# THE CORRELATION BETWEEN STUDENTS' LISTENING STRATEGIES AND THEIR LISTENING ACHIEVEMENT (A DESCRIPTIVE RESEARCH AT THE THIRD SEMESTER STUDENTS OF ENGLISH DEPARTMENT IN MAKASSAR MUHAMMADIYAH UNIVERSITY

*Ilmiah\*[1], Muhammadiyah University of Makassar,*
*Email: ilmiah@unismuh.ac.id*
*Nursyam\*[2], Politeknik Pelayaran Barombong*
*Email: nursyamrto@gmail.com*
*Eka Prabawati Rum\*[3], Muhammadiyah University of Makassar,*
*Email: eprabawati@gmail.com*

**Abstract:** The purpose of this study was to ascertain the following information about the third-semester English Department students' listening achievement: 1) the types of listening comprehension strategies they used, 2) their success in listening comprehension, and 3) the relationship between these two variables.
This study employed a descriptive research. The participants in this study were English majors enrolled in Makassar Muhammadiyah University's third semester for the academic year 2019–2020, Proportional random sampling technique was employed by the researcher. The methods used to gather the data were as follows: first, collecting data from student listening tests; second, gathering data from student questionnaire responses; and third, formulating conclusions from the data. The analysis's final research indicated that: 1) students used metacognitive, cognitive, and socio-affective strategies to improve their listening comprehension; 2) students had fair achievement in listening comprehension (60.63); and 3). There was a substantial correlation between third semester English Department students' listening proficiency and their listening strategies (metacognitive, cognitive, and socio-affective). Students' listening achievement and their metacognitive strategies were positively correlated, with a score of 0.78; their cognitive strategies and listening achievement were moderately positively correlated, with a score of 0.51; and their socio-affective strategies and listening achievement were negatively correlated, with a score of 0.17.

## INTRODUCTION

One of the four abilities required to learn English is listening. Because it will impact our speaking, reading, and writing abilities, listening is a crucial aspect of the foreign language learning process. It is not a simple talent because it requires listeners to manage a range of challenging tasks, like differentiating between sounds and interpreting stress, as well as speaker intonation. In Nahed Mohamed Mahmoud Ghoneim (2013:103), it is stated according to Long & Ross (2009) that listening is possibly the most challenging skill for learners. In typical communication scenarios, the listener can ask the speaker to elaborate, but this is not possible when the listener has no control over the speaker's speed or delivery, such as when listening to a radio broadcast.

In order to help students do their best on tests and to create a positive flashback effect in instruction, it is useful to point out strategies in listening for improving their performance

to gain best achievement. In this case, there are three kinds of strategy according to O'Malley and Chamot (1990) in Yi-Jiun Jou, namely metacognitive which consist of planning, monitoring, evaluating; cognitive which consist of bottom-up and top-down; the last one is socio-affective. The students should prepare before listening, monitor while listening, evaluate after hearing, understand each word they hear, and engage with their peers after listening in order to obtain the greatest results. The goal of this investigation is to learn: 1. The types of listening comprehension strategies that students employ, 2. The level of listening comprehension achieved by the students, 3. The relationship between students' listening techniques and listening proficiency.

This study focuses on students' listening strategies, specifically metacognitive strategies such as planning, monitoring, and evaluating; cognitive strategies such as top-down and bottom-up; and socio-affective strategies such as bottom-up and top-down, and the relationship between these strategies and their listening performance in terms of excellent, very good, good, fair, and poor During the academic year 2019–2020, Makassar Muhammadiyah University third-semester English Department students.

## A. The Concept of Listening Strategy

Using strategies is one method that students can take a direct interest in and control over their own learning. Vandergrift (1999), writing in Yi-Jiun Jou, demonstrated that "Strategy creation is essential for listening training because strategies are conscious instruments through which learners' are able to guide and evaluate their own comprehension and responses."

The decision-making processes that a learner uses to process a listening task are referred to as listening strategies. These methods are influenced by the individual task requirements, the problem content, the situational restrictions, and the listener's past knowledge and experience that they bring to each task. Nahed Mohamed Mahmoud Ghoneim's Sakai (2009) (2013:102).

Three basic categories of listening methods are utilized by language learners when completing a listening assignment, according to O'Malley and Chamot (1990) in Yi-Jiun Jou. These categories are metacognitive, cognitive, and socio-affective, and they will be explained in the next section.

