sections	Number of questions
classroom instruction	1- 10
short conversation	11-25
academic listening	26-42

Source: Practice Test for the TOEFL Junior Standard Test (2012, p. 4)

3.6 Validity and Reliability

3.6.1 Validity Test

Validity is the degree to which all of the evidence points to the intended interpretation of test scores for the proposed purpose (Cresswell 2012, p 159).

3.6.1.1 Validity of the Questionnaire

In this study, the researcher used ready made questionnaire from oxford (1990, pp. 94-96) version 7.0 that has been valid because it was design for second or foreign language students and many researcher have done use the SILL questionnaire for their research. According to Oxford and Burry-Stock (1995, p. 4), 40-50 major studies, including a dozen dissertations and theses, have been

done using the SILL involved 8000-8500 language learners. They were also explained that the SILL appears to be the only language learning strategy instrument that has been extensively checked for reliability and validated in multiple ways. Meanwhile, Salahshoura, Sharifib, and Salahshour (2012) have tested SILL questionnaire with 65 senior high school students in the third grade of Iran. Then, Puspita (2016) also have tested SILL questionnaire with 91 senior high school students in the eleventh grade of SMA N 5 Palembang.

3.6.1.2 Validity of the Listening Comprehension Test

For listening test, the researcher used Listening TOEFL Junior test from ETS (*Educational Testing Service*). TOEFL test is international instrument commonly used to measure the ability of English speakers or learners of English by institution like senior high school or university. TOEFL Junior standard test (2015, p. 2) mention the *TOEFL Junior* standard test is an objective and reliable measure of your English communication skills. TOEFL Junior is used in more than 50 countries including Indonesia.

3.6.2 Reliability Test

According to Fraenkel, Wallen, and Hyun (2012, p. 154), reliability refers to the consistency of the scores obtained how consistent they are for each individual from one administration of an instrument to another and from one set of items to another.

3.6.2.1 Reliability of Questionnaire

In this study, the researcher used ready made questionnaire that has been reliable from Oxford (1990) version 7.0 that design for second/foreign language students. It is proven by many research studies. Fazeli (2011) found that the reliability score of SILL is 0.89 SILL (Cronbach's alpha were 0.73 for Memory Strategies, 0.71 for Cognitive Strategies, 0.72 for Compensation Strategies, 0.81 for Metacognitive Strategies, 0.71 for Affective Strategies, and 0.73 for Social Strategies). Lestari (2015) mention high reliability score of SILL is 0.90. Puspita (2016) have done tried out SILL with eleventh grade students and she found reliability score was 0.91. Fraenkel, Wallen, and Hyun (2012, p. 157) state for research purposes, a useful rule of thumb is that reliability should be at least .70 and preferably higher. It means that the strategy inventory of language learning (SILL) questionnaire is reliable.

3.6.2.2 Reliability of Listening Comprehension Test

For listening test, the researcher used TOEFL Junior test that is international instrument that already reliable for the students listening comprehension test. According to Handbook for TOEFL Junior standard test 2015, p. 2), the TOEFL Junior standard test is an objective and reliable measure of your English communication skills. The reliability coefficients of the listening comprehension test in TOEFL Junior Standard is .87. According to Fraenkel, Wallen, and Hyun (2012, p. 157) state for research purposes, a useful rule of thumb is that reliability should be at least .70 and preferably higher. In listening

TOEFL Junior test, the reliability score is .87 higher than .70. It means that the instrument is reliable.

3.7 Data Analysis

For analyzing data in this research, the data obtained from correlation research design was calculated by using SPSS 16 software (Statistical Package for the Social Sciences). Moreover, the researcher was use and describe some techniques, as follows:

3.7.1 Analysis of Questionnaire

The data from the questionnaire was analyzed by using formula to determine students language learning strategies. The questionnaire in this research was using Likert Scale 1-5. (1) never or almost true of me, (2) usually not true of me, (3) somewhat true of me, (4) usually true of me, (5) always or almost always true of me. After distributing the questionnaire to the students, the questionnaire was calculated by using formula from Oxford (1990) (see appedix C). The students total answer in each part of SILL divided with the total statement in each part. The highest average score from all part of SILL indicated which strategy that the students tend to use most frequently. After that, all the SUMS from students answer in different parts of SILL was divided by (\div 50). The result average score described students' frequency in using language learning strategies (LLS) . The highest frequency level is 5.0 and the lowest is 1.0.

