Learning to listen: Listening Strategies and Listening Comprehension of Islamic Senior High School Students

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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 used in this research were listening strategies questionaire adapted from Lee (1997) and modified by Ho (2006) (as cited Golchi, 2012), and listening comprehension test 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.

Keywords: listening strategies, listening comprehension, Islamic senior high school 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 (Abrar & Mukminin, 2016; Azkiyah & Mukminin, 2017; Haryanto & Mukminin, 2012; Habibi, Sofwan, & Mukminin, 2016; Makmur, Mukminin, Ismiyanti, & Verawati, 2016; Mukminin, Masbirorotni, Noprival, Sutarno, Arif, & Maimunah, 2015; Mukminin, Muazza, Hustarna, & Sari, 2015; Mukminin, Ali, & Ashari, 2015). Nowadays, people need to be able to use English in order to challenge globalization. It is in line with what Crystal (2003) said that English is as a global language (as cited in Ariesca & Marzulina, 2016) which is widely used in various countries and in various fields. It can be at least understood almost everywhere among scholars and educated people. 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. It is in line with what Komaria (1998) states that the 1989 Law on the Indonesian educational system gives English a place as the first foreign language among other foreign languages used in Indonesia such as German, Arabic, or Japanese (Abrar, Mukminin, Habibi, Asyrafi, Makmur, & Marzulina, 2018).

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 (Erlina, Marzulina, Pitaloka,

Astrid, Fikri Yansyah, & Mukminin, 2018; Habibi, Mukminin, Sofwan, & Sulistiyo, 2017; Hadiyanto, Mukminin, Failasofah, Arif, Fajaryani, & Habibi, 2017). One of the essential skills is listening. Brown (2004) states "listening performance is the invisible, inaudible process of internalizing meaning from the auditory signals being transmitted to the ear and brain" (p. 118). 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). Golchi (2012) reveals "poor listening ability results from many factors, such as insufficient emphasis on listening, immature teaching methodologies, ineffective listening strategies, and students' lack of vocabulary" (p. 115). Although listening is one of the difficult aspects to mastered, but by using appropriate strategies in learning, it will be easier. Listening strategies as well as linguistic knowledge are necessary to successful listening comprehension. O'Malley and Chamot's (1990) state that 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) 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, it revealed that listening is the hardest among others skill to be acquired. They said that many difficulties came up when practicing listening such as the audio speed which is too fast, different context in daily life, different accent, meaningless of words and lack of strategies. These factors made listening skill complicated. In addition, based on my observation toward the learning facilities, sometimes, teachers brought speaker to conduct listening lesson. However, the quality of speaker was unstandard and the class was to large. Sometimes, the electricity did not support the listening processes as well. The teachers also expressed that students had not had known about any strategies applied in listening class, and teacher also did 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 between listening strategy used and the students' listening comprehension. In contrast, 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. Therefore, this study was conducted in order to find out whether or not there is a significant correlation between listening strategies and listening comprehension of the eleventh grade Islamic Senior High School Students of *Babussalam Payaraman*. In addition, it was also conducted to know if listening strategies influenced listening comprehension achievement of the eleventh grade students at the same school.

Literature Review

Ho (2006) states that "Listening strategies refer to skills or methods for listeners to directly or indirectly achieve the purpose of listening comprehension of the spoken input" (p.25). O'malley and Chamot's (1990) expressed that there are three types of strategies in listening comprehension; they are cognitive, metacognitive, and socio-affective. First is *Cognitive Strategy*. Richard (2008) defines, "cognitive strategy is Mental activities related to comprehending and storing input in working memory or long-term memory for later retrieval" (as cited in Huy, 2015,

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p. 11). Huy (2015) defines, "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" (p. 25). Next is *Meta-Cognitive Strategy*. Ratebi (2013) defines, "metacognitive learning strategies are those which involve knowing about learning and controlling learning through planning, monitoring and evaluating the learning activity" (p. 141). The third is *Socio-Affective Strategy*. It was combined from socio and affective. "Affective strategies could help listeners handle their feelings, emotions, motivation or attitudes in learning listening skills" (Huy, 2015, p. 26). In addition, Gonen (2009) explains "social-affective dimension of listening strategies include individual or group activities such as cooperation, recasting and clarification of meaning (p. 45).

Afshar and Hamzavi (2014) state "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" (p. 243).

Methodology

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 procedures 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 were discussed.

Research site, sampling, and participants

According to Creswell (2005), "population is a group of individuals who have the same characteristic" (p. 145). In addition, Fraenkel and Wallen (1990, p. 68) stated that population is the group of interest to the researcher, the group to whom the researcher would like to generalize the results of the study (as cited in Saputra & Marzulina, 2015, p.7). The population of this study is all the active Islamic Senior High School Students of *Babussalam Payaraman* in the academic year 2016-2017, which consisted of three classes. The total population of this study was 68 students. The sample of this study was taken by using purposive sampling method. "Purposive sampling (judgmental sampling) is used in both qualitative and quantitative research" (Johnson & Christensen, 2012, p. 235). Creswell (2005) adds "in this method, the researchers select individuals and sites to learn and understand about the topic whether they are information rich" (p. 204). Moreover, Johnson and Christensen (2012) explain, "in purposive sampling, the researcher specifies the characteristics of a population of interest and then tries to locate individuals who have those characteristics" (p. 204). In this research, the eleventh grade students were chosen as population because the classes described the characteristics which researcher needed to study. Students' listening strategies among three classes varied and the ability of their listening comprehension was different each other and they had experienced a lot in learning listening skill based on schools' curriculum. Besides, there was no research related to listening strategies conducted in this school before. According to Creswell (2012), "at least 30 participants for a correlational study that relates variables" (p. 146). Meanwhile, According to Fraenkel, Wallen, and Hyun (2012), "for correlational studies, a sample of at least 50 is deemed necessary to establish the existence of a relationship" (p.103). So the sample of this research was all active students in the academic year 2016-2017 which consisted of 68 students from 3 classes.