### 1. Metacognitive

The term "metacognitive techniques" refers to the deliberate behaviors that students use when paying close attention to a spoken material. They deal with understanding learning. By using this language learning technique, it is possible for students to learn how to develop metacognitive skills since they are actively engaged in planning, observing, and assessing their own learning, just like in pre-task activities (Holden, 2004) in Fateme Serri et al (2012:844). The use of metacognitive methods by learners allows them to assess and confirm their understanding of the hearing text.

The attempt to plan, monitor, and assess is one of the metacognitive methods. They make plans by selecting the best listening strategies will work best in a particular circumstance, keep track of their comprehension, and evaluate by assessing whether their listening comprehension objectives have been met and whether the combination of listening techniques they have chosen is an effective one.

a. Plan refers to the listener's hearing test preparation. Effective listeners "anticipate what they are likely to hear" prior to beginning a listening session, according to

Harmer (1991) in Simon Howell. This approach entails setting learning goals and selecting the methods through which they can be accomplished. For example, pick in advance the components of the text to focus on and preview the important concepts before listening if it is necessary for the task.

b.   Monitoring

This approach is used to assess how well learning or performing a learning task is going. Checking comprehension during listening, checking the appropriateness and accuracy of what they hear and understand and comparing it to new information, checking what portions of the content they do not grasp, and checking the answer two more times are some examples.

c.   Assessing refers to a student's response to what they heard. After taking a listening test, for example, have them note the terms they don't understand, look them up in a dictionary, consider the concepts they don't grasp, and rate their level of comprehension.

**2.  Cognitive**

Cognitive strategies are distinct learning activities that are essentially actions that learners utilize to comprehend linguistic input and gain knowledge. For instance, when a learner comes across a challenging word in a text and deduces its meaning from the context, he has actually applied the cognitive method. Furthermore, cognitive strategies are those that manage the input or make use of a certain skill to finish a task (Holden, 2004; Meang, 2006; Grifith, 2004; Azumi, 2008; Martinez, 1996) in Fateme Serri et al. Investigating from both the bottom-up and top-down perspectives while also understanding and storing information in working memory or long-term memory for later retrieval are all related.

Cognitive strategies are methods that "reflect mental manipulation of activities," such as practicing and analyzing, and allow learners to comprehend and produce new language in a variety of ways, according to O'Malley and Chamot (1990). Fateme Serri et al. (2012) define cognitive strategies as such. Listening comprehension techniques are actions that directly contribute to the comprehension and retention of listening input, according to Freeman (2004) and Lin (2006) in Nahed Mohamed Mahmoud Ghoneim (2013:102). By examining how the listener interprets the information, listening techniques can be categorized. They are also bottom-up, top-down, and metacognitive.

a. Bottom-up

Bottom-up refers to interpreting information by starting with the input that has already been received. This strategy benefits the learners by providing an opportunity to understand how important the fundamental linguistic elements are for language learning. According to Jack and Willy in Victor Olaya Vargas and Daniel Mejia Gonzalez (2009:11), "the bottom-up processing model assumes that listening is a process of decoding the sounds that one hears in a linear fashion, from the smallest meaningful units (phonemes) to complete texts.

b. Top-Down

In Yi-Jiun Jou, top-down changed from meaning to language (Richards, 2008). Learners are able to try and guess what the signal will say. In addition, Lu (2008) summed up that researchers thought listeners used both bottom-up and top-down strategies. In conclusion, The effects of cognitive strategy and metacognitive instruction on the listening comprehension performance of American university students studying Russian were discussed by Thompson & Rubin in 1996. They found that participants who received strategy

instruction in listening to videotaped texts performed significantly better than those who did not.

Top-down learning enables non-native speakers to comprehend the listening text without having to focus on the specifics of the language. This strategy is described as a "automatic way" by nature since it automatically concentrates on the message. Based on their existing knowledge, the students anticipate understanding the primary idea of the listening tasks. Additionally, it aids in the learners' contextual guessing of new words or phrases.

In conclusion, both Bottom Up and Top-Down techniques are important for language learning. As stated in the preceding paragraphs, Top-Down enables L2 students to understand the listening activities by drawing on their existing knowledge and making educated guesses or predictions about the main idea of the text. If the students are familiar with the text's background or some of the words' definitions, they can benefit from this method.