Table. 8
Key Avarege in Using Learning Strategy

Level	Level of Learning Strategy	Level
High	Always or almost always used	4.5 - 5.0
	Generally used	3.5- 4.4
Medium	Sometimes used	2.5 – 3.4
Low	Generally not used	1.5 – 2.4
	Never or almost never used	1.0 – 1.4

Sources: Oxford (1990, p. 300)

3.7.2 Analysing of Listening Comprehension Test

The listening comprehension test was taken from TOEFL Junior test that consisted of 42 items. The time to answer the questions was 40 minutes. After distributed the listening comprehension test, the result of students listening comprehension test was calculated by scoring system from MAN 2 Palembang. The formula can be shown below:

$$\frac{\text{Total correct answers}}{42} \times 100 =$$

After knowing the students listening comprehension score, the score was described by using the category of listening achievement from MAN 2 Palembang. The category of listening achievement can be seen in table below:

Table. 9
Category Listening Achievement

Interval	Category
86-100	Very good
71-85	Good
56-70	Average
46-55	Poor
0-45	Very poor

Source: MAN 2 Palembang

3.7.3 Pre-Requisite Analysis

3.7.3.1 Normality Test

Normality test was used to see if the distribution all data were normal or not; the data were from SILL questionnaire and listening comprehension test. According Flynn (2003, p. 17), the data interpreted normal if $p > 0,05$. If $p < 0,05$, it means the data were not normal. In analyzing the normality test, Kolmogorov-smirnov was used to see the normality of the data in each variables.

3.7.3.2 Linierity Test

In order to know the data from SILL questionnaire and listening comprehension were linier or not, it can be seen from deviation of linierity score. If the probability is more than 0.05, it means that the data from two variables were linier.

1.7.1 Correlation analysis

In order to find out the correlation between language learning strategies (LLS) and Listening Comprehension, Pearson Product Moment correlation Coefficient was used. Then, as correlation coefficients the strength of an association and is graded from 0 to 1.00, to interpret how strong the relationship between two variables, the writer refers to table degree of correlation from Cohen, Manion, and Morrison (2007, p. 536):

Table. 10
The Degree of Correlation Coefficient

Interval Coefficient	Level of Correlation
0.20 – 0.35	Slight
0.35 – 0.65	Moderate
0.65 – 0.85	Strong
Over 0.85	Very Strong

Source: Cohen, Manion, and Morrison (2007, p. 536)

3.7.4 Regression Analysis

In order to know the contribution of language learning strategies to listening comprehension of the eleventh grade students of MAN 2 Palembang, regression analysis was applied in this study. In the correlation study, the analysis estimated a statistical process of the correlations between variables or between one or more predictor variables and the criterion variable. Then, the result of the analysis indicated the percentage of the predictor variables that contributed to the criterion scores. In addition to, all the statistically calculation above completed by SPSS (computer program version 16). The last, interpret the reason why the correlation and influence between two variables that occurred.

CHAPTER IV

FINDING AND INTERPRETATIONS

This chapter presents (1) research finding, (2) statistical analysis, and (3) interpretations.

4.1 Research Findings

There were two kinds of reserach findings in this study; (1) the result of students' language learning strategies and (2) the result of students' listening comprehension.