Data collection

There were two kinds of instrument used to collect the data; listening strategies questionnaire and listening test. To obtain the information about students' listening Strategies, questionnaire developed by Lee (1997) and modified by Ho (2006) (as cited Golchi, 2012) 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.

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. This kind of test measures the English proficiency of students that age 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 forms. The time for the test administration 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).

Data analysis

In analyzing the data, there were some analyses related to research problems in this research. The data analyses in this research were questionnaires' analysis, listening tests' analysis, correlation's analysis by using Pearson Product Moment to find out the correlation between variable and the last, regression analysis by using regression analysis was used to achieve the influence related. In analyzing the questionnaire from listening strategies, there are three kinds categories of listening strategy, they are cognitive, metacognitive and socio affective strategies. So those strategies were described in term of the descriptive statistics. In analyzing listening test, there are five categories in listening test, they are excellent, very good, good, fair and poor level. So those levels were described in term of the descriptive statistics. As the matter of fact, it was essential to do pre-requisite test since the study was in the notion of parametric statistics, correlation and regression. Thus, before analyzing the data, I tried to find out whether the data distribution from each variable was normal and linear or not. Normality test was used to determine whether sample data drawn from a normally distributed population or not. It was conducted due to many parametric statistical methods, including Pearson correlation test and regression test. Therefore, Kolmogorov-Smirnov test by using SPSS 21 was applied. The linearity test was conducted in order to recognize whether the data between the variables were linear or not. Test for linearity was conducted in order to recognize whether the data of the variables was linear or not. Next, 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 used. Since there was a significant correlation between variables, it was continued to find out the influence between two variables. All calculation was done by using the Statistical Package for Social and Science (SPSS) 21st version computer program

Findings and Discussion

Listening strategies and listening comprehension

Sixty-eight students participated in this study. The descriptive statistical analysis of listening strategies questionnaires for the participants indicated that the maximum score was 85, and the

lowest score was 21. The mean of the listening strategies was 64.51 and the standard deviation was 1.30. The range was 64. It 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 1. 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 indicated that the maximum score was 38, and the lowest score was 5. The mean of the listening scores for the participants was 16.82, and the standard deviation was 6.18. The range was 33. 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 details are as follow:

Table 2. Distribution of students' listening comprehension

No.	Categories	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%

The results of normality test and linearity test

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, 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-Simonov was used to see the normality. The results of normality test 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. 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.

Correlation between listening strategies and students' 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 as follows:

Table 3. 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).

Influence of listening strategies on students' 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 had 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 Islamic Senior High School Students of *Babbussalam Payaraman*. It means that there was a significant influence of listening strategies on listening comprehension.

Table 4. 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. The following Table 5 shows the result of Model Summary.

Table 5. 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

Based on the result of Pearson product moment correlations, it was found that there was a positive and significant correlation between listening strategies and listening comprehension with (*r*- .516). Then, further analysis was conducted and it was also found that there was significant influence of listening strategies on listening comprehension with 26.6 %. It could be seen from the beginning of the first class that the participants had been involved in English listening practices or assignments, and they had been explored to English listening materials and interactions from printed textbooks, online media, and social networks. Some students stated that they liked to listen English songs which affected their comprehension. Equally important, some students had been joining English course and they had a lot of prior knowledge or experience about the topics given in the listening test. Furthermore, it might be because eleventh grade students were aware of their listening strategies. They tried to think about the ways in which they could plan, make decisions, monitor, and evaluate their listening. It means that students tried to cover their listening strategies in facing listening comprehension test. Bidadabi (2011) states, "students tend to employ repetition, resourcing, note-taking, deduction, translation, differencing, and elaboration on comprehending the listening texts" (p.28). Besides, he adds that learners cooperate, ask questions, and self-talk to achieve high listening score. It showed the importance of the listening stategies in the success of the listening comprehension.

This study is in line with the finding of Amin, Aly, and Mohammed (2011) which showed a statistically significant positive correlation between students' strategies in listening and their listening comprehension. In other words, the findings revealed a positive correlation between students' knowledge and use of listening strategies and their listening comprehension development. It can be concluded that the more effective strategy in listening, the better the result of listening comprehension will be. Bidadabi and Yamat (2011) had the same idea who revealed that there was significant correlation between listening strategies use and listening comprehension of Iranian EFL fresh university students. It made each strategies cognitive, metacognitive, and socio-affective give different contribution to listening performance. The students had many different kinds of strategy to face listening. They add that the use of listening strategies make them able to plan to use both top-down or bottom-up processing and employment-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. 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

Based on the findings and interpretations, some conclusions could be presented. First, all students' listening strategies gave significant correlation to students listening comprehension with *r* = .516. It means it is 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 can be seen 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 improving students' listening comprehension. This study may have some pedagogical implications for foreign language teachers, course designers, parents, next researchers, and students.

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