

**THE CORRELATION BETWEEN LISTENING STRATEGIES AND
LISTENING COMPREHENSION OF THE ELEVENTH GRADE OF MA
BABUSSALAM PAYARAMAN**



UNDERGRADUATE THESIS

**This thesis was accepted as one of the requirements to get
the title of Sarjana Pendidikan (S.Pd.)**

by

**Desma Yulisa
*NIM. 12250023***

**ENGLISH EDUCATION STUDY PROGRAM
TARBIYAH FACULTY
UIN RADEN FATAH PALEMBANG
2017**

Hal : Pengantar Skripsi

Kepada Yth,

Bapak Dekan Fakultas Ilmu

Tarbiyah dan Keguruan UIN
Raden Fatah Palembang

di

Palembang

Assalamualaikum Wr. Wb.

Setelah kami periksa dan diadakan perbaikan-perbaikan seperlunya, maka skripsi berjudul **“THE CORRELATION BETWEEN LISTENING STRATEGIES AND LISTENING COMPREHENSION OF THE ELEVENTH GRADE STUDENTS OF MA BABUSSALAM PAYARAMAN”**, ditulis oleh saudara **Desma Yulisa (12250023)** telah dapat diajukan dalam sidang munaqosah Fakultas Tarbiyah dan Keguruan UIN Raden Fatah Palembang.

Demikianlah terima kasih.

Wassalamu’alaikum Wr. Wb.

Palembang, April 2017

Pembimbing I

Pembimbing II

Manalulaili, M. Ed
NIP. 19720415 200312 2 003

Roma Nur Asnita, M.Pd
NIP.19751231 200710 2 006

**THE CORRELATION BETWEEN LISTENING STRATEGIES AND
LISTENING COMPREHENSION OF THE ELEVENTH GRADE OF
MA BABUSSALAM PAYARAMAN**

**This thesis was written by Desma Yulisa, Student Number. 12 25 0023
Was depended by the writer in the Final Examination and was approved
By the examination committee
On April 28, 2017**

**This thesis was accepted as one of the requirements to get
the title of Sarjana Pendidikan (S.Pd.)**

**Palembang, April 28, 2017
Universitas Islam Negeri Raden Fatah
Fakultas Tarbiyah**

Examination Committee Approval

Chairperson,

Secretary,

**Hj. Lenny Marzulina, M.Pd
NIP. 19710131 201101 2 001**

**M. Holandiyah, M.Pd
NIP. 19740507 201101 1 001**

**Member : M. Holadiyah, M.Pd
NIP. 19740507 201101 1 001**

(.....)

Member : Janita Norena, M.Pd

(.....)

**Certified by,
Dean of Tarbiyah faculty**

**Dr. H. Kasinyo Harto, M.Ag
NIP. 19710911 199703 1 004**

Motto :

- ❖ ***Your duty as a child is lifting your family pride ☺***
- ❖ ***Don't rely on someone too much because even your shadow leave you in the dark (HR. Ibnu Taimiyah)***

Dedication :

This thesis was dedicated to :

- ♥ ***My inspiring advisors, Manalulaili, M.Ed & Roma Nur Asnita, M.Pd for their guidance, patience, support in accomplishing this thesis***
- ♥ ***My beloved parent, my great father (Irmanto) and my lovely mother (Rusmini) who always mention my name in your prayer and also thank you for billion things that you have given to me***
- ♥ ***My lovely sister (Asmalia) and brother (Erisando) who always support, help and pray for my success***
- ♥ ***My sweetheart Bripda Dedek Suhendra, thank you for always with me through this proses***
- ♥ ***My wonderful friends Fera Hidayati, S.pd, Halimah, S.pd and Ayu Umi Kalsum, thank you for everythings guys***
- ♥ ***My best lecturers in English Education study programme***
- ♥ ***All my friends in PBI 01***
- ♥ ***Last, My Almamater***

ACKNOWLEDGMENT

Alhamdulillahirobil A'la min, million of thanks is praised to Allah SWT, the one and only God, the merciful God and the lord of the world and hereafter. May peace and bless be upon to his great messenger, the prophet Muhammad SAW, and who always blesses and empowers the writer to finish this thesis. This thesis is written to fulfill as one of the requirements for obtaining Sarjana Degree (S1) in English Education Study Program, Faculty of Tarbiyah and Teaching, UIN Raden Fatah Palembang.

The writer would like to express great appreciation to the people involved in the processing of this thesis. The writer gives her great attitudes to her wonderful and inspiring advisors: Manalulaili, M.Ed., and Roma Nur Asnita, M.Pd for their guidance, patience, support in accomplishing this thesis. The writer is also grateful of the Dean of Tarbiyah and Teaching Faculty and all staff members, and the Head of English Education Study Program, for the administrations matters. The greatest gratitude is also given to all lecturers who had taught her during the study at English Education Study Program.

The writer would like to express her deepest appreciation to her beloved family: Mother, Father, Sister and Brother for their pray, patience, love and support. The writer also would like to express the big thanks to her beloved fiance. She also likes to extend his gratitude to her classmates and friends. All in all, this long journey which begins from step by step would never reach the final line without the helps from everyone who involved to this story. Hopefully, this thesis will be very useful for the future of our academic world.

Writer

Desma Yulisa

STATEMENT PAGE

I hereby,

Name : Desma Yulisa
Place and Date of Birth : Payaraman, December 30th, 1995.
Study Program : English Education Study Program
Student Number : 23

State that

1. All the data, information, interpretation, and conclusions presented in this thesis, except for those indicated by the sources, are the results of my observation, process and thought with the guidance of my advisors.
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.

This statement is made truthfully and if one day, there is evidence of forgery in the above statement, I am willing to accept the academic sanction of the cancellation of magister degree that I have received through this thesis.

Palembang, May 2017
The Writer

Desma Yulisa
NIM. 12 25 0023

CONTENTS

ACKNOWLEDGEMENT	i
CONTENTS.....	ii
ABSTRACT	v
LIST OF TABLE	vi
LIST OF FIGURE	vii
LIST OF APPENDICES.....	viii
LIST OF DOCUMENTATION	ix
I. INTRODUCTION.....	1
1.1 Background	1
1.2 Research Problems.....	8
1.3 Research Objectives	8
1.4 Significance of the Study	9
II. LITERATURE REVIEW	10
2.1 Correlational Study.....	10
2.2 The Nature of Listening Strategy.....	13
2.3 Types of Listening Strategies.....	13
2.3.1 Cognitive Strategy	14
2.3.2 Meta-Cognitive Strategy.....	15
2.3.3 Socio-Affective Strategy.....	16
2.4 Listening Strategy Characteristic.....	16
2.5 McCormick Listening Strategies	17
2.5.1 Strategies Listening Components	18
2.6 The Concept of Listening.....	19
2.7 Types of Listening.....	20

2.8 Major Problems That Learners face with Listening	21
2.8.1 <i>Quality of Recorded Materials</i>	21
2.8.2 <i>Cultural Differences</i>	21
2.8.3 <i>Accent</i>	21
2.8.4 <i>Unfamiliar Vocabulary</i>	22
2.8.5 <i>Length and Speed of Listening</i>	22
2.9 Listening Strategies and Listening Comprehension	23
2.10 Related Studies	24
2.11 Hypotheses	27
2.12 Criteria for Testing Hypotheses.....	28
III. METHOD OF RESEARCH.....	29
3.1 Research Design	29
3.2 Research Variables	30
3.3 Operational Definition.....	30
3.4 Subject of The Study	31
3.4.1 Population	31
3.4.2 Sample	31
3.5. Data Collection.....	33
3.5.1 Listening Strategies Questionnaire	33
3.5.2 Listening Test.....	33
3.6 Validity and Reliability	36
3.6.1 Validity Test.....	36
3.6.2 Reliability Test.....	37
3.7 Data Analyses	38
3.7.1 Instrument Analysis	38
3.7.1.1 Questionnaire Analysis	38
3.7.1.2 Listening Test Analysis	38

3.8 Statistical Analysis.....	38
3.8.1 Pre-requisite Analysis	38
3.8.1.1 Normality Test.....	39
3.8.1.2 Linearity Test	39
3.8.2 Correlation Analysis	39
3.8.3 Regression Analysis	40
IV. FINDING AND INTERPRETATIONS	41
4.1 Research Findings.....	41
4.1.1 Result of students' Listening Strategies	41
4.1.1.1 Cognitive Strategy Analysis.....	41
4.1.1.2 Metacognitive Strategy Analysis	42
4.1.1.3 Socio Affective Strategy Analysis	43
4.1.2 Result of Students' Listening Comprehension	45
4.1.2.1 Excellent Level	45
4.1.2.2 Very Good Level	46
4.1.2.3 Good Level	47
4.1.2.4 Fair Level	48
4.1.2.5 Poor Level	49
4.2 Normality Test and Linearity Test.....	50
4.2.1 The Result of Normality Test.....	50
4.2.2 The Result of Linearity Test	51
4.3 Correlation between Listening Strategies and Listening Comprehension	52
4.4 Influence of Students' Listening Strategies and Listening Comprehension	52
4.5 Interpretations.....	54

V. CONCLUSIONS AND RECOMMENDATIONS	61
5.1 Conclusions.....	61
5.2 Recommendations	62
References	63
Appendices	
Documentations	

LIST OF TABLE

		Page
Table 1	Coefisient Correlation	11
Table 2	Listening Strategies Framework.....	16
Table 3	Distribution of Population	31
Table 4	Distribution of Sample	33
Table 5	Listening Strategies Questionnaire Spesification.....	34
Table 6	The Specification of Listening	35
Table 7	Frequency of Cognitive Strategy.....	42
Table 8	Descriptive Statistic of Cognitive Strategy	42
Table 9	Frequency of Metacognitive Strategy	43
Table 10	Descriptive Statistic of Metacognitive Strategy	43
Table 11	Frequency of Socio Affective Strategy	44
Table 12	Descriptive Statistic of Socio Affective Strategy.....	45
Table 13	Frequency of Excellent Level	45
Table 14	Descriptive Statistic of Excellent Level	46
Table 15	Frequency of Very Good Level	46
Table 16	Descriptive Statistic of Very Good Level	47
Table 17	Frequency of Good Level	47
Table 18	Descriptive Statistic of Good Level	48
Table 19	Frequency of fair Level	48
Table 20	Descriptive Statistic of fair Level	49
Table 21	Frequency of Poor Level	49

Table 22	Descriptive Statistic of Poor Level	50
Table 23	Normality Test	51
Table 24	Linearity Test	51
Table 25	Correlation Between Listening Strategies and Listening Comprehension.....	52
Table 26	Regression Analysis of Students Listening Strategies and Listening Comprehension	53
Table 27	Model Summary	53

LIST OF FIGURE

	Page
Figure 1 Correlational Design	29

**THE CORRELATION BETWEEN LISTENING STRATEGIES AND LISTENING
COMPREHENSION OF THE ELEVENTH GRADE STUDENTS OF MA
BABUSSALAM PAYARAMAN**

ABSTRACT

Desma Yulisa

The purpose of this research was to identify the correlation and the influence between listening strategies and listening comprehension. The eleventh grade students were selected as participants of this study. The instruments which used in this research were listening strategies questionnaire adapted from Lee (1997) and modified by Ho (2006); & Golchi (2012), and listening comprehension test was conducted to measure students' listening comprehension. *Pearson product moment, regression analysis, R-square* were used to find out the correlation and the influence between variables. The result revealed that there was a significant correlation between listening strategies and listening comprehension with $r = .516$. Besides, there was also a significant influence of listening strategies on listening comprehension with 26.6 %. This study could have implications for English language teachers, course designers, learners, and text book writers.

Key words – listening strategies, listening comprehension, testing listening, EFL students

CHAPTER I

This chapter presents (1) background, (2) research problem, (3) research objective and (4) the significance of the research.

1.1 Background

It has been acknowledged that English has been used all over the world. It means that English is a means of communication that is used internationally by people to communicate with others to transfer ideas, thoughts, feelings, attitudes, or messages. Nowadays, people need to be able to use English in order to challenge globalization. English First [EF] (2011) reported that English proficiency of Indonesia positioned in the 34 from 44 countries which is English is not as main language. In English, there are four basic language skills that teachers have to teach and students have to learn; they are reading, listening, writing, and speaking. Those skills are stated in the curriculum KTSP (2006) which administered to english language teaching in Indonesia, unexcept in MA Babusslam, Payaraman.

One of the essential skill is listening. Gilakjani and Sabouri (2016, p. 124) argues that listening is a process of receiving what the speaker says, making and showing meaning, negotiating meaning with the speaker and answering, and creating meaning by participation, creativity, and empathy. Meanwhile, Brown (2004, p. 118) argues that listening performance is the invisible, inaudible process of internalizing meaning from the auditory signals being transmitted to the ear and brain. Besides, the process of decoding the auditory input by anybody who uses language is called listening

(Mahmood & Heupen, 2016, p. 64). Furthermore, Bozorgian (2012, p. 654) defines listening comprehension is the primary channel of learning a language. In short, Listening is the ability to identify and understanding what others are saying. It involves understanding a speakers' accent or pronunciation, grammar and vocabulary, and grasping meaning.