4.1.1 The Results of Students' Language Learning Strategies

The total number of students in the eleventh grade students in Social class in MAN 2 Palembang were 138 students. 122 students participated in this study, and the others were absent when conducting this study. The 50 items of strategy inventory language learning (SILL) were used to investigate the participants' language learning strategies. The SILL questionnaire used likert scale 1-5. In answering the statement in the questionnaire, the students chose number 1-5. (1) never or almost true of me, (2) usually not true of me, (3) somewhat true of me, (4) usually true of me, and (5) always or almost always true of me. The students chose which number that appropriate for them. The answer of the questionnaire was calculated by using formula from Oxford (1990) (see appedix C). The

students total answer in each part of SILL divided with the total statement in each part. The highest average score from each part of SILL indicated which strategy groups the students tend to use most frequently. After that, all the SUMS from different parts of SILL was divided by ($\div 50$). The result average score described students' frequency in using language learning strategies (LLS) . The highest frequency level is 5.0 and the lowest is 1.0.

The descriptive statistical analysis of LLS for the participants was shown below. The maximum score is 4.3, and the lowest score is 1.7. The mean of the language learning strategies scores for the participants is 2.9 and the standard deviation is .50.

Table. 12
Descriptive Analysis of Language Learning Strategies

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
language learning strategies	122	1.70	4.30	2.9828	.50676
Valid N (listwise)	122				

It was revealed that from the questionnaire, the six levels of language learning strategies were all perceived by the students with different numbers. some students had more than one learning strategy, and metacognitive strategy is the most dominant one. The details are in the following:

Table 13
Distributions of Language Learning Strategies

Category	Frequency	Percentages
Memory strategy	10	7,2%
Cognitive strategy	8	5,8%
Compensation strategy	19	13,7%
Metacognitive strategy	52	37,4%
Affective strategy	14	10%
Social strategy	36	25,9%
Total	139	100%

For each category of LLS, 20 students had high level and generally used LLS, 82 students had medium level and sometimes used LLS, and 20 students had low level and generally not used LLS.

Table 14
Distribution of Language Learning Strategies Level

Range Score	Level	Level of Learning Strategy	Number of Students	Percentages
4.5-5.0	High	Always or almost always used	0	0
3.5-4.4		Generally used	20	17 %
2.5-3.4	Medium	Sometimes used	80	66 %
1.5-2.4	Low	Generally not used	20	17%
1.0-1.4		Never or almost never used	0	0

4.1.2 The Result of Students' Listening Comprehension

The descriptive statistic analysis of listening comprehension for the participants is shown below. The maximum score 59.5, and the lowest score is 7.1. The mean of the listening comprehension score for the participants is 31,7 and the standard deviation is 9,32. This mean score indicated that the level of listening comprehension of the participants is low.

Table 15
Descriptive Statistics of Listening Comprehension

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
listening comprehension	122	7.10	59.50	31.7615	9.32665
Valid N (listwise)	122				

For each category, 2 students had average listening comprehension, 7 students had poor listening comprehension, and 113 students had very poor listening comprehension. The distributions is presented in the following table:

Table 16
Distributions of Listening Comprehension

Number of Student	Interval	Category	Percentages
0	86-100	Very good	0%
0	71-85	Good	0%
2	56-70	Average	1,7%
7	46-55	Poor	5,7%
113	0-45	Very poor	93,6%

4.2 Statistical Analyses

There were three statistical analyses that the researcher applied in this research study:

1. The statistical analysis of normality and linearity
2. The statistical analysis of correlation analysis between students' language learning strategies and their listening comprehension in all of participants.
3. The statistical analysis of regression analysis between students' language learning strategies and their listening comprehension in all of participants.

4.2.1 Pre-Requisite Analysis

Normality test and linearity test were conducted prior to data analysis through SPSS 16th version for windows. As parametric statistics, in term of correlation and regression were used in this research, it was fundamental to see if the distribution of the data are normal for each variable and linear between variables.

4.2.1.1 The Result of Normality Test

The data interpreted normal if $p > 0,05$. If $p < 0,05$, it means the data are not normal. Kolmogorov-smirnov was used to see the normality. The results of normality is shown in table below indicated that the data from each variable were all normal and appropriate for data analysis with coefficients .646 for language learning strategies and .562 for listening comprehension.