3. Socio-Affective

Socio-affective strategies involving interpersonal interaction and exchange. Socio-affective consists of clarification-seeking queries. According to Vandergrift (2003) in Yi-Jiun Jou, listening strategies include methods for collaborating with others, confirming understanding, and reducing fear. According to Habte-Gabr (2006) in Yi-Jiun Jou, socio-affective methods are nonacademic in character and focus on promoting learning by building a sense of empathy between the teacher and the learner. They included taking into account elements like attitudes and feelings, Yi-Jiun Jou in Oxford (1990).

In order to improve their listening skills, listeners must be able to manage their anxiety, feel comfortable carrying out listening exercises, and encourage personal motivation (Vandergrift, 1997 in Yi-Jiun Jou). According to O'Malley & Chamot (2001) in Yi-Jiun Jou, the socio-affective of listening strategies had an instantaneous impact on the learning scenario among the third strategies, metacognitive, cognitive, and socio-affective in listening comprehension.

**B. Listening Comprehension**

In Victor Olaya Vargas and Daniel Mejia Gonzalez (2009:15), Buck (2004) states that listening comprehension is an interactive process in which the listener first receives acoustic input before his or her brain engages in a process of understanding in which the sounds provided by the speaker are understood. Littlewood (1981), in Victor Olaya Vargas and Daniel Mejia Gonzalez (2009:15), makes the case that people have traditionally viewed hearing as a passive skill; yet, listening necessitates an active involvement from the hearer in order to understand what the speaker is saying.

According to Victor Olaya Vargas and Daniel Mejia Gonzalez and Buck (2004), listening comprehension is an active process of creating meaning by applying knowledge to the incoming sound. According to studies, listening comprehension involves a number of steps. Listeners have to first discern between the language's pitch, intonation, stress, and sound. Listeners had to store the information in their memory until they could comprehend it after becoming aware of everything the speakers had stated. According to Brown (1995) and Chastanin (1975) in Yi-Jiun Jou, they next had to decipher the information from what they had heard, which was the output or the utilization process.

Similar to Clark & Clark (1977), Yi-Jiun Jou comes to the conclusion that listening comprehension is comprised of three steps: perceptual, parsing, and usage. It is clear from the explanation above that listening is an active behavior that involves taking in, interpreting, and comprehending a message with the intention of responding. Contrarily, listening

comprehension is the ability to comprehend the implications and clear meanings of spoken language's words and sentences. It is something that the mind does. Listeners can approach the listening task more skillfully by critically analyzing the function these methods play in second language listening. Students' listening abilities were divided into five categories: excellent, very good, good, fair, and poor.

**Listening Achievement**

The strategies a listener employs when listening can be used to determine successful listening or the best listening achievement. The topic of listening techniques is brought up by an emphasis on how to listen. The tactics a listener employs when listening can be used to determine successful listening or the best listening achievement. The topic of listening strategy is brought up by an emphasis on how to listen.

According to Osada (2004) and Sharma (2007) in Nahed Mohamed Mahmoud Ghoneim (2013:100), the use of listening comprehension strategies is one of the traits that set successful listeners apart from those who struggle with the task. They backed up the notion that understanding how these strategies are used in second language listening can help listeners approach the task more skillfully.

**RESEARCH METHOD**

This study used a descriptive approach. The audience for this descriptive analysis of the students' listening strategies and the connection between that strategy and their listening performance were the third semester English Department students at Makassar Muhammadiyah University. The purpose of this study was to assess students' listening strategies objectively. It was also referred to as quantitative research because the researcher employed numerical data that was statistically analyzed.

The listening strategy (variable X) and listening achievement were the two variables employed in this study (variable Y) Students from Makassar Muhammadiyah University's English Department who were enrolled in the third semester of the 2018–2019 academic year participated in this study. Ten classes were offered. Researcher employed proportionate random sampling for their sample. 90 students made up the entire sample because the researcher only used a quarter of the students in each class. The two instruments that were employed for this research were the test and the questionnaire.

**FINDINGS**

**Students' Listening Strategy**

After doing research, the researcher discovered that the students used metacognitive, cognitive, and socio-affective strategies to improve their listening comprehension. The mean rating of the students' listening strategies is shown in the table below.