Mastering listening comprehension is the first step towards fully acquiring the English language (Liu, 2008). Also, Vahdany (2016, p. 385) shown that world knowledge is considered as general knowledge, which includes economy, business, politics, environment, and science that may concern the listening tasks. Also, Long and Tanh (2016, p. 2) indicate listening is a critical element in the competent language performance of adult foreign language learners, whether they are communicating at school, at work, or in the community. Besides, Bidadabi and Yamat (2011, p. 26) indicate that listening is an essential skill which develops faster than speaking and often affects the development of reading and writing abilities in learning a new language. In part with Guan (2014, p. 1) illustrated if speaking is silver, then listening is gold. Listening skills tends not to receive sufficient attention although 40% of daily communication is spent on listening to others (Balaban, 2015, p. 375).

The importance of listening comprehension in language acquisition can not be underestimated since the most important part of producing language is perception (Ebadi & Oroji, 2016, p. 12). When people communicate with others, people spend the largest proposition of time, about 45% in listening, but only 30 % in speaking, 16

% in reading, and 9 % in writing (Huy, 2015, p. 21). Besides, Listening has an important effect on communication, and as it was estimated by researchers that adults spend 40-50% of their communication time on listening, 25-30% on speaking, 10-15% on reading, and about 10% on writing, (Holden, 2004). In line with Kasseem (2014, p. 153) define listening is more crucial than reading and speaking. Listening is not only the first of the language skills developed, it is also the skill most frequently used in the classroom (Amirian, 2013, p. 141).

Kassem (2014, p. 154) defined listening comprehension is problematic for many FL learners. In line with Hamouda (2013) EFL learners have crucial problems in listening comprehension because Schools pay attention to grammar, reading, and vocabulary. Furthermore, Gilakjani and Sabouri (2016, p. 129) described that listening comprehension has been ignored in many English language programs. In line with Mahaleh (2014, p. 255) argued listening comprehension is the most forgotten skills in second language learning, because the listening was paid the least attention of the four language skills. Bidadabi and Yamat (2011, p. 26) indicate that listening is also not an easy skill because it requires listeners to make meaning from the oral input by drawing upon their background knowledge of the world. Listening has many aspects that it is difficult to deal with and understand so it requires a lot mental process, and all of these skills play an important role in the process of language learning and the improving more related language skills (Mian, 2014, p. 255).

Despite its importance, listening is not an easy skill to master, especially listening in the ESL or EFL contexts (Eslakonha, & Amiri, 2014, 191). Besides, Golchi (2012, p. 115) stated that poor listening ability results from many factors, such as insufficient emphasis on listening, immature teaching methodologies, ineffective listening strategies, and students' lack of vocabulary. However, according to Goh (2000), most learners are not well aware of their own approaches of listening and comprehending the oral input, nor are they aware of the actual problems occurring during information processing. These listening problems often remain unresolved in traditional ESL listening classes, which normally involve practicing listening comprehension through tests. Although listening is one of difficult aspect to mastered, but by using appropriate strategies in learning, it will be easier. If listening skills are to be acquired, they must be taught along with certain listening strategies (Amin, et. All. 2011, p.2). Nevertheless, Learning facilities involve speaker affect students listening performance. Single speaker as the centre influence students who sit in the front get more advantages rather than the last students in the corner.

Listening strategies refers to techniques, approaches or actions that students take in their listening process to help their listening comprehension (Ma, 2015, p. 38). Teaching listening strategies promotes listening comprehension, shapes students' self-control learning habit and improves independent learning ability. Listening strategies as well as linguistic knowledge are necessary to successful listening comprehension. O'Malley and Chamot's (1990) learning strategies were categorized as meta-cognitive, cognitive, and socio-affective strategies are steps taken to contribute

learners to acquire, store, retrieve, and use information. Strategies help students a lot by paving the way for comprehension process to be much easier. Thus, it makes learning not only enjoyable but also more effective (Ebadi, 2016, p. 12).

The strategies of listening comprehension must be used simultaneously (Gilakjani & Sabouri, 2016, p 129). Zhang (2012, p. 625) argue successful language learners include listening tended to use certain strategies. As a way to prevent forgetting almost 80% of the content of a listening material, it is recommended that learners take notes while listening (Brito, 2015, p. 2). Eslakonha and Amiri (2014, p.191) stated that researchers and educators have long believed that Listening strategies are essential for one to be a successful language learner.

Studies on listening strategies needed to be conducted widely, especially to find which strategies should be used to enhance language listening comprehension ability. Using the listening strategies in order to have a better understanding of the listening text is always insisted by educators (Moghdam, 2015, p. 311). In line with Rost (2001, p. 12) argued listening skills underlying listening have become more clearly defined” and “strategies contributing to effective a strategy listening are now better understood”. It means that without strategy, students are fail to achieve the goals of learning especially in listening. Learners can improve their listening comprehension by practice in perception of selected sounds, content words, pronunciation of new words, but practice is not sufficient they also should adopt listening strategies to enhance their comprehension (Moghdam, 2015, p. 312).

In most classrooms, learners are unaware of the strategies underlying the learning tasks in which they are engaged (Amirian, 2013, p. 141). Listening strategy instruction should be given. Strategies are conscious steps or actions by which learners can guide and evaluate their own comprehension and learning (Rost, 2002). Students who poor knowledge about listening strategies and use strategies uneffectively, they are going to fail in achieving listening comprehension. Without a real strategies listening can not achieve easily. Furthermore, Gilakjani and Sabouri (2016, p. 129) suggested that teachers should encourage their students to develop listening strategies. Predicting, asking for clarification, and using non-verbal cues are some examples of these strategies that improve learners' listening comprehension ability.

Based on my informal interview to the teacher and some students, that listening is the hardest among others skill to be acquired. Besides, this skill is not exist there are many difficulties such as the audio speed, different context in daily life, accent, meaningless of words and lack of strategies were factors made listening is complicated skill. In addition, based on the researcher observation about learning facilities, such lack of speaker in the class. Sometimes, teachers brought tape recorder to conduct listening lesson. Also, the quality of speaker was unstandar and the class was to large. Sometimes, the electricity did not support the listening process. The teachers also expressed that students have not yet know about strategies, and teacher also does not know how to use and apply the listening strategies.

The rationales of conducting this study, first, realizing the importance of listening in daily life and language learning process but in fact students do not know the concept of listening strategy. Second, recognizing the importance of listening strategies for the development of foreign language proficiency. Especially this study covered three strategies of listening comprehension in order to adapt in the complete scope which detected listening strategies that more dominant belongs to each students to learn listening more effectively. Third, the findings of previous related studies between listening strategies and listening comprehension showed the inconsistency and debatable results. Fourth, past research has revealed that a large proportion of the second language research findings indicates that listening is the most important skill for language learning because it is the most widely used language skill in normal daily life (Morley, 2001, p. 3; Rost, 2001, p. 4). Last, the students' listening proficiency especially in the school where researcher conducted study, they still have low proficiency in listening. Those five rationales are the element factors why this issue still need to concern.

Some researchers have previously explored those related variables students listening strategies and listening comprehension, but it is still confront found upon the results. Golchi (2012) found negative correlation listening strategy use with listening comprehension. In contrast with Eslakonha and Amiri (2014) revealed that there was a statistically significant relationship between the listening strategies (meta-cognitive, cognitive and, socio-affective) their listening comprehension ability.

Based on the explanation above. So it is logical to pay more attention on listening comprehension and its strategies in EFL educational program and SLA research.

1.2 Research Problems

Based on the background, the research problems are formulated in the following questions:

1. Is there any significant correlation between listening strategies and listening comprehension achievement of eleventh grade students of MA Babussalam Payaraman?
2. Do listening strategies influence on listening comprehension achievement of eleventh grade students of MA Babussalam Payaraman?

1.3 Research Objectives

In accordance with the problems above, the objectives of this study are:

1. To find out whether or not there is a significant correlation between listening strategies and listening comprehension of eleventh grade of MA Babussalam Payaraman?
2. To know the significant influence of listening strategies on listening comprehension of eleventh grade of MA Babussalam Payaraman.

1.4 The Significance of the Study

From this study, the researcher hopes that this study gives some information in the development of language teaching and learning process. Especially understanding the students' listening strategies related to the students' listening comprehension. To get success in learning, learners need to be conscious with their capability as a power to reach the purpose of learning. Therefore, the study hopefully can be useful for teachers in teaching English especially listening subject, and teachers know the concept of listening strategies as linguistic factor. And teacher as material developer to make material relevant with the students' listening strategies. For parents when they know the concept of listening strategies, they can guide their children to decide which listening strategies prefers to use. Specially for the students when they know about their listening strategies, it helps them how to improve their ability effectively, especially in exploring their listening comprehension, and this research is a reference for the next researcher.

CHAPTER II

LITERATURE REVIEW

This chapter presents (1) correlational study, (2) the nature of listening strategy, (3) types of listening strategies, (4) listening strategies characteristics, (5) McCormick listening strategy, (6) the concept of listening, (7) types of listening (8) major problems that learners face with listening comprehension, (9) previous related studies (10) hypotheses, and (11) criteria for testing hypotheses.

2.1. Correlational study

Johnson and Christensen (2012, p. 44) state that in correlational research, the researcher studies the relationship between one or more quantitative independent variables and one or more quantitative dependent variables. 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. More specifically correlation coefficient is a number that can 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 equal to zero, there is no correlation between the two variables. If the number is equal to +1.00 or equal to -1.00, the correlation is called perfect. Positive correlation is present when scores on two variables tend to move in the same direction while negative correlation is present

when score on two variables tend to move in opposite direction – as one variable goes up, the other tends to go down, and vice versa.

The meaning of a given correlation coefficient can be seen below based on Johnson and Christensen (2012, p. 340):

Table 1
Coefficient Correlation

Interval Coefficient	Level of Correlation
0.00 – 0.34	Very Weak
0.34 – 0.40	Weak
0.41 – 0.64	Fair
0.65 – 0.84	Strong
0.85 – 1.00	Very Strong

There are two primary types of correlational research design; explanation and prediction (Creswell, 2005, p. 326). 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 (2005, p. 327) shows that 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”.

Johnson and Christensen (2012, p. 339) add that in an explanatory study, all the data on both variables will usually be collected within a fairly short time. Often, the instruments used are administered in a single session, or in two sessions one immediately after the other.

In a prediction design, researcher seeks to anticipate outcomes by using certain variables as predictors. 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 (2005, p. 328) 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 acceptable sample size for a correlational study is considered by most researchers to be no less than 30 (Fraenkel, Wallen & Hyun, 2012 p. 338; and Creswell, 2005, p. 150).

2.2. The Nature of Listening Strategy

Listening strategies refer to skills or methods for listeners to directly or indirectly achieve the purpose of listening comprehension of the spoken input” (Ho, 2006, p. 25). Ebadi and Oroji (2016, p. 12) explain that “listening strategies in listening comprehension has been investigated in order to help students a lot by paving the way for comprehension process to be much easier”. Wherefore, listening strategies are activities or techniques which directly contribute to the comprehension of listening input and its recall (National Capital Language Resource Center, 2004). Amin, et., al (2011, p. 3) stated strategic listening can be defined as the process of being aware of listening processes, having a repertoire of listening strategies, and knowing which work best with which listening tasks; using various listening strategies in combination and varying the combination with the listening task; being flexible in the use of strategies. Listening comprehension strategies are universal actions, behaviors; approaches, procedures, and plans listeners use to be able to comprehend oral tasks more easily (Chen, 2008). It can be claimed that listening strategies is the way to manage and handle the process of listening comprehension to achieve better result.

2.3. Types of Listening Strategies

O’malley and Chamot’s (1990; Lee 1997; Vandergrift’s, 2003; Ho 2006; Golchi, 2012; and Tugrul Mart 2014) expressed that there are three types of strategies in listening comprehension, they are cognitive, metacognitive, and socio-affective.

The theories to be the basic and three main category of listening strategies (Serri, Boroujeni, & Hesabi, 2012, p. 843).

2.3.1. Cognitive strategy

Richard (2008, p. 11) define “cognitive strategy is Mental activities related to comprehending and storing input in working memory or long-term memory for later retrieval”. Huy (2015, p. 25) defined cognitive strategies were used to help students to obtain knowledge, understand of linguistic system, for example, learners could understand the meaning of words from contexts, link new information with existing schema. In line with Ratebi (2013, p. 141) defined cognitive strategies are behaviors, techniques, or actions used by learners to facilitate acquisition of knowledge or a skill. Cognitive strategies are problem-solving techniques that learners use to manage the learning tasks and make easy the acquisition of knowledge or skill and involve direct manipulation or alteration of the learning materials (Derry & Murphy, 1986). Azadi, Zare and Khorram (2015, p. 33) These strategies can be more divided into, inferencing, elaboration, imagery, summarization, translation, transfer and repetition. Cognitive strategies exist in the working memory and facilitate the central administrative jobs of processing information and passing it from one process to another (Macaro, 2006).