Table 17
Normality Test

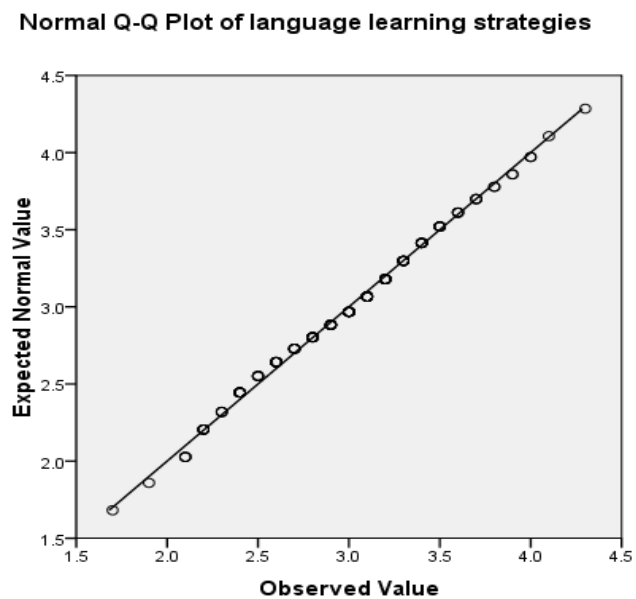
One-Sample Kolmogorov-Smirnov Test

		language learning strategies	listening comprehension
N		122	122
Normal Parameters ^a	Mean	2.9828	31.7615
	Std. Deviation	.50676	9.32665
Most Extreme Differences	Absolute	.067	.071
	Positive	.062	.071
	Negative	-.067	-.066
Kolmogorov-Smirnov Z		.739	.789
Asymp. Sig. (2-tailed)		.646	.562

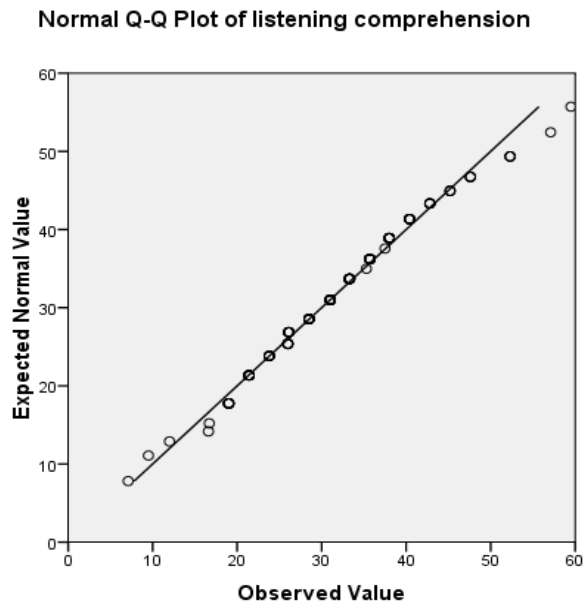
a. Test distribution is Normal.

The normal Q-Q plot of each variable is illustrated in the following figures:

Figure 1. Distribution of Language Learning Strategies Data
Normal Q-Q Plot of Language Learning Strategies



**Figure 2. Distribution of Listening Comprehension Data
Normal Q-Q Plot of Listening Comprehension**



4.2.1.2 The Result of Linearity Test

For linearity test, deviation of linearity was obtained. If probability is more than .05, the two variables are linear. The results showed that, the deviation from linearity between language learning strategies and listening comprehension was .348. To sum up all the data were linear for each correlation and regression.

**Table 18
Linearity Test
ANOVA Table**

			Sum of Squares	Df	Mean Square	F	Sig.
listening comprehension language learning strategies	Between * Groups	(Combined)	2103.720	23	91.466	1.064	.398
		Linearity	1.335	1	1.335	.016	.901
		Deviation from Linearity	2102.385	22	95.563	1.112	.348
Within Groups			8421.629	98	85.935		
Total			10525.349	121			

4.3 Correlation between Language Learning Strategies and Listening Comprehension

This part answered the first research problem by analyzing the result of descriptive statistics for questionnaire and listening comprehension. Based on Pearson Product Moment Correlation Coefficient, the result indicated that there was no significant correlation between Language Learning Strategies and Listening Comprehension. The correlation coefficient or r -obtain (-.011) was lower than r -table (0.1779) then the level of probability (p) significance (sig.2-tailed) was .902. It means that p (.902) was higher than .05. Thus, there was no significant correlation between the students's language learning strategies and their listening comprehension.