**Table 4.1** Mean Score of Students' Listening Strategies

| Listening Strategies | Mean Score |
|---|---|
| Metacognitive strategies | 59.75 |
| Cognitive strategies | 68.06 |
| Socio-Affective strategies | 59.03 |

Table 4.1, Showed the mean score for metacognitive strategies is 59.75, the mean score for cognitive strategies is 68.06, and the mean score for socio-affective strategies is 59.03. The figure below shows it more obviously.
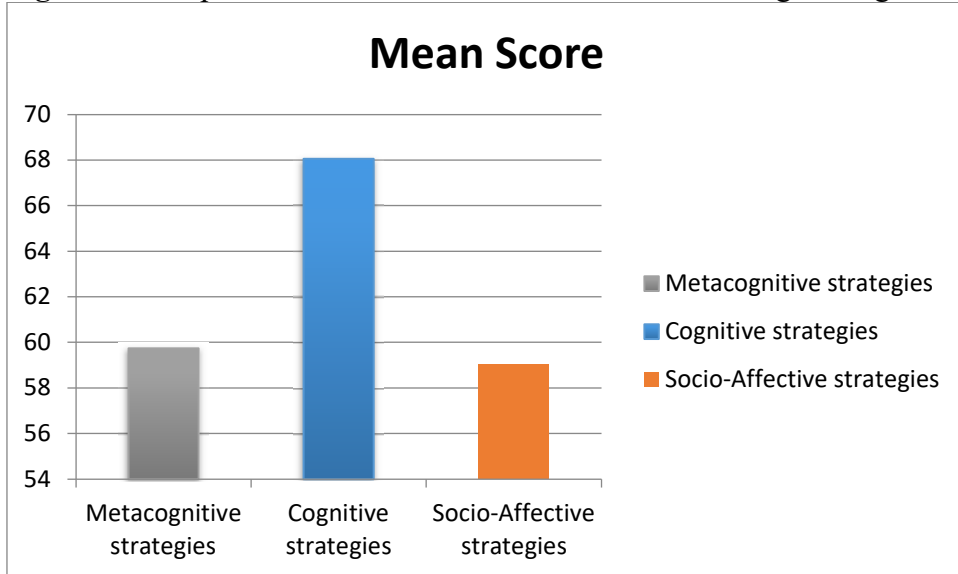
**Figure 4.1** Graphic of the Mean Score of Students' Listening Strategies



Figure 4.1 revealed that cognitive strategies were frequently used, with a mean score of 68.06 It was followed by socio-affective strategies, which had a mean score of 59.03, and metacognitive strategies, which had a mean score of 59.75.

**Students' Listening Achievement**
The following table shows the mean score of students' listening achievement in listening comprehension based on the information gathered from the listening test.

**Table 4.2** The Mean Score of Students' Listening Achievement

| Item | Mean Score | Classification |
|---|---|---|
| Listening Achievement | 60.63 | Fair |

Table 4.2, the students' mean score for listening comprehension was 60.63, which is categorized as "Fair" by the standard classification.

The table below shows how the students' means were categorized according to the rate percentage:

**Table 4.3** The Frequency and Percentage Students' Listening Achievement

| Classification | Score | Frequency | Percentage |
|---|---|---|---|
| Excellent | 90-100 | 0 | 0% |
| Very Good | 80-89 | 0 | 0% |
| Good | 70-79 | 20 | 22.22% |
| Fair | 60-69 | 41 | 45.56% |
| Poor | 0-59 | 29 | 32.22% |
| **Total** | | **90** | **100%** |

Table 4.3 revealed that no students achieved excellent or very good listening comprehension scores. This indicates that in terms of listening comprehension, 0% of students were outstanding or very good. There were 20 students who performed well. This indicates that 22.22% of students have strong listening comprehension skills. 41 students had fair academic performance. This indicates that 45.56% of students had fair listening comprehension skills. There were 29 students that performed poorly. This indicates that 32.22% of students have low listening comprehension skills.

## 1. The Correlation Between Students' Listening Strategies and Their Listening Achievement

The score of rxy shown in the following table was determined using information from listening strategies (X) and listening achievement (Y) in listening comprehension.