2.3.2. Meta-Cognitive Strategy

Ratebi (2013, p. 141) defines metacognitive learning strategies are those which involve knowing about learning and controlling learning through planning, monitoring and evaluating the learning activity. This strategies helps learners get back their focus when they lose it. Bidabadi (2011, p. 26) defines meta-cognitive strategies are employed by students to increase comprehension and second language retention, and include planning, monitoring, evaluating and problem-solving. In line with Gonen (2009, p. 45). Meta-cognitive listening strategies include direct attention, selective attention. Other metacognitive strategies involves students' self management, self monitoring and self evaluation in which the learner becomes aware of the effectiveness of their listening skills. It can be concluded that metacognitive strategies are management techniques employed by learners to have control over their learning through planning, monitoring, evaluating, and modifying.

Richard (2008, p. 11) metacognitive strategy is conscious or unconscious mental activities that perform an executive function in the management of cognitive strategies. Huy (2015, p. 26) explained metacognitive strategies could help listeners focus their attention on listening tasks, materials, activities, and could aid listeners organize and gather materials, plan for an L2 task, and arrange a study space like setting goals and objects. Beside that offer the listeners a holistic view of the ongoing listening process to avoid making

their mistakes which they had before and check comprehension a text to verify that a task has been completed.

2.3.3. Socio-Affective Strategy

It was combined from “socio” and “affective”. Huy (2015, p. 26) explored that “affective strategies could help listeners handle their feelings, emotions, motivation or attitudes in learning listening skills”. Other ways, he claimed that Social strategies could help listeners work together and understand the target language as well as the language. Meanwhile, Ratebi (2013, p. 141) social-affective strategies are a collection of strategies that involve the control of resources, time, effort and support. This defined as the techniques listeners utilize to collaborate with others, to verify understanding, or to lower anxiety (Vandergrift, 2003). The last category of strategies is socio-affective, which encompasses the attempts to create and promote positive emotional reactions and attitudes towards language learning (Chamot & O’Malley, 1987). Vandergrift (2003) defined socio affective strategies as the techniques listeners employ to collaborate with others, to verify understanding, or to lower anxiety. In part with Gonen (2009, p. 45) Social-affective dimension of listening strategies include individual or group activities such as cooperation, recasting and clarification of meaning.

2.4. Listening Strategies Characteristics

Oxford’s (1990, p. 18-22; Huy, 2015, p. 24-25) classified the specific term of listening strategy. Those are shown in table below :

Table 2
Listening Strategies framework
Listening Strategies Characteristic

Cognitive	Meta-cognitive	Social affective
<ul style="list-style-type: none"> ➤ Recognizing and using formulas and patterns ➤ Repeating ➤ Getting the idea quickly ➤ Analyzing contrastively (across language) ➤ Translating and Transferring ➤ Note-taking and Summarizing Buck (2001:104) identifies cognitive strategy are following : ➤ <i>Comprehension processes:</i> Associated with the processing of linguistic and nonlinguistic input. ➤ <i>Using and retrieval processes:</i> Associated with accessing memory, to be readied for output 	<ul style="list-style-type: none"> ➤ Paying attention ➤ Setting goals and objectives ➤ Self-monitoring and self-evaluating. Buck (2001:104) identifies meta cognitive strategies are following : ➤ <i>Assessing the situation:</i> Taking stock of conditions surrounding a language task ➤ <i>Self-testing:</i> Testing oneself to determine the effectiveness of one's own language use or the lack there of it. 	<ul style="list-style-type: none"> ➤ Using progressive relaxation, deep breathing, or meditation ➤ Listening to his/her body ➤ Discussing his/her feelings with someone else ➤ Making positive statements ➤ Asking for clarification or verification ➤ Cooperating with peer

2.5. McCormick Listening Strategies

Strategies listening have two dimensions according to the two features of metacognition. Metacognition has two key features, namely, control or executive aspects, and knowledge about cognition state and processes. The former refers to the use of metacognitive strategies, while the latter includes the three categories of metacognitive knowledge (McCormick, 2003, p. 79). Meta-cognition is known as the process of thinking about ones' beliefs, abilities and thinking (Ebadi & Oroji, 2016, p. 13).

2.5.1 Strategies Listening Components

Listening strategy knowledge consist of three components. Those are :

1. Knowing about strategies using listening strategies (declarative knowledge)
2. Knowing how to use strategies (procedural knowledge)
3. Knowing when to use strategies (conditional knowledge)

Listening strategy use is the ability of students in using listening strategies. McCormick (2003, p. 82) outlined aspects of metacognition as follows:

1. Knowing about skills and procedures you can use to improve your cognitive performance.
2. Knowing about strategies (declarative knowledge-one's repertoire).
3. Knowing how to use strategies (procedural knowledge-the steps).
4. Knowing when to use strategies (conditional knowledge-when to use which strategies)

The last three types constitute strategic listening. That is because strategic listeners must have a repertoire of listening strategies (declarative knowledge), procedural knowledge or how to use strategies and conditional knowledge or when to use strategies. In other words, strategic knowledge includes learners knowledge of strategies that they have used (strategies for particular task), learners' knowledge concerning why they used a strategy to increase their learning proficiency (principles for strategy choice), Learners' assessment of a

strategy that they have tried (evaluative of strategy use), learners' knowledge about the strategies that they will probably use to improve their language skills (possible strategies for improving skills) (Young & Sim, 2003, p. 33).

2.6. The Concept of Listening

Listening comprehension is the least explicit and the most difficult language skill to tackle with (Rahimi, 2014, p. 1445). Besides, “listening comprises understanding of words, phrases, clauses, sentences and connected discourse as well” (Afshar & Hamzhavi, 2014, p. 238). Listening comprehension is regarded as a multifaceted active process which is affected by a multitude of factors including differentiating sounds, recognizing vocabulary and grammatical structure, understanding stress and intonation and relating it to the given context (Afshar & Hamzavi, 2014, p. 243). Listening comprehension is often seen as a passive activity or skill because it is developed internally or rather (Cabezaz, 2015, 40). Jeon (2007 p. 48) listening takes place in real time and is ephemeral, thus a listener does not have the option of reviewing the information presented and has little control over the rate of speech at which the speech is spoken. Listening comprehension is regarded hypothetically as a dynamic process in which individuals focus on chosen aspects of aural input, form meaning from passages, and correlate what they hear with existing knowledge (Azadi, 2015, p. 32). Listening has been treated, as an essential part of communicative competence. Listening is a skill that deserves equal treatment with the others, both in the classroom and in the preparation of the language teacher. (Eslakonha & Sabouri, 2014, p. 190).

2.7 Types of listening

From these stages we can derive four commonly identified types of listening performance, each of which comprises a category within to consider assessment tasks and procedures. Brown (2004, p. 120) classified four listening types. Those are follow :

1. *Intensive*. Listening for perception of the components (phonemes, words, intonation, discourse markers, etc.) of a larger stretch of language.
2. *Responsive*. Listening to a relatively short stretch of language (a greeting, question, command, comprehension check, etc.) in order to make an equally short response.
3. *Selective*. Processing stretches of discourse such as short monologues for several minutes in order to "scan" for certain information. The purpose of such performance is not necessarily to look for global or general meanings, but to be able to comprehend designated information in a context of longer stretches of spoken language (such as classroom directions from a teacher, TV or radio news items, or stories). Assessment tasks in selective listening could ask students, for example, to listen for names, numbers, a grammatical category, directions (in a map exercise), or certain facts and events.
4. *Extensive*. Listening to develop a top-down, global understanding of spoken language. Extensive performance ranges from listening to lengthy lectures to listening to a conversation and deriving a comprehensive

message or purpose. Listening for the gist, for the main idea, and making inferences are all part of extensive listening.

2.8. Major Problems That Learners Face with Listening Comprehension

Azmi Bingol, Celik, Yidliz, and Tugrul Mart (2014) described that

“There are a lot of difficulties that learners may encounter in the listening comprehension processes and the purpose is to be aware of these problems and try to solve them. Some of these problems are as follows.”

2.8.1 Quality of Recorded Materials

In some classes, teachers use some recorded materials that do not have high quality. The quality of sound system can impact the comprehending of learners' listening (Azmi, et., al., 2014).

2.8.2 Cultural Differences

Learners should be familiar with the cultural knowledge of language that has a significant effect on the learners' understanding. If the listening task involves completely different cultural materials then the learners may have critical problems in their comprehension. It is the responsibility of teachers to give background knowledge about the listening activities in advance (Azmi, et., al., 2014).

2.8.3 Accent

According to Goh (1999) 66% of learners mentioned a speaker's accent as one of the most significant factors that affect listener comprehension. Unfamiliar accents both native and non-native can cause serious problems in listening

comprehension and familiarity with an accent helps learners' listening comprehension. Buck (2001) indicated that when listeners hear an unfamiliar accent such as Indian English for the first time after studying only American English will encounter critical difficulties in listening. This will certainly interrupt the whole listening comprehension process and at the same time an unfamiliar accent makes comprehension impossible for the listeners.

2.8.4 Unfamiliar Vocabulary

Azmi (2014, p. 22) states that "when listening texts contain known words it would be very easy for students to them". If students know the meaning of words this can arouse their interest and motivation and can have a positive impact on the students' listening comprehension ability. A lot of words have more than one meaning and if they are not used appropriately in their appropriate contexts students will get confused.

2.8.5 Length and Speed of Listening

Azmi (2014, p. 24) indicates that the level of students can have a significant role when they listen to long parts and keep all information in their mind. It is very difficult for lower level students to listen more than three minutes long and complete the listening tasks. Short listening passages make easy listening comprehension for learners and reduce their tiredness. According to Underwood (1989), speed can make listening passage difficult. If the speakers speak too fast students may have serious problems to understand L2 words. In

this situation, listeners are not able to control the speed of speakers and this can create critical problems with listening comprehension.

2.9 Listening Strategies and Listening Comprehension

In the field of listening comprehension, discussions about listening instruction have emphasized the role of strategy training instruction in facilitating comprehension. According to Amin, et. All (2011, p. 2), among the factors that affect listening comprehension and cause deficiency in listening skills is lack of instruction or strategy. Students need to “learn to listen” so that they can better “listen to learn (Vandergrift, 2004, p. 3). Although teachers often emphasize the development of speaking, reading, and writing skills, they may neglect to teach students strategies for effective listening. If listening skills are to be acquired, they must be taught along with certain listening strategies (Amin, et. All., 2011, p. 2). Besides, to turn more learners into competed listeners, language teachers should adopt suitable ways to help learners improve their listening skills and strategies (Coskun, 2010, p. 35; Ling-hui, 2007, p. 66).

Teaching listening strategies promotes listening comprehension, shapes students' self-control learning habit and improves independent learning ability. Amin, et. Al. (2011, p. 2) indicate that listening strategies as well as linguistic knowledge are necessary to successful listening comprehension. Therefore it is important to teach listening strategies along with linguistic features. In order for the students to be strategic listeners, they should be taught listening strategies. In addition, less successful language learners can be taught new strategies, thus helping them become

better language learners (Chamot, 2005, p. 136; Chamot & Robbins, 2006, p. 5; Wengsheng, 2007, p.73). it can be concluded that listening strategies has the important roles to achieve students' listening comprehension better.

2.10 Related Studies

Amin, et. All (2011) investigate the correlation between EFL students' strategic listening and their listening comprehension skills. Eighty secondary school students participated in this study. Participants' strategic listening was measured by a Strategic Listening Interview (SLI), a Strategic listening questionnaire (SLQ) and a Strategic Listening Checklist (SLC) with think-aloud protocol. Their listening comprehension skills were measured by an EFL listening comprehension test. A Pearson correlation analysis was run to test the correlation between strategic listening and listening comprehension test scores. The findings revealed that the relationship between strategic listening and listening comprehension was positive and significant. The higher the level of strategic listening these students obtained, the higher the score they attained on the listening comprehension test and vice versa.

Golchi (2012) found negative correlation with listening comprehension and listening strategy use. Sixty-three IELTS learners from two language institutes in Shiraz were selected for this study. To collect the data Lee's (1997) Listening comprehension strategy questionnaire and an IELTS listening test were obtained. The data from two variables was correlated by using SPSS *Pearson product moment*. In relation to cognitive and social/affective strategies, the two groups did not differ significantly.