Table 19
Correlation Between Language Learning Strategies and Listening Comprehension.

		Correlations	
		language learning strategies	listening comprehension
language learning strategies	Pearson Correlation	1	-.011
	Sig. (2-tailed)		.902
	N	122	122
listening comprehension	Pearson Correlation	-.011	1
	Sig. (2-tailed)	.902	
	N	122	122

Because there was no significant correlation between two variables, it means that language learning strategies did not influence students' listening comprehension. It is not necessary to do regression analysis because H_1 is rejected.

4.4 Interpretation

In order to strengthen the value of this study, the interpretations are made based on the result of the data analyses. According to the findings, there was no significant correlation between Language learning strategies (LLS) and Listening comprehension. Also, there was no significant influence of language learning strategies on listening comprehension.

The result can happen because some factors in each side of the variables. From language learning strategies side, many students had more than one learning strategy. It makes them unable to use the strategy appropriately because they were not aware about the strategy and how to use it. Hismanoglu (2000) strongly stressed that using the same good language learning strategies does not guarantee that bad learners will also become successful in language learning since other factors may also play role in success. Meanwhile, Oxford (1990, 12) states that strategies assesment and training might be necessary to help learners become more aware of the strategies they are using and evaluate the utility of those strategies.

The result can also happen since language learning strategies (LLS) was not only one factor that affected listening comprehension. The result not only occured because language learning strategies are not only one factor that affecting the students listening comprehension, but also since it was not the most dominant factor affecting the students listening comprehension. The researcher assumed that there were some factors affecting students listening comprehension. Motivation is the most dominant factor because when doing the reseach, the researcher saw that

most of the students have low motivation during the test. This statement is also supported by Bingol, Celik, Yildiz , and Mart (2014, p. 4) They states that students' motivation is one of the crucial factors that affects listening comprehension. Another factor is experience in learning listening, less experience in learning listening makes the students low in listening comprehension. Then, students' background knowledge also cause them to have difference listening comprehension. Naning and Hayati (2011, p. 9) explain the difference knowledge of the students, causes them to have difference listening achievement. As well, other factors that should not be neglected are the tecaher methodology in teaching listening, the tools, and the students condition when joining the test. According to Ardila (2013, 79), there are seven factors that affect EFL learners' listening skills: learner's motivation, paralinguistic features, vocabulary, concentration, teacher's methodology, the use of material and the learner's background. Norflee (2014) claims there are also some factors that affect listening process such as listener factor, background knowledge, speaking style and visual input.

The result of this present study is similar to the study of Buchari (2015). She indicated that there was not significant correlation between students' listening strategy (memory, cognitive, compensation, metacognitive, affective, and social) employed by students and their listening comprehension. She analyzed statistical correlation one by one. First, she found that there was no significant correlation between memory strategy and listening coprehension with P-value (Sig. 0,115) > 0,05 and correlation coefficient (r_s) is -0,186. She found there was no significant correlation between cognitive strategy and listening comprehension with P-value

(Sig. 0,980) > 0,05 and correlation coefficient (r_s) is -0,003. Third, she found that there was no significant correlation between compensation strategy and listening comprehension with P-value (Sig. 0,80) > 0,05 and correlation coefficient (r_s) is -0,228. Then, she found there was no significant correlation between metacognitive strategy and listening comprehension with P-value (Sig. 0,169) > 0,05 and correlation coefficient (r_s) is 0,180. The other findings showed that there was no significant correlation between affective strategy and listening comprehension with P-value (Sig. 0,591) > 0,05 and correlation coefficient (r_s) is -0,071. The last, she found there was no significant correlation between language learning strategies and listening comprehension with P-value (Sig. 0,347) > 0,05 and correlation coefficient (r_s) is 0,123. She indicated that there were some factors that make there was no significant correlation including the listening test, the instrument of this research, quality of the speaker sound, the students position when doing the task, and also their background knowledge in listening.