**Table 4.4** Score of $r_{xy}$

| Correlation | Score of $r_{xy}$ | Interpretation |
|---|---|---|
| Metacognitive Strategies and Listening Achievement | 0.78 | Strong |
| Cognitive Strategies and Listening Achievement | 0.51 | Moderately |
| Socio-affective Strategies and Listening Achievement | 0.17 | Very weak |

The score of rxy was presented in Table 4.4 between: Listening proficiency and metacognitive strategies have a 0.78 correlation. It suggests that a "strong" interpretation of the correlation was used, which was conducted between 0.60 to 0.800; the correlation between cognitive strategies and listening achievement is therefore 0.51. This indicates that the correlation was completed between 0.400 and 0.600 with "moderate" interpretation, and that the socio-affective and listening achievement was 0.17. This indicates that a "very weak" interpretation was used for the correlation characteristic, which was conducted between 0.000 and 0.2000.

## DISCUSSIONS
## 1. Students' Listening Strategy

Students at Makassar Muhammadiyah University's English Department's third semester made use of three different listening comprehension techniques: metacognitive, cognitive, and socio-affective. With a mean score of 68.06, cognitive strategies were heavily utilized. It was followed by socio-affective strategies, which had a mean score of 59.03, and metacognitive strategies, which had a mean score of 59.75. The students each received a 29-item questionnaire. It indicates that some students had effective listening comprehension skills.

## 2. Students' Listening Achievement

Based on the data after evaluating the students' performance by test in listening comprehension, the total score of the listening achievement of the students is "5457.5" and

the mean score is "60.63." It shows that the students' listening comprehension is still "relatively" good. There were no students who demonstrated exceptional listening comprehension abilities. It indicates that between 90 children still have good, fair, and poor listening comprehension performance.

There were 20 students who performed well. This indicates that 22.22% of students have strong listening comprehension skills. 41 students had fair academic performance. This indicates that 45.56% of students had fair listening comprehension skills. There were 29 students that performed poorly. This indicates that 32.22% of learners have low listening comprehension skills. According to the results, fair achievement in listening comprehension came in first, followed by bad and good achievement.

### 3. The Correlation between Students' Listening Strategies and Their Listening Achievement

Based on the study's findings, third semester English Department students at Makassar Muhammadiyah University had a collaborative relationships between their listening comprehension performance and their metacognitive, cognitive, and socio-affective listening strategies.

a. Considerable correlation between students' metacognitive techniques and their listening proficiency was found, with a rxy value of 0.78, according to Pearson's r statistic; this level of "strong correlation" is defined as the range between 0.60 and 0.800 for standard correlation.
b. According to the Pearson r characteristic, the correlation between students' cognitive strategies and their listening proficiency was significant at rxy = 0.51 and classified into the category of "moderate correlation," where the standard correlation ranges from 0.400-0.600.
c. The correlation between students' socio-affective methods and their listening proficiency was significant, with rxy = 0.17, according to the Pearson r characteristic. This puts it in the category of "extremely weak correlation," where the usual correlation ranges from 0.000 to 0.200.

Based on the findings shown above, students' listening proficiency and listening techniques are correlated. Although students use high levels of cognitive strategies, there is a moderate correlation between listening achievement and cognitive strategies, while there is a very weak correlation between socio-affective strategies used by students and listening achievement. This is because students' socio-affective strategies are not well correlated with listening achievement.

According to the students' listening strategies and listening achievement, certain students had strong listening strategies and achieved well in listening comprehension, even if the students' listening comprehension achievement was only fair overall. This means that not all students' listening achievement levels—excellent, very good, good, fair, and poor— and their correlating strategies will be the same.

**CONCLUSION**

The researcher came to the following conclusion after considering the data and comments from the preceding chapter:

1. The students used cognitive, socio-affective, and metacognitive strategies.

2. The students' listening comprehension performance was acceptable; they received a score of 60.63.

3. In the third semester of the English Department at Makassar Muhammadiyah University in the academic year 2018/2019, there was a substantial correlation between students' listening methods and their listening proficiency. Students' metacognitive methods and listening proficiency showed a substantial connection (r = 0.78), which indicates that the relationship was positive. It was marginally correlated, with a score of 0.51 between students' cognitive techniques and their listening proficiency. Students' listening proficiency and their socio-affective techniques only had a very weak (0.17) correlation.

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