Ebadi and Oroji (2016) identified the relationships between metacognitive awareness strategies and listening performance. Fifty-six EFL students, both male and female, took part in this research. In order to make the participants homogeneous, Cambridge Placement Test was run and 30 learners were selected as the final participants. Then, the valid questionnaire of metacognitive awareness listening comprehension (MALQ) by Vandergrift et al. (2006) and IELTS listening test taken from Cambridge IELTS were administered. Results indicated that the metacognitive awareness strategies as well as its sub-categories of planning and evaluation, problem solving, mental translation, person knowledge, and directed attention had a significant relationship with learners' listening performances.

Eslakonha and Amiri (2014) the correlation between students' listening comprehension and the listening strategies. There are 70 junior TEFL university undergraduate students at Alborz University in Qazvin, Iran were randomly selected. The Oxford Placement Test developed by Allen (1992), was employed to identify the students' listening comprehension ability, and a listening strategy questionnaire developed by Vandergrift (1997), was used to identify the strategies they employ in listening situations. The collected data were analyzed through Pearson Correlation formula the results of which revealed that there was a statistically significant relationship between the listening strategies (meta-cognitive, cognitive and, socio-affective).

Gonen (2009), this study aims at filling the gap in the recent literature on listening anxiety and listening strategies in Turkish EFL context. For this purpose, 60

students at the intermediate English proficiency level participated in the study. Both quantitative and qualitative findings indicated a negative association between FL listening anxiety and strategy use. The results of the study were discussed in the light of the recent literature and it has been put forward that investigation of anxiety and strategy use for listening skill is crucial for improving effective listening in the classroom context.

Zhang (2012) reported a study of the effect of strategy training on listening comprehension. In the study, 56 intermediate foreign language learners at Shandong Economic College were either participants in a strategies -based instructional treatment or were comparison students receiving the regular listening course. Data were obtained and analyzed through the performance of a set of three listening tasks on a pre-post basis by both groups. The subsample of twelve students also provided verbal report data to show their cognitive insights into strategy use and the instruction itself. It was found that the increased use of listening strategy contributed positively to listening comprehension.

Kassem (2015) explored listening strategy use among a group of Egyptian EFL college sophomores (N = 84). A listening comprehension Test adapted from paper-based Longman TOEFL test was used to assess participants' listening comprehension. Listening strategy use and self-efficacy about listening were assessed by two instruments developed by the researcher based on relevant literature: a Listening Strategy Questionnaire and a Self-efficacy Questionnaire. Descriptive statistics, correlation coefficients and t-test for independent samples were computed

to answer the research questions. Results revealed that cognitive strategies were used more often by participants, followed by metacognitive and socioaffective strategies. Listening strategies correlated significantly with both listening comprehension and self-efficacy. Except for socio-affective strategies, participants with high frequent overall strategy use, cognitive strategies and metacognitive strategies outperformed their counterparts with low frequency in both listening comprehension and self-efficacy.

2.11 Hypotheses

The hypotheses of this study are proposed in the forms of null and research hypotheses below:

1. H_0 : There is no significant correlation between listening strategies and listening comprehension.
 H_1 : There is a significant correlation between listening strategies and listening comprehension.
2. H_0 : There is no significant influence of listening strategies on listening comprehension.
 H_1 : There is a significant influence of listening strategies on listening comprehension.

2.12 Criteria for testing hypotheses

In testing hypotheses, there are some criteria. Those are in the following :

1. If r -value is higher than 0.34 ($r > 0.34$), the level of significance is 5 %, H_0 is rejected and H_1 is accepted.

If r -value is less than 0.34 ($r < 0.34$), the level of significance is 5 %, H_0 is accepted and H_1 is rejected.

2. If R -square is not equal 0.49 ($R \neq 0.49$), the level of significance is 5 %, H_0 is accepted and H_1 is rejected.

If R -square is equal 0.49 ($R = 0.49$), the level of significance is 5 %, H_0 is rejected and H_1 is accepted.

CHAPTER III METHOD OF RESEARCH

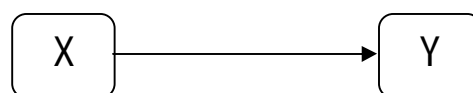
This chapter explains (1) research design (2) research variable (3) operational definitions (4) population and sample (5) techniques for collecting data (6) validity and reliability, and (7) data analysis.

3.1 Research Design

In conducting this research, correlational research with the explanatory design was used to find out the correlation between variables and explain and interpret the appeared results. The procedure and research setting were, first; the student's listening strategy was identified by using questionnaire. Second; by using listening test, the student's listening comprehension was obtained. Then the correlation and the influence between variables were analyzed through Statistical Package for Social and Science (SPSS) 21.00 based on the results of the questionnaires and listening test. Last, explanation and interpretation of the results was discussed.

The research design is as follows:

Figure I
Correlational design



X = Listening strategies

Y = Listening comprehension

3.2 Research Variables

According to Fraenkel, Wallen & Hyun (2012, p. 80), a common and useful way to think about variables is to classify them as *independent* or *dependent*. The independent variable is a stimulus variable or input, it is that factor which is measured, manipulated, or selected by the researcher to determine its relationship to an observed phenomena. Meanwhile, the dependent variable is response variable or output, it is that factor which is observed and measured to determine the effect of the independent variables. In this research, the students' listening strategies is the independent variable and symbolized by X, and the students' listening comprehension in learning English is the dependent variable and symbolized by Y.

3.3 Operational Definitions

To avoid the possibility of misunderstanding about some terms in this research, especially those used in the title, the definitions are provided.

Correlational is the statistical study to identify the interrelationship between one or more independent variables with one or more dependent variables. In this research, there are two variables that was be correlated which are students' listening strategies, and listening comprehension.

Listening strategies is one of linguistic factor that carries the tricks or ways in handling and manage the process of listening comprehension in order to achieve better goals. There are three types of listening strategies, they are cognitive strategy, metacognitive strategy and socio-affective strategy.

Listening comprehension achievement refers to the ability of student to comprehend the audio of listening section that was described from student's listening comprehension ability. It was obtained from the students' listening test from Toefl Junior.

3.4 Subject of the Study

3.4.1 Population of the Study

According to Creswell (2005, p. 145), population is a group of individuals who have the same characteristic. The population of this study is all the active students MA Babussalam Payaraman in the academic year 2016-2017. The distribution of population of the study can be seen below.

Table 3
Distribution of Population

No	Class	Number of Students
1	XI IPA 1	28
2	XI IPS 1	20
3	XI IPS 2	20
Total		68

(Source : MA Babussalam Payaraman, 2016/2017)

3.4.2. Sample of the study

The sample of this study were taken by using purposive sampling method. Purposive sampling (judgmental sampling) is used in both qualitative and quantitative research (Johnson & Christensen, 2012, p. 235). Based on Creswell (2005, p. 204), in this method, the researchers select individuals and

sites to learn and understand about the topic whether they are “information rich”. Moreover, Johnson and Christensen (2012, p. 231) add that in purposive sampling, the researcher specifies the characteristics of a population of interest and then tries to locate individuals who have those characteristics.

In this research, the researcher choose all of population in the eleventh grade, wherefore, all of the classes describe the characteristics which researcher need to study. Students’ listening strategies among three classes were varieties and the ability of their listening comprehension is difference each other and they had experienced a lot in learning listening skill based on schools’ curriculum. Besides, there is no research related listening strategies that was conducted in this school before.

According to Creswell (2012, p. 146) at least 30 participants for a correlational study that relates variables. Meanwhile, According to Fraenkel et al. (2012, p. 103) For correlational studies, a sample of at least 50 is deemed necessary to establish the existence of a relationship.

So the sample of this research are all of active students in the academic year 2016-2017. The distribution of the sample is as follows:

Table 4
Distribution of Sample

No	Class	Number of Students
1	XI IPA 1	28
2	XI IPS 1	20
3	XI IPS 2	20
Total		68

3.5 Data Collection

In collecting data, there were two kinds of instruments used to collect the data; listening strategies questionnaire and listening test.

3.5.1 Listening strategies' Questionnaire

Johnson and Christensen (2012, p. 162) defines questionnaire as a self-report data-collection instrument that each research participant fills out as part of a research study. To obtain the information about students' Listening Strategies "Listening Strategy Use Questionnaire developed by Lee (1997) and modified by Ho (2006)" was obtained.

There were 18 items in the questionnaire consisting of types of listening strategy. The classification of each types are cognitive (6 items), metacognitive (6 items), and socio-affective (6 items). The questionnaire has likert scale (never, seldom, sometime, often, and always) with the score 1 until 5. The questions were responded by students in about 20 minutes. The following is the table of listening strategy questionnaire specification.

Table 5
Listening Strategies questionnaire specification

No	Listening Strategy	Items in the Questionnaire
1	Cognitive	1-6
2	Metacognitive	7-12
3	Socio-Affective	13-18

3.5.2 Listening Test

Based on Brown (2008, p. 384), test is a method of measuring persons' ability or knowledge in a given domain. To obtain the students' listening comprehension, Listening test was taken from TOEFL Junior. It is a standard test which is an objective and reliable measure of English communication skill. It was launched on October 2010 and has been administered in more than 50 countries including Indonesia. It measures the degree to which students in middle school and lower levels of high school have attained proficiency in the academic and social English-language skill representative of English-medium instructional environments. This kind of test measure the English proficiency of students that ages 11+ years old. However, this test may be appropriate for other students. The appropriateness is based on the English-language proficiency of the students (TOEFL Junior Handbook, 2015).

It consists of 42 items in multiple choice form. The time for administration the test was 40 minutes. TOEFL Junior test scores were determined by the number of questions students has answered correctly. There is no penalty for wrong answers. The number of correct responses on listening section was scored by using schools' scoring system. The correct answers was be given score 1 (one), other ways incorrect is 0 (zero). The scores was be categorized.

TOEFL Junior Handbook provides the specification of listening comprehension achievement test:

Table 6
The Specification of Listening

No	Objectives	Subskill	Question's Number
1.	The students are able to hear and comprehend a short talk in classroom instruction mode. After each talk the students was answer one question. Each talk lasts 20 to 45 seconds.	Identifying the main idea.	1, 4 and 7
		Identifying the purpose of the talk.	3 and 9
		Making an inference.	6 and 10
		Making a prediction.	2, 5 and 8
2.	The students are able to hear and comprehend short conversations between two people. After the conversation the students was answer three or four questions. Each conversation lasts 60 to 90 seconds.	Identifying the main idea.	13, 18 and 26
		Identifying one or more of the important details of the conversation.	12, 19, 20, 21, 22, 23 and 27
		Making an inference.	11, 16 and 25
		Making a prediction.	17 and 24
		Identifying <i>why</i> a speakers talks about certain information, or the speaker's purpose.	14 and 29
		Recognizing how a speaker feels or what a speaker means when using certain intonation or stressing certain words.	15 and 28
3.	The students are able to hear and comprehend long talks in lecture or discussion mode. The students was answer four or five questions. Each lecture or dicussion lasts 90 – 120	Identifying the main idea.	34, 39
		Identify one or more important details of the conversation	37, 40 and 42

	seconds.	Make an inference.	35 and 41
		Make a prediction	36
		Recognizing how a speaker feels or what a speaker means when using certain intonation or stressing certain words.	38

(Source: *TOEFL Junior Listening Comprehension Handbook, 2015*)

3.6 Validity and Reliability

Before the questionnaire and real test were administered, the researcher firstly considered their validity and reliability. Johnson and Christensen (2012, p. 137) explain that validity and reliability are the two most essential psychometric properties to consider in using a test or assessment procedure. Validity refers to the accuracy of the inferences or interpretations made from the test scores, while reliability refers to the consistency or stability of the test scores.

3.6.1 Validity Test

Fraenkel, et. al. (2012, p. 147) explain that validity is the most important idea to consider when preparing or selecting an instrument for use. It is supported by Creswell (2012, p. 146) validity is the development of sound evidence to demonstrate that the test interpretation (of scores about the concept or construct that the test is assumed to measure) matches its proposed use. In this research, the questionnaire was ready made questionnaire from Lee (1997) and modified by Ho (2006). Mathers, Hunn, and Fox (2007, p. 9) indicate that questionnaire can be designed by the researcher or they can be taken based on

some ready made index including the fact of these have been validated and tested for reliability, Also be normative data available as a baseline to compare the results. It was not checked for the validity of questionnaire, because it was valid.

In addition, the validity of the listening test was not checked because it was valid as a standard test in measuring listening proficiency.

3.6.2 Reliability Test

In accordance with Fraenkel, et. al. (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. The researcher will be applying Cronbach's Alpha technique which is brought out by using SPSS to find out the internal consistency reliability of the questionnaire. Johnson and Christensen (2012, p. 340) state that when used to check reliability of scores, the coefficient should be at least 0.70, preferably higher. Therefore, the questionnaire will be reliable if the coefficient is 0.70 or higher. *Listening Strategy Use Questionnaire* developed by Lee (1997) and modified by Ho (2006) was ready made, and it was reliable, since the cronbach alpha score is 0,84. It can be categorized as high reliable.