Many reserachers also found that language learning strategies (LLS) had no significant correlation with other English language skills. Ikhsan (2013) indicated that there were no significant correlation between students' language learning strategies with their speaking and reading ability. Wijiana (2014) found that there was no significant relationship between the six categories of language learning strategies and their English achievement. She said that it may be caused by their aim in learning English in which they focus more on getting a good grade rather than improving their skills.

This finding was inconsistent with the result of Syafrudin (2015) he found that there was significant correlation between Learning Strategies and Students' Listening Comprehension Ability on the Fourth Semester of English Department IAIN Antasari Banjarmasin. By looking at the critical value table of r Product Moment, it is obtained the r value in 5% fault significant is 0,279 and in 1% fault significant is 0,361. Because the Phi value in this research is 0,320 higher than r value in 5% fault significant. In other words, the higher students learning strategies use following with the highest students score in listening comprehension. Pratama (2015) found there was positive correlation between learning strategies towards reading comprehension at first grade of SMAN 14 Bandar Lampung. The results showed that there were 15 students who used cognitive strategy, while there were 9 students who used metacognitive strategy and social strategy were 6 students. Then, the result of One-Way ANOVA showed that F for cognitive strategy was 37.18 with $p = .000$, F for metacognitive strategy was 15.75 with $p = .000$, and F for social strategy was 5.97 with $p = .001$. It means that learning strategies employed by the students in comprehending reading text would significantly determine how the students who used good strategies was able to answer the reading test items well.

In conclusion, this study failed in investigating the correlation and influence between language learning strategies (LLS) and listening comprehension of eleventh grade students of MAN 2 Palembang. However, language learning strategies was not correlate with listening comprehension but from the result of this study showed that almost of eleventh grade students of

MAN 2 Palembang sometimes used learning strategy and metacognitive strategy is the most dominant strategy that they used in learning language. Furthermore, language learning strategies (LLS) is also applicable for four skills (listening, speaking, reading, and writing), it means that there is possibility that language learning strategies correlate with others language skill.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents, (1) conclusion, and (2) suggestion based on the findings of the research

5.1 Conclusion

Based on the findings of the study, two conclusions are drawn. First, the students' language learning strategies had no significant correlation to students' listening comprehension. The finding showed that the null hypothesis (H_0) was accepted and the alternative hypothesis (H_1) was rejected. It could be seen from the result of the correlation coefficient or r -obtained (-.011) was lower than r -table (0.1779) then the level of probability (p) significance (sig.2-tailed) was .902. It means that $p(.902)$ was higher than .05. It means there was no significant correlation between the students's language learning strategies and listening comprehension of the eleventh grade students of MAN 2 Palembang. Second, the students' language learning strategies did not significantly influence students' listening comprehension. It means that students' language learning strategies did not give any contribution to students' listening comprehension of eleventh grade students of MAN 2 Palembang.

The result can happen because of some factors in each side of the variables. From language learning strategies side, many students had more than

one learning strategy. They did not aware about their strategy, and cofuse how to use it. In listening comprehension side, the caused were students' low motivation, the students' lack of experience in learning listening, the students' low background knowledge about listening topic, the teacher's method in teaching listening, the tools that students use during listening test, and the students condition when joining the test.

5.2 Suggestions

From the conclusion above, some suggestions can be given. For the teacher, it is important for the teacher to give the students information about their language learning strategies and help them how to use it appropriately during learning language. Furthermore, the teacher should focus on other factors that influence students listening comprehension such as motivation, learning experience, background knowledge, vocabulary, methodology in teaching listening, and the tools. For the students, it is suggested that they be aware about their language learning strategies when learning language. Improving their listening practice will help the students in comperhending the listening. For other reserachers, it is suggested to do the research about language learning startegies to other language skill (speaking, reading, and writing). The researcher is also suggested that similar study can be conducted with bigger sample and large population in order to gain better result in the future.

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APPENDIX A

Strategy Inventory in Learning Language (SILL)

Name :

Class :

Directions :

1. For each of the statements below, please choose based on your condition by placing a tick (\checkmark) in the appropriate box, from 1-5.

1 = Never or almost never true of me

2 = Usually not true of me

3 = Somewhat true of me

4 = Usually true of me

5 = Always or almost always true of me

SILL (strategy inventory for language learning) from Oxford (1990) version 7.0.

No	Items	1	2	3	4	5
PART A						
1	I think of relationship between what I already know and knew things I learn in english					
2	I use new English words in a sentence so I can remeber them					
3	I connect the sound of new and image or picture of the word to help remember the word					
4	I remember a new english word by making a mental picture of situation in which the word migh be use					
5	I use rhymes to remeber new language					
6	I use Flascards to remember new English language					
7	I physically act out new English words					
8	I review English lessen often					

9	I remember new English words or phrases by remembering their location on the page on the board					
PART B						
10	I say or write new English words several					
11	I try to talk like native English speakers					
12	I practice the sounds of English					
13	I use the English words I know in different ways					
14	I startt conversationns in English					
15	I watch English TV shows spoken in English or go to movies spoken English					
16	I read for pleasure in English					
17	I write notes, messages, letters, or reports in English					
18	I first skim an English passage (read over the pessage quickly) than go back and read carefully					
19	I look for words in my own language that are similar to new words, in English					
20	I try to find patterns in English					
21	I find the meaning of an English word by dividing it into parts that I understand					
22	I try not to translate word-for-word					
23	I make summaries of information that I hear or read in English					
PART C						
24	To understand unfamiliar words, I make guesses					
25	When I can't think of word during a conversation in English, I use gesture					
26	I make up newwords if I do not know the right ones in English					

27	I read English without looking every new word					
28	I try to guess what the other person will say next in English					
29	If i can't think of a English word, I use a word or phrase that means the same thing					
	PART D					
30	I try to find as many ways as I can to use my English					
31	I notice my English mistakes and use that information to help me do better					
32	I pay attention when someone is speaking English					
33	I try to find out how to be a better learner of English					
34	I plan my schedule so I will have enough time to study English					
35	I look for people I can talk to English					
36	I look for oppurtunities to read as much as possible in English					
37	I have clear goals for my progress in learning English skill					
38	I think about my progress in leraning English					
	PART E					
39	I try to relax whenever I feel afraid of using English					
40	I encorage myself to speak English even when I am afraid of making a mistake					
41	I give myself a reward or treat when I do well in English					
42	I notice if I am tense or nervouse when I am studying of using English					

43	I write down my feelings in a language learning diary					
44	I talk to someone about how I feel when I am learning English					
PART F						
45	If I do not understand something in English, I ask the other person to slow down or say it again					
46	I ask English speakers to correct me when I talk					
47	I practice English with other with other students					
48	I ask for help from English speakers					
49	I ask questions in English					
50	I try to learn about the culture of English speakers					

Formula for count the questionnaire:

Part A	Part B	Part C	Part D	Part E	Part F	
1.	10.	24.	30.	40.	45.	
2.	11.	25.	31.	41.	46.	
3.	12.	26.	32.	42.	47.	
4.	13.	27.	33.	43.	48.	
5.	14.	28.	34.	44.	49.	
6.	15.	29.	35.		50.	
7.	16.		36.			
8.	17.		37.			
9.	18.		38.			
	19.		39.			
	20.					
	21.					
	22.					
	23.					
SUM	SUM	SUM	SUM	SUM	SUM	SUM
÷ 9 =	÷ 14 =	÷ 6 =	÷ 9 =	÷ 6 =	÷ 6 =	÷ 50 =
						(overall average)

Whole SILL

SUM Part A

SUM Part B

SUM Part C

SUM Part D

SUM Part E

SUM Part F