Further, the reliability of the Listening test, was not be checked because the TOEFL Junior test in the section of listening was reliable.

3.7 Data Analysis

In analyzing the data, there were some analysis related to research problems in this research. The data analysis in this research were questionnaires' analysis, listening tests' analysis, correlation's analysis by using Pearson Product Moment was be apply to achieve the first research problem to find out the correlation between variable and the last, regression analysis was used to achieve the influence related to the second research problem.

3.7.1. Instruments Analysis

3.7.1.1 Questionnaire Analysis on Listening Strategies

In analyzing the questionnaire from listening strategies, there are three kinds category of listening strategies, they are cognitive, metacognitive and socio affective strategy. So those strategies were described in table frequency and table descriptive statistic.

3.7.1.2 Listening Test Analysis

In analyzing listening test, there are five category in listening test, they are excellent, very good, good, fair and poor level. So those levels were described in table frequency and table descriptive statistic.

3.8 Statistical Analysis

3.8.1 Pre-requisite Analysis

As the matter of fact, it was an essential to do pre-requisite test since the study was in the notion of parametric statistics, correlation and regression. Thus, before analyzing the data, the researcher tried to find out whether the data

distribution from each variable was normal and linear or not between two variables.

3.8.1.1 Normality Test

Normality test was used to determine whether sample data draw from a normally distributed population or not. It was conducted due to many parametric statistical methods, including Pearson correlation test and regression test. Therefore, the researcher applied Kolmogorov-Smirnov test by using SPSS 21. The data were normally if the p-value is greater than 0.05 ($p > 0.05$).

3.8.1.2 Linearity Test

The linearity test was conducted in order to recognize whether the data between the variables are linear or not. Test for linearity by using SPSS 21 will be conducted in order to recognize whether the data of the variables were linear or not. Therefore, if the p-value (linearity) is less than 0.05 ($p\text{-value} < 0.05$), the data correlation is linearly. Then, after the researcher conduct those test. If the data are normal and linear, the further was able to be administered.

3.8.2 Correlation Analysis

Correlations' analysis was applied after analyzing the data from questionnaire, and student's listening test. In order to find out the correlation between students' listening strategies as a whole and their listening comprehension, Pearson – Product Moment Correlation was be

used. If r-value is lower than 0.34. There is no significant correlation. On the contrary, if r-value is higher than 0,34. There is significant correlation between variables.

3.8.3 Regression Analysis

Regressions' analysis was applied after analyzing the data from listening strategies questionnaire, and student's listening comprehension. If there was a significant correlation between listening strategies and listening comprehension, it was continued to find out the influence between two variables. To know the influence and percentage between variable R-Square was administered. If R-square is equal 0.49 ($R=0.49$). There is a significant influence between listening strategies and listening comprehension, while if R-square is not equal 0.49 ($R\neq 0.49$). There is no a significant influence. Regression analysis was applied by using the Statistical Package for Social and Science (SPSS) 21st version computer program

CHAPTER IV

FINDINGS AND INTERPRETATIONS

This chapter presents (1) research findings, (2) statistical analyses, and (3) interpretations.

4.1 Research Findings

There were two kinds of research findings in this study: (1) the result of students' listening strategies and (2) listening comprehension.

4.1.1 Results of Students' Listening Strategies

From the total samples of 68 students, there were 14 students were classified into cognitive strategy, 10 students were classified into metacognitive strategy and 44 students were classified into socio affective strategy.

The detail explanation of the listening strategies categories were explained as follows:

4.1.1.1 Cognitive strategy analysis

From the result analysis in cognitive strategy, it was found that there were 1 student got the score 12 (2.3 %), 1 student got the score 17 (2.3 %), 1 student got the score 20 (2.3 %), 1 student got the score 24 (2.3 %), 2 students got the score 25 (4.5 %), 3 students got the score 26 (6.8 %), 1 student got the score 27 (2.3 %), 3 students got the score 28 (6.8 %), and 1 student got the score 29 (2.3 %). The result analysis of table frequency in cognitive strategy are displayed in Table 7.

Table 7
Table Frequency of Cognitive Strategy
Cognitive

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	12	1	2.3	7.1	7.1
	17	1	2.3	7.1	14.3
	20	1	2.3	7.1	21.4
	24	1	2.3	7.1	28.6
	25	2	4.5	14.3	42.9
	26	3	6.8	21.4	64.3
	27	1	2.3	7.1	71.4
	28	3	6.8	21.4	92.9
	29	1	2.3	7.1	100.0
	Total	14	31.8	100.0	
Missing	System	30	68.2		
Total		44	100.0		

Then, the analysis of descriptive statistic cognitive strategy from 14 sample, it was found that the lowest score was 12, the highest score is 29, mean is 24,36 and standard deviation was 4,830. The complete analysis on descriptive statistic of cognitive strategy was displayed in Table 8.

Table 8
Descriptive statistic of cognitive strategy
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Cognitive	14	12	29	24.36	4.830
Valid N (listwise)	14				

4.1.1.2 Metacognitive strategy analysis

From the result analysis in cognitive strategy, it was found that there were 1 student got the score 23 (2.3 %), 5 students got the score 24

(11.4 %), 2 students got the score 25 (4.5 %), 1 student got the score 28 (2.3 %), 1 student got the score 29 (2.3 %). The result analysis of table frequency in metacognitive strategy are displayed in Table 9.

Table 9
Table Frequency of Metacognitive Strategy
Metacognitive

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	23	1	2.3	10.0	10.0
	24	5	11.4	50.0	60.0
	25	2	4.5	20.0	80.0
	28	1	2.3	10.0	90.0
	29	1	2.3	10.0	100.0
	Total	10	22.7	100.0	
Missing	System	34	77.3		
Total		44	100.0		

Then, the analysis of descriptive statistic metacognitive strategy from 10 sample, it was found that the lowest score was 23, the highest score is 29, mean is 25.00 and standard deviation was 1.944. The complete analysis on descriptive statistic of metacognitive strategy was displayed in Table 10.

Table 10
Descriptive statistic of Metacognitive strategy

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
metacognitive	10	23	29	25.00	1.944
Valid N (listwise)	10				

4.1.1.3 Socio Affective strategy analysis

From the result analysis in socio affective strategy, it was found that there were 1 student got the score 8 (2.3 %), 1 student got the score 12 (2.3 %), 1 student got the score 14 (2.3 %), 1 student got the score 15 (2.3 %), 1 student got the score 17 (2.3 %), 1 student got the score 19 (2.3 %), 5 students got the score 22 (11.4 %), 5 students got the score 23 (6.8 %), 3 students got the score 24 (6.8 %), 2 students got the score 25 (4.5 %), 5 students got the score 26 (11.4 %), 3 students got the score 27 (6.8 %), 7 students got the score 28 (15.9 %), 2 students got the score 29 (4.5 %) and 6 students got the score 30 (13.6 %). The result analysis of table frequency in socio affective strategy are displayed in Table 11.

Table 11
Table Frequency of Socioaffective
Socioaffective

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	8	1	2.3	2.3
	12	1	2.3	4.5
	14	1	2.3	6.8
	15	1	2.3	9.1
	17	1	2.3	11.4
	19	1	2.3	13.6
	22	5	11.4	25.0
	23	5	11.4	36.4
	24	3	6.8	43.2
	25	2	4.5	47.7
	26	5	11.4	59.1
	27	3	6.8	65.9
	28	7	15.9	81.8
	29	2	4.5	86.4
	30	6	13.6	100.0
Total	44	100.0	100.0	

Then, the analysis of descriptive statistic cognitive strategy from 44 sample, it was found that the lowest score was 8, the highest score is 30, mean is 24.48 and standard deviation was 5.051. The complete analysis on descriptive statistic of socio affective strategy was displayed in Table 12.

Table 12
Descriptive statistic of Socio affective strategy

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Socioaffective	44	8	30	24.48	5.051
Valid N (listwise)	44				

4.1.2 Result of Students' Listening Comprehension

From the total samples of 68 students, there were 1 student were classified into excellent level, 2 students were classified into very good level, 4 students were classified into good level, 7 students were classified into fair level and 54 students were classified into poor level.

The detail explanation of the listening comprehension level were explained as follows:

4.1.2.1 Excellent Level

From the result analysis in excellent level, it was found that there was 1 student got the score 38 (1.9 %). The result analysis of table frequency in excellent level was displayed in Table 13.

Table 13
Table Frequency of Excellent level
Excellent

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 38	1	1.9	100.0	100.0
Missing System	53	98.1		
Total	54	100.0		

Then, the analysis of descriptive statistic excellent level from 1 sample, it was found that the lowest score was 38, the highest score is 38, mean is 38.00 and standard deviation was.. The complete analysis on descriptive statistic of excellent level was displayed in Table 14.

Table 14
Descriptive statistic of Excellent Level

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Excellent	1	38	38	38.00	
Valid N (listwise)	1				

4.1.2.2 Very Good Level

From the result analysis in very good level, it was found that there were 1 student got the score 31 (1.9 %) and 1 student got the score 33 (1.9 %). The result analysis of table frequency in very good level are displayed in Table 15.

Table 15
Table Frequency of Verygood
Very good

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 31	1	1.9	50.0	50.0
33	1	1.9	50.0	100.0
Total	2	3.7	100.0	
Missing System	52	96.3		
Total	54	100.0		

Then, the analysis of descriptive statistic very good level from 2 sample, it was found that the lowest score was 31, the highest score is 33, mean is 32.00 and standard deviation was 1.414. The complete analysis on descriptive statistic of very good was displayed in Table 16.

Table 16
Descriptive statistic of Verygood Level
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Verygood	2	31	33	32.00	1.414
Valid N (listwise)	2				

4.1.2.3 Good Level

From the result analysis in good level, it was found that there were 3 students got the score 27 (5.6 %), 1 student got the score 28 (1.9 %). The result analysis of table frequency in good level are displayed in Table 17.

Table 17
Table Frequency of Good Level
Good

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 27	3	5.6	75.0	75.0
28	1	1.9	25.0	100.0
Total	4	7.4	100.0	
Missing System	50	92.6		
Total	54	100.0		

Then, the analysis of descriptive statistic cognitive strategy from 4 sample, it was found that the lowest score was 27, the highest score is 28, mean is 27.25 and standard deviation was .500. The complete analysis on descriptive statistic of good level was displayed in Table 18.

Table 18
Descriptive statistic of Good Level
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Good	4	27	28	27.25	.500
Valid N (listwise)	4				

4.1.2.4 Fair Level

From the result analysis in very fair level, it was found that there were 3 students got the score 22 (5.6 %), 2 students got the score 23 (3.7 %), 1 student got the score 23 (1.9 %) and 1 student got the score 25 (13.0 %). The result analysis of table frequency in fair level are displayed in Table 19.

Table 19
Table Frequency of Fair Level
Fair

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	22	3	5.6	42.9
	23	2	3.7	28.6
	24	1	1.9	14.3
	25	1	1.9	14.3
	Total	7	13.0	100.0
Missing	System	47	87.0	
Total		54	100.0	

Then, the analysis of descriptive statistic fair level from 7 sample, it was found that the lowest score was 22, the highest score is 25, mean is

23.00 and standard deviation was 1.155. The complete analysis on descriptive statistic of fair level was displayed in Table 20.

Table 20
Descriptive statistic of fair Level
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Fair	7	22	25	23.00	1.155
Valid N (listwise)	7				

4.1.2.5 Poor

From the result analysis in very fair level, it was found that there were 1 student got the score 5 (1.9 %), 2 students got the score 9 (3.7 %), 4 students got the score 10 (7.4 %), 5 students got the score 11 (9.3 %), 3 students got the score 12 (5.6 %), 6 students got the score 13 (11.1 %), 8 students got the score 14 (14.8 %), 6 students got the score 15 (11.1 %), 6 students got the score 16 (11.1 %), 4 students got the score 17 (7.4 %), 2 students got the score 18 (3.7 %), 2 students got the score 19 (3.7%), 4 students got the score 20 (7.4 %) and 1 student got the score 21 (13.0 %). The result analysis of table frequency in poor level are displayed in Table 21.

Table 21
Table Frequency of Poor Level
Poor

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	5	1	1.9	1.9	1.9
	9	2	3.7	3.7	5.6
	10	4	7.4	7.4	13.0
	11	5	9.3	9.3	22.2
	12	3	5.6	5.6	27.8
	13	6	11.1	11.1	38.9
	14	8	14.8	14.8	53.7
	15	6	11.1	11.1	64.8
	16	6	11.1	11.1	75.9
	17	4	7.4	7.4	83.3
	18	2	3.7	3.7	87.0
	19	2	3.7	3.7	90.7
	20	4	7.4	7.4	98.1
	21	1	1.9	1.9	100.0
	Total	54	100.0	100.0	

Then, the analysis of descriptive statistic poor level from 54 sample, it was found that the lowest score was 5, the highest score is 21, mean is 14.31 and standard deviation was 3.347. The complete analysis on descriptive statistic of poor level was displayed in Table 22.

Table 22
Descriptive statistic of Poor Level
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Poor	54	5	21	14.31	3.347
Valid N (listwise)	54				

4.2 Normality test and Linearity test

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, and purposive sampling technique were used in this research, it was fundamental to see if the distribution of data were normal for each variable and linear between variables.

4.2.1 The Result of Normality Test

The data are 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 test is shown in table 23 indicated that the data from each variable were all normal and appropriate for data analysis with coefficients .065 for listening strategies and .073 for listening comprehension (See the test of normality on appendix).

Table 23
Normality Test
One-Sample Kolmogorov-Smirnov Test

		Listening Strategies	Listening Comprehension
N		68	68
Normal Parameters ^a	Mean	64.5147	16.8235
	Std. Deviation	13.00344	6.18844
Most Extreme Differences	Absolute	.159	.156
	Positive	.089	.156
	Negative	-.159	-.091
Kolmogorov-Smirnov Z		1.308	1.285
Asymp. Sig. (2-tailed)		.065	.073

a. Test distribution is Normal.

4.2.2 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 listening strategies and listening comprehension was .139. To sum up all the data were linear for each correlation and regression (see test of linearity on appendix).

Tabel 24
Linearity Test
ANOVA Table

			Sum of Squares	Df	Mean Square	F	Sig.
Listening Comprehension * Listening Strategies	Between Groups	(Combined) Linearity	1773.025	33	53.728	2.304	.009
		Linearity	682.266	1	682.266	29.258	.000
		Deviation from Linearity	1090.759	32	34.086	1.462	.139
	Within Groups		792.857	34	23.319		
Total			2565.882	67			

4.3 Correlation between Listening Strategies and Listening Comprehension

This section answered the first research problem. By analyzing the result of descriptive statistics for the listening strategies and listening comprehension.

Based on Pearson Product Moment Correlation Coefficient, the result indicated that the pattern of correlation between listening and listening comprehension was positive. The correlation coefficient or the r -obtained (.516) was higher than r -table (.235). then the level of probability (p) significance (sig.2-tailed) was .000. It means that p (.000) was lower than .05. Thus, there was a significant correlation between

the students' listening strategies and listening comprehension. The details are following:

Table 25
Correlation between Listening Strategies and Listening Comprehension
Correlations

		Listening Strategies	Listening Comprehension
Listening Strategies	Pearson Correlation	1	.516**
	Sig. (2-tailed)		.000
	N	68	68
Listening Comprehension	Pearson Correlation	.516**	1
	Sig. (2-tailed)	.000	
	N	68	68

** . Correlation is significant at the 0.01 level (2-tailed).

4.4 Influence of Students' Listening Strategies on Listening Comprehension

This section answered the first research problem. By analyzing the result of descriptive statistics for the listening strategies and listening comprehension. In addition, since there was a significant correlation between the listening strategies and listening comprehension, it can be inferred that students' listening strategies has significant influence on their listening comprehension. However, regression analysis was still used to find out if students' listening strategies influenced their listening comprehension.

The results indicated that the students' listening strategies do not influence listening comprehension since R-square 0,266 was not equal 0.49 ($R \neq 0.49$). It means that there was no significant influence between students' listening strategies toward

their listening comprehension of eleventh grade students of MA Babussalam Payaraman.

Table 26
The Regression Analysis of Students' Listening Strategies and Listening Comprehension
Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	.991	3.302		.300	.765
Listening Strategies	.245	.050	.516	4.889	.000

a. Dependent Variable: Listening Comprehension

In addition, to know the percentage of listening strategies influenced on listening comprehension, R-Square was obtained. The result of the analysis revealed that the R Square (R^2) was .266 It means that students' listening strategies gave significant effect in the level of 26.6 % toward listening comprehension, and 74.4% was unexplained factors value. Table 27 is shown as the result of Model Summary follows.

Table 27
Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.516 ^a	.266	.255	5.34225

a. Predictors: (Constant), Listening Strategies

In addition, to know the percentage of listening strategies gives on listening comprehension, R-Square was obtained. The result of the analysis revealed that the R Square (R^2) was 0.266It means that students' listening strategies gave contribution in

the level of 26.6% toward listening comprehension, and 74.4% was unexplained factors value. In short, there was no significant influence between variables.

4.5 Interpretation

In order to strengthen the value of this study the interpretations are made based on the result of data analyses. According to the findings, there was a significant correlation between listening strategies and listening comprehension. Also, there was a significant influence of listening strategies on listening comprehension.

Based on the result of pearson product moment correlations, it was found that there was a positive and a significant correlation between listening strategies and listening comprehension with ($r = .516$). Also, there was significant influence of listening strategies on listening comprehension with 26.6 %. The explanation to support this finding is that from the beginning of the first class the participants had been involved in English listening practices and assignments or explores to English listening materials and interactions from printed textbooks, online media, and social networks. And also some students like to listen english song which affect their comprehension. Besides, some students has been joining English training course. Also, they had a lot of prior knowledge or experience about the topics which given in the listening test.

Furthermore, it might be because eleventh grade students are aware of their listening strategies. Furthermore, students try to think about the ways in which they can plan, make decisions, monitor, and evaluate their listening. It means that, students try to cover their listening strategies in facing listening comprehension test. In line

with Bidadabi (2011, p. 28), students tend to employ repetition, resourcing, note-taking, deduction, translation, inferencing, and elaboration to comprehend the listening texts. Besides, he adds that learners cooperate, ask questions, and self-talk to achieve high listening score.

This present study is consistent with Amin, Aly, and Mohammed (2011) that showed a statistically significant positive correlation between students' strategic listening and their listening comprehension. In other words, the findings revealed a positive correlation between students' knowledge and use of listening comprehension strategies and their listening comprehension development. It was caused that listening strategy knowledge or awareness of listening comprehension strategies is correlated to facilitating listening comprehension. It can be concluded that when listeners have awareness about listening, they use listening comprehension strategies successfully and that result in their overall success in listening comprehension. The similarities between two studies that have same independent and dependent variables and the reasons that listening strategies covered listening comprehension successfully. Other ways, the differences are the participants and the instruments which used to measure listening strategies.

Moreover, the findings of this study is in agreement with Bidadabi and Yamat (2011). It is revealed that there was significant correlation between listening strategies use and listening comprehension of Iranian EFL fresh university students. It was caused each strategies cognitive, metacognitive, and socio-affective gave different contribution to listening performance. The students had varieties of

strategies to face listening. They add that strategy is worthy to mention that freshmen of this sample are able to plan to use both top-down and bottom-up processing and employ meta-cognitive strategies such as thinking about the learning process, planning strategies for learning, paying attention to the main points in the listening task, and paying attention to details in the listening task. This study is same with the present study which applied the same independent and dependent variable. The differences are this study explore each strategies of listening, meanwhile, the present study cover as general strategies of listening in analyzing.

Further, Zhang (2012) found the positive impact of listening strategies on listening comprehension. Students tended to use listening strategies more frequently due to the treatment with a direct result in their gains in the task performance. It was quite understandable that note-taking, among all the strategies listed in Table 4.2, got the highest correlation coefficient, because it was the easiest one to perform. It seemed that self-monitoring, inferencing and elaboration are the other important strategies that would enhance listening ability. For the comparison group, the pre- and post- test mea-difference was too small to be counted, but could be then take-as a natural improvement of the course study. The verbal report showed that strategy training did help students with their listening comprehension. The similiarities with the present study are having same independent and dependent variables of listening strategies and listening comprehension. Beside, this study empasized that metacognitive strategies is the least strategies which used by student. It is also found in the present study. The differences are participants, instruments and the design of

the research which used mix method and the present research used quantitative correlational research.

On the contrary, Eslakonha (2014) Found no significant correlation between metacognitive strategies and listening performance. He explained the reason of such a negative medium correlation results may be due to the fact the sympathy that should exist between the learners and their classmates or their teacher was too much, so the learners could lose their concentration on listening comprehension while asking their question from their classmates or teacher. Also, it can be said that the other reason of such result may be related to the fact that the participants were never instructed how to use the socio-affective listening strategies properly. The similarities are having same independent and dependent variable. But the opposite with the metacognitive strategies with the present study whereas the present study found positive correlation with the contribution from students who used metacognitive strategy is 64.7%.

In short, the total contribution of students' listening strategies and their listening comprehension showed significant correlated and influenced. However the unexplained factors also had contribution on students' listening comprehension. The findings of the study may have some pedagogical implications for foreign language teachers, course designers, parents, next researchers, and students.

Finally, this study was success in investigating the correlation and the influence between listening strategies and listening comprehension of the eleventh grade students of MA Babussalam Payaraman.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents (1) conclusions, and (2) recommendations.

5.1 Conclusions

From the findings and interpretations in the previous chapter, some conclusions could be presented. First, all students' listening strategies gave significant correlation to students listening comprehension with $r = .516$. It showed in the level of average correlation. It could be proved that different level of listening-strategies gave significant effect to the students' listening comprehension. Second, it can be concluded that students' listening-strategies gave significant influence on students performance in listening. It was shown that student's listening-strategies gave 26.6% contribution to their listening performance. It indicated that one of non-linguistic factors had essential contribution in successing students' listening comprehension. This study may have some pedagogical implications for foreign language teachers, course designers, parents, next researchers, and students.

5.2. Recommendations

Based upon the result of this research, it is recommended especially for students. Since, listening-strategies is important for themselves, they have to be aware and explore themselves in the certain learning so that they can achieve more in learning especially listening subject. Furthermore, these findings can imply that lecturers still

need to know and understand their students' listening-strategies. Due to this fact, since listening-strategies contributed to the eleventh grade students of MA Babussalam Payaraman, it is suggested that teacher should focus on the listening-strategies as one of non-linguistic factor. Teachers need to conduct material which relevant with students' listening-strategies. Besides, these findings can also have implications for material developer and guide them to create more suitable materials that relevant with students' listening-strategies in designing listening material.

Finally, it is recommended that further research be conducted to consider whether teaching approach, teaching method, teaching strategy or teaching technique related to listening-strategies for students' listening comprehension. Additionally, for future researchers who have interest in this subject and there are possibilities to correlate them with other variables since there are still many unexplained factors that can give contribution for students' listening comprehension. More importantly, realizing the advantages of listening-strategies theory and approaches teacher should still consider their existence in improving students' listening comprehension.

REFERENCES

- Afshar, H., S., & Hamzavi, R. (2014). The relationship among reflective thinking, listening anxiety and listening comprehension of Iranian EFL learners: does proficiency make a difference?. *Issues in Language Teaching (ILT)*, 2(3), 237-261.
- Amin, I., A., R., Aly, M., A., S., & Amin, M., M. (2011). *A Correlation Study between EFL Strategic Listening and Listening Comprehension Skills among Secondary School Students* (Masters' thesis). Benha University, Benha, Egypt.
- Azadi, A., A., Zare, Z., & Khorran, A. (2015). The relationship between the critical thinking ability and the listening strategies of Iranian EFL learners. *International Journal of Educational Investigations*, 2(6), 32-47.
- Balaban, S. (2015). Distinct techniques to improve listening comprehension and meta-cognitive listening awareness. *CAF Conference at Harvard, Third 21st CAF Conference at Harvard* (pp.374-385). Boston, USA.
- Bidabadi, F., S., & Yamat, H. (2011). The relationship between listening strategies used by Iranian EFL Freshman university students and their listening proficiency levels. *English Language Teaching*, 4(1), 26-32.
- Bozorgian, H. (2012). The relationship between listening and other language skills in international english language testing system. *Theory and Practice in Language Studies*, 2(4), 657-663.
- Brown, H. D. (2004). *Language Assessment: Principles and Classroom Practices*. London, England: Longman, Inc
- Brito, J. D. (2015). *The Effects of Listening Comprehension on English Language Learners Writing Performance while Taking Notes*. Bridgewater State University, Bridgewater, Massachusetts.
- Brown, H. D. (2007). *Teaching by Principle: An Interactive Approach for language pedagogy* (2nd ed.). London, England: Longman, Inc
- Cabezas, E., A. (2015). The relationship between listening proficiency and speaking improvement in higher education : Consideration in assessing speaking and listening. *HLC Journal*, 5(2), 34-56.

- Creswell, J. W. (2005). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (2nd ed.). Upper Saddle River, NJ: Pearson Education, Inc.
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Upper Saddle River, NJ: Pearson Education, Inc.
- Ebadi, F., & Oroji, M., R. (2016). The relationship between intermediate EFL learners' listening performance and their meta-cognitive awareness strategies. *Journal of Applied Linguistics and Language Research*, 3(4), 111-120.
- Eslahkonha, F., & Amiri, B., M. (2014). The correlation between English language listening comprehension ability, and listening strategy use among Iranian TEFL junior university students. *International Journal of Language Learning and Applied Linguistics World (IJLLALW)*, 7(2), 190-203.
- Esmaeel, M., N., & Zahra, Z. (2015). The relationship between critical thinking ability and listening comprehension ability of Iranian EFL learners. *International Journal of Research Studies in Language Learning*, 4(3), 47-59.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). *How to evaluate research in education* (8th ed.). New York, NY: McGraw-Hill.
- Gilakjani, A., P., & Sabouri, N., N. (2016). Learners' listening comprehension difficulties in English language learning: A literature review. *English Language Teaching*, 9(6), 123-133.
- Golchi, M., M. (2012). Listening anxiety and its relationship with listening strategy use and listening comprehension among Iranian IELTS learners. *International Journal of English Linguistic*, 2(4), 115-128.
- Gonen, M. (2009). The Relationship Between FI Listening Anxiety And FI Listening Strategies: The Case Of Turkish Efl Learners. International Conference on EDUCATIONAL TECHNOLOGIES.
- Guan, Y. (2014). *The effects of explicit listening strategy instruction on the listening comprehension of English as second language (ESL) community college students* (Doctoral' Dissertation). University of San Francisco, CA: USA.
- Guan, Y. (2015). A literature review : Current issues in listening strategy research and instruction on ESL adult learners'. *International Journal of Teaching, Education and Language Learning (IJTELL)*, 2(1), 32-70. .

- Huy, L., H., T. (2015). An investigation into listening strategies of efl students within the high school setting. *Asian Journal of Educational Research*, 3(4), 21-34.
- Jeon, J. (2007). *A study of listening comprehension of academic lectures within the construction-integration model* (Doctorals' Dissertation). The Ohio State University, Ohio, Columbus.
- Johnson, B., & Christensen, L. (2012). *Educational research: Quantitative, qualitative, and mixed approaches* (4th ed.). Thousand Oaks, CA: SAGE Publications, Inc.
- Kassem, H., M. (2015). The relationship between listening strategies used by Egyptian EFL college sophomores and their listening comprehension and self-efficacy. *English Language Teaching*, 8(2), 153-169.
- Kijpooonphol, W., & Saengarun, P. (2013). the effects of web-based listening strategy training on Thai high school EFL students' listening comprehension. *Sino-US English Teaching*, 10(10), 761-771.
- Kok, I. (2014). Listening comprehension achievement and brain dominance. *Procedia-Social and Behavioral Sciences*, 122(13), 329 – 334
- Long, L., N., & Tanh, T., T. (2016). EFL teachers' perception and instruction in listening classes. *Asian Journal of Educational Research*, 4(3), 1-10.
- Liu, H., J. (2008). A study of the interrelationship between listening strategy use, listening proficiency levels, and learning style. *ARECLS*, 5(4), 84-104.
- Mianmahaleh, S., A., & Rahimy, R. (2015). An investigation of the listening comprehension strategies used by Iranian EFL learners. *International Journal of Applied Linguistics & English Literature*, 4(1), 256-260.
- Moghadam, S., B., & Ghanizadeh, A. (2015). EFL listening anxiety and listening strategy use among Iranian junior high school students. *Social and Basic Sciences Research Review*, 6(3), 310-319.
- Nowrouzi, S., Sim, T., S., Zareian, G., & Nimehchisalem, V. (2014). Self-perceived listening comprehension strategies used Iranian EFL students. *International Journal of Applied Linguistics & English Literature*, 6(3). 36-42.
- O'Malley, J. M., Chamot, A. U., & Kupper, L. (1989). Listening comprehension strategies in second language acquisition. *Applied Linguistics*, 10(3), 418-437.
- O'Malley, J. M., & Chamot, A. U. (1990). *Learning strategies in second language acquisition*. Cambridge:Cambridge University Press.

- Oxford, R. L. (1990). *Language learning strategies: What every teacher should know*. Boston: Heinle & Heinle.
- Rahimi, M., & Katal, M. (2013). The impact of metacognitive instruction on EFL learners' listening comprehension and oral language proficiency. *The Journal of Teaching Language Skills (JTLS)*, 5(2), 70-90.
- Rahimi, M., & Abedi, S. (2014). The relationship between listening self-efficacy and metacognitive awareness of listening strategies. *Procedia-Social and Behavioral Science*, 98(11), 1454 – 1460.
- Retabi, Z., & Amirian, Z. (2013). Use of metacognitive strategies in listening comprehension by iranian university students majoring in english: a comparison between high and low proficient listeners. *Journal of Studies in Education*, 1(3), 140-154.
- Serri, F., Boroujeni, A., J., & Hesabi, A. (2012). Cognitive, metacognitive, and social/affective strategies in listening comprehension and their relationships with individual differences. *Theory and Practice in Language Studies*, 2(4), 843-849.
- Shahrokhi, M., Malekian, P., & Sayedi, S., B. (2015). Listening comprehension ability and the use of listening strategies by iranian pre-intermediate EFL learners. *Journal of Applied Linguistics and Language Research*, 2(5), 231-241.
- Tabatabaei, O. (2016). Relationship between autonomy and listening comprehension ability among iranian efl learners. *International Journal of Foreign Language Teaching and research*, 4(13), 34-46.
- Tavakoli, M., Shahraki, S., H., & Rezazadeh, M. (2012). The relationship between metacognitive awareness and EFL listening performance: Focusing on IELTS higher and lower scorers. *The Journal of Language Teaching and Learning*, 2(5), 24-37.
- Vahdany, F., Akbari, E., Shahrestani, F., & Askari, A. (2016). The relationship between cognitive and meta-cognitive strategy use and EFL listening test performance. *Theory and Practice in Language Studies*, 6(2), 385-391.
- Vandergrift, L. (1999). Facilitating second language listening comprehension: acquiring successful strategies. *ELT Journal*, 53(3), 168-176.
- Xu, F. (2011). Anxiety in EFL listening comprehension. *Theory and Practice in Language Studies*, 1(12), 1709-1717.

- Yenkimaleki, M., & Heuven, V., V. (2016). Effect of explicit teaching of prosodic features on the development of listening comprehension by Farsi-English interpreter trainees: An experimental study. *The 2016 Wei International Academic Conference Proceedings* (pp. 64-71). Vienna, Austria.
- Zhang, Y. (2012). The impact of listening strategy on listening comprehension. *Theory and Practice in Language Studies*, 2(3), 625-629.

THE CORRELATION BETWEEN LISTENING STRATEGIES AND LISTENING COMPREHENSION OF THE ELEVENTH GRADE STUDENTS OF MA BABUSSALAM PAYARAMAN

Desma Yulisa

Desmasuhendra1@gmail.com

Abstract

The purpose of this research was to identify the correlation and the influence between listening strategies and listening comprehension. The eleventh grade students were selected as participants of this study. The instruments which used in this research were listening strategies questionnaire adapted from Lee (1997) and modified by Ho (2006); & Golchi (2012), and listening comprehension test was conducted to measure students' listening comprehension. *Pearson product moment, regression analysis, R-square* were used to find out the correlation and the influence between variables. The result revealed that there was a significant correlation between listening strategies and listening comprehension with $r = .516$. Besides, there was also a significant influence of listening strategies on listening comprehension with 26.6 %. This study could have implications for English language teachers, course designers, learners, and text book writers.

Key words – listening strategies, listening comprehension, testing listening, EFL students

INTRODUCTION

It has been acknowledged that English has been used all over the world. It means that English is a means of communication that is used internationally by people to communicate with others to transfer ideas, thoughts, feelings, attitudes, or messages. One of the essential skill is listening. Brown (2004, p. 118) argues that listening performance is the invisible, inaudible process of internalizing meaning from the auditory signals being transmitted to the ear and brain.

Mastering listening comprehension is the first step towards fully acquiring the English language (Liu, 2008). When people communicate with others, people spend the largest proposition of time, about 45% in listening, but only 30 % in speaking, 16 % in reading, and 9 % in writing (Huy, 2015, p. 21).

Golchi (2012, p. 115) stated that poor listening ability results from many factors, such as insufficient emphasis on listening, immature teaching methodologies, ineffective listening

strategies, and students' lack of vocabulary. Although listening is one of difficult aspect to mastered, but by using appropriate strategies in learning, it will be easier. Listening strategies refers to techniques, approaches or actions that students take in their listening process to help their listening comprehension (Ma, 2015, p. 38).

O'Malley and Chamot's (1990) learning strategies were categorized as meta-cognitive, cognitive, and socio-affective strategies are steps taken to contribute learners to acquire, store, retrieve, and use information. Furthermore, Gilakjani and Sabouri (2016, p. 129) suggested that teachers should encourage their students to develop listening strategies. Predicting, asking for clarification, and using non-verbal cues are some examples of these strategies that improve learners' listening comprehension ability.

Furthermore, after having informal interview to the teacher and some students, that listening is the hardest among others skill to be acquired. Besides, this skill is not exist there are many difficulties such as the audio speed, different context in daily life, accent, meaningless of words and lack of strategies were factors made listening is complicated skill. In addition, based on the researcher observation about learning facilities, such lack of speaker in the class. Sometimes, teachers brought tape recorder to conduct listening lesson. Also, the quality of speaker was unstandar and the class was to large. Sometimes, the electricity did not support the listening process. The teachers also expressed that students have not yet know about strategies, and teacher also does not know how to use and apply the listening strategies.

Some researchers have previously explored those related variables students listening strategies and listening comprehensio, but it is still confront found upon the results. Golchi (2012) found negative correlation listening strategy use with listening comprehension. In contrast with Eslakonha and Amiri (2014) revealed that there was a statistically significant relationship between the listening strategies (meta-cognitive, cognitive and, socio-affective) and their listening comprehension ability.

Based on the explanation above. So it is logical to pay more attention on listening comprehension and its strategies in EFL educational program and SLA research.

The research objectives of this study were made accordance with the research problems. The objectives of this study are first, to find out whether or not there is a significant correlation between listening strategies and listening comprehension of the eleventh grade students of MA Babussalam Payaraman. Second, to know if listening strategies influence listening comprehension achievement of the eleventh grade students of MA Babussalam Payaraman.

THE NATURE OF LISTENING STRATEGY

Listening strategies refer to skills or methods for listeners to directly or indirectly achieve the purpose of listening comprehension of the spoken input" (Ho, 2006, p. 25). O'malley and Chamot's (1990; Lee 1997; Vandergrift's, 2003; Ho 2006; Golchi, 2012; and Tugrul Mart 2014) expressed that there are three types of strategies in listening comprehension, they are cognitive, metacognitive, and socio-affective.

Cognitive strategy

Richard (2008, p. 11) define "cognitive strategy is Mental activities related to comprehending and storing input in working memory or long-term memory for later retrieval". Huy (2015, p. 25) defined cognitive strategies were used to help students to obtain knowledge, understand of linguistic system, for example, learners could understand the meaning of words from contexts, link new information with existing schema.

Meta-Cognitive Strategy

Ratebi (2013, p. 141) defines metacognitive learning strategies are those which involve knowing about learning and controlling learning through planning, monitoring and evaluating the learning activity.

Socio-Affective Strategy

It was combined from "socio" and "affective". Huy (2015, p. 26) explored that "affective strategies could help listeners handle their feelings, emotions, motivation or attitudes in learning listening skills". In part with Gonen (2009, p. 45) Social-affective dimension of listening strategies include individual or group activities such as cooperation, recasting and clarification of meaning.

THE CONCEPT OF LISTENING

Listening comprehension is regarded as a multifaceted active process which is affected by a multitude of factors including differentiating sounds, recognizing vocabulary and grammatical structure, understanding stress and intonation and relating it to the given context (Afshar & Hamzavi, 2014, p. 243).

METHODOLOGY

In this research, correlational research with the explanatory design was used to find out the correlation between variables and explain and interpret the appeared results. The eleventh grade students of MA Babussalam were selected by using total sampling technique as samples in this study.

There were two instruments used in this study. The procedures were that, first; the student's listening strategies was measured by using listening strategies use Questionnaire from lee (1997) and modified by Ho (2006). The questionnaire consists of 18 items. The classification of each types are cognitive strategy (6 items), metacognitive strategy (6 items), and Socio affective strategy (6 items). It used likert scale as the scoring system and students' listening strategies were categorized. Second; by using listening test, students listening comprehension was obtained. Statistical analyses was done. Prerequisite analysis for normality and linearity were administered to know the data normal and linear or not. Then the correlation was administered by having person product moment analysis. Since there was a significant correlation, the influence and percentage between variables were analyzed by having regression analysis through Statistical Package for Social and Science (SPSS) 21.00 based on the results of the questionnaires and listening test. Last, explanation and interpretation of the results were discussed.

RESULT

The descriptive statistical analysis of listening strategies questionnaires for the participants is shown in Table 1. The maximum score is 85, and the lowest score is 21. The mean of the listening strategies is 64.51 and the standard deviation is 1.30. The range is 64.

Table 1
Descriptive statistic of Listening Strategies
Statistics

Listening Strategies

N	Valid	68
	Missing	0
Mean		64.5147
Std. Error of Mean		1.57690
Median		66.0000
Mode		65.00
Std. Deviation		1.30034E1
Variance		169.089
Range		64.00
Minimum		21.00
Maximum		85.00
Sum		4387.00

It was revealed that from the questionnaire, the three category of listening strategies were all perceived by the students with different numbers; "metacognitive" as the least perceived level and "socio affective" as the most perceived one. There were 14 students who have cognitive listening strategies, 10 students have metacognitive, and 44 students have socio affective of listening strategies. The details are as follow:

Table 2
Distribution of Students' Listening Strategies

No	Categorize	Number of Categories	Percentage
1	Cognitive	14	20.5 %
2	Metacognitive	10	14.7 %
3	Socio affective	44	64.7 %
	Total	68	100%

The descriptive statistical analysis of listening for the participants is shown in Table 11. The maximum score is 38, and the lowest score is 5. The mean of the listening scores for the participants is 16.82, and the standard deviation is 6.18. The range is 33.

Table 3
Descriptive Statistic of Listening comprehension

N	Valid	68
	Missing	0
Mean		16.8235

Std. Error of Mean	.75046
Median	15.0000
Mode	14.00
Std. Deviation	6.18844
Variance	38.297
Range	33.00
Minimum	5.00
Maximum	38.00
Sum	1144.00

For each category, 1 student had excellent listening comprehension level. 2 students had very good listening comprehension. 19 students had average listening comprehension. 28 students had fair level and 36 students had poor listening comprehension. The distribution is presented in the following table:

Table 4
Distribution of Students' Listening Comprehension

No	Categorize	Score	Number of students	Percentage
1	Excellent	100-81	1	1.47%
2	Very good	71-80	2	2.94%
3	Good	61-70	4	5.88%
4	Fair	51-60	7	10.29%
5	Poor	<50	54	79.41%
Total			68	100%

Statistical Analyses

Normality test and linearity test were conducted prior to data analysis through SPSS 21st version for windows. As parametric statistics, in term of correlation and regression, and total sampling technique were used in this research. The data are 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 test is shown in table 5 indicated that the data from each variable were all normal and appropriate for data analysis with coefficients .065 for listening strategies and .073 for listening comprehension.

Table 5
Normality Test
One-Sample Kolmogorov-Smirnov Test

		Listening Strategies	Listening Comprehension
N		68	68
Normal Parameters ^a	Mean	64.5147	16.8235
	Std. Deviation	13.00344	6.18844
Most Differences	Extreme Absolute	.159	.156
	Positive	.089	.156
	Negative	-.159	-.091
Kolmogorov-Smirnov Z		1.308	1.285
Asymp. Sig. (2-tailed)		.065	.073

a. Test distribution is Normal.

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 listening strategies and listening comprehension was .139. To sum up all the data were linear for each correlation and regression.

Tabel 6
Linearity Test

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Listening Comprehension * Listening Strategies	Between Groups	(Combined)	1773.025	33	53.728	2.304	.009
		Linearity	682.266	1	682.266	29.258	.000
		Deviation from Linearity	1090.759	32	34.086	1.462	.139
Within Groups			792.857	34	23.319		
Total			2565.882	67			

This section answered the first research problem. By analyzing the result of descriptive statistics for the listening strategies and listening comprehension.

Based on Pearson Product Moment Correlation Coefficient, the result indicated that the pattern of correlation between listening and listening comprehension was positive. The

correlation coefficient or the r -obtained (.516) was higher than r -table (.235). then the level of probability (p) significance (sig.2-tailed) was .000. It means that p (.000) was lower than .05. Thus, there was a significant correlation between the students' listening strategies and listening comprehension. The details are following :

Table 7
Correlation between Listening Strategies and Listening Comprehension
Correlations

		Listening Strategies	Listening Comprehension
Listening Strategies	Pearson Correlation	1	.516**
	Sig. (2-tailed)		.000
	N	68	68
Listening Comprehension	Pearson Correlation	.516**	1
	Sig. (2-tailed)	.000	
	N	68	68

** . Correlation is significant at the 0.01 level (2-tailed).

This section answered the second research problem. By analyzing the result of descriptive statistics for the listening strategies and listening comprehension. In addition, since there was a significant correlation between the listening strategies and listening comprehension, it can be inferred that students' listening strategies has significant influence on their listening comprehension. However, regression analysis was still used to find out if students' listening strategies influenced their listening comprehension.

The results indicated that the students' listening strategies influenced listening comprehension significantly with sig. value (.00) was lower than probability (.05). Therefore, there was a significant influence between students' listening strategies toward their listening comprehension of eleventh grade students of MA Babbusslam Payaraman. It means that there was a significant influence of listening strategies on listening comprehension.

Table 8
The Regression Analysis of Students' Listening Strategies and Listening Comprehension Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	.991	3.302		.300	.765
Listening Strategies	.245	.050	.516	4.889	.000

a. Dependent Variable: Listening Comprehension

In addition, to know the percentage of listening strategies influenced on listening comprehension, R-Square was obtained. The result of the analysis revealed that the R Square (R^2) was .266 It means that students' listening strategies gave significant effect in the level of 26.6 % toward listening comprehension, and 74.4% was unexplained factors value. Table 15 is shown as the result of Model Summary follows.

Table 9
Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.516 ^a	.266	.255	5.34225

a. Predictors: (Constant), Listening Strategies

DISCUSSION

In order to strengthen the value of this study the interpretations are made based on the result of data analyses. Based on the result of pearson product moment correlations, it was found that there was a positive and a significant correlation between listening strategies and listening comprehension with (r .516). also, there was significant influence of listening strategies on listening comprehension with 26.6 %. The explanation to support this finding is that from the beginning of the first class the participants had been involved in English listening practices and assignments or explores to English listening materials and interactions from printed textbooks, online media, and social networks. And also some

students like to listen English songs which affect their comprehension. Besides, some students have been joining English training courses. Also, they had a lot of prior knowledge or experience about the topics which were given in the listening test.

Furthermore, it might be because eleventh grade students are aware of their listening strategies. Furthermore, students try to think about the ways in which they can plan, make decisions, monitor, and evaluate their listening. It means that, students try to cover their listening strategies in facing listening comprehension tests. In line with Bidadabi (2011, p. 28), students tend to employ repetition, resourcing, note-taking, deduction, translation, inferencing, and elaboration to comprehend the listening texts. Besides, he adds that learners cooperate, ask questions, and self-talk to achieve high listening scores.

This present study is consistent with Amin, Aly, and Mohammed (2011) that showed a statistically significant positive correlation between students' strategic listening and their listening comprehension. In other words, the findings revealed a positive correlation between students' knowledge and use of listening comprehension strategies and their listening comprehension development. It was caused that listening strategy knowledge or awareness of listening comprehension strategies is correlated to facilitating listening comprehension. It can be concluded that when listeners have awareness about listening, they use listening comprehension strategies successfully and that results in their overall success in listening comprehension. The similarities between two studies that have same independent and dependent variables and the reasons that listening strategies covered listening comprehension successfully. Other ways, the differences are the participants and the instruments which were used to measure listening strategies.

Moreover, the findings of this study are in agreement with Bidadabi and Yamat (2011). It is revealed that there was significant correlation between listening strategies use and listening comprehension of Iranian EFL fresh university students. It was caused each strategy cognitive, metacognitive, and socio-affective gave different contribution to listening performance. The students had varieties of strategies to face listening. They add that strategy is worthy to mention that freshmen of this sample are able to plan to use both top-down and bottom-up processing and employ meta-cognitive strategies such as thinking

about the learning process, planning strategies for learning, paying attention to the main points in the listening task, and paying attention to details in the listening task. This study is same with the present study which applied the same independent and dependent variable. The differences are this study explore each strategies of listening, meanwhile, the present study cover as general strategies of listening in analyzing.

Further, Zhang (2012) found the positive impact of listening strategies on listening comprehension. Students tended to use listening strategies more frequently due to the treatment with a direct result in their gains in the task performance. It was quite understandable that note-taking, among all the strategies listed in Table 4.2, got the highest correlation coefficient, because it was the easiest one to perform. It seemed that self-monitoring, inferencing and elaboration are the other important strategies that would enhance listening ability. For the comparison group, the pre- and post- test mea-difference was too small to be counted, but could be then take-as a natural improvement of the course study. The verbal report showed that strategy training did help students with their listening comprehension. The similiarities with the present study are having same independent and dependent variables of listening strategies and listening comprehension. Beside, this study empasized that metacognitive strategies is the least strategies which used by student. It is also found in the present study. The differences are participants, instruments and the design of the research which used mix method and the present research used quantitative correlational research.

On the contrary, Eslakonha (2014) Found no significant correlation between metacognitive strategies and listening performance. He explained the reason of such anegative medium correlation results may be due to the fact the sympathy that should exist between the learners and their classmates or their teacher was too much, so the learners couldlose their concentration on listening comprehension while asking their question from their classmates or teacher. Also, it can be said that the other reason of such result may be related tothe fact that the participants were never instructed how to use the socio-affective listening strategies properly. The similiarities are having same independent and dependent variable. But the opposite wth the metacognitive strategies with the present

study whereas the present study found positive correlation with the contribution from students who used metacognitive strategy is 64.7%.

In short, the total contribution of students' listening strategies and their listening comprehension showed significant correlated and influenced. However the unexplained factors also had contribution on students' listening comprehension. The findings of the study may have some pedagogical implications for foreign language teachers, course designers, parents, next researchers, and students.

CONCLUSIONS

The findings and interpretations in the previous chapter, some conclusions could be presented. First, all students' listening strategies gave significant correlation to students listening comprehension with $r = .516$. It showed in the level of average correlation. It could be proved that different level of listening-strategies gave significant effect to the students' listening comprehension. Second, it can be concluded that students' listening-strategies gave significant influence on students performance in listening. It was shown that student's listening-strategies gave 26.6% contribution to their listening performance. It indicated that one of non-linguistic factors had essential contribution in succeeding students' listening comprehension. This study may have some pedagogical implications for foreign language teachers, course designers, parents, next researchers, and students.

REFERENCES

- Brown, H. D. (2004). *Language Assessment: Principles and Classroom Practices*. London, England: Longman, Inc
- Huy, L., H., T. (2015). An investigation into listening strategies of efl students within the high school setting. *Asian Journal of Educational Research*, 3(4), 21-34.
- Liu, H., J. (2008). A study of the interrelationship between listening strategy use, listening proficiency levels, and learning style. *ARECLS*, 5(4), 84-104.
- Golchi, M., M. (2012). Listening anxiety and its relationship with listening strategy use and listening comprehension among Iranian IELTS learners. *International Journal of English Linguistic*, 2(4), 115-128.

- O'Malley, J. M., & Chamot, A. U. (1990). *Learning strategies in second language acquisition*. Cambridge:Cambridge University Press.
- Gilakjani, A., P., & Sabouri, N., N. (2016). Learners' listening comprehension difficulties in English language learning: A literature review. *English Language Teaching, 9(6)*, 123-133.
- Eslahkonha, F., & Amiri, B., M. (2014). The correlation between English language listening comprehension ability, and listening strategy use among Iranian TEFL junior university students. *International Journal of Language Learning and Applied Linguistics World (IJLLALW), 7(2)*, 190-203.
- Retabi, Z., & Amirian, Z. (2013). Use of metacognitive strategies in listening comprehension by Iranian university students majoring in English: a comparison between high and low proficient listeners. *Journal of Studies in Education, 1(3)*, 140-154.
- Gonen, M. (2009). The Relationship Between FL Listening Anxiety And FL Listening Strategies: The Case Of Turkish EFL Learners. International Conference On Educational Technologies.
- Afshar, H., S., & Hamzavi, R. (2014). The relationship among reflective thinking, listening anxiety and listening comprehension of Iranian EFL learners: does proficiency make a difference?. *Issues in Language Teaching (ILT), 2(3)*, 237-261.
- Bidabadi, F., S., & Yamat, H. (2011). The relationship between listening strategies used by Iranian EFL Freshman university students and their listening proficiency levels. *English Language Teaching, 4(1)*, 26-32.
- Amin, I., A., R., Aly, M., A., S., & Amin, M., M. (2011). *A Correlation Study between EFL Strategic Listening and Listening Comprehension Skills among Secondary School Students* (Masters' thesis). Benha University, Benha, Egypt.
- Zhang, Y. (2012). The impact of listening strategy on listening comprehension. *Theory and Practice in Language Studies, 2(3)*, 625-629.