

The Correlation between Listening Strategies and Students' Listening Achievement

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ABSTRACT

The purpose of this study was to determine the relationship between students' listening achievement and their listening strategies in a high school in Toboali, Bangka Belitung. The participants in this study were 11th graders. 97 students served as the study's sample population. The data were analyzed using Pearson's r correlation coefficients in this descriptive quantitative study. Data were gathered for this study using a listening test and a questionnaire. Students' listening techniques were discovered using a questionnaire, and their listening abilities were discovered through a listening exam. 28 questions about cognitive, metacognitive, and socio-affective strategies were included in the questionnaire that the students were required to complete. Researchers conducted a listening exam with 17 multiple-choice questions to gauge how well children could listen. According to the study's findings, there is a high association between the use of cognitive methods and successful listening. The link between socio-affective variables and listening achievement was significant with moderate interpretation, as was the correlation between metacognitive approach and listening achievement. Students' listening strategies and listening achievement at the school exhibit a substantial association, with r_{xy} of cognitive strategy showing ≥ 0.622 , metacognitive strategy showing ≥ 0.525 , and socio-affective strategy showing ≥ 0.415 . As a result, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is disproved.



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Introduction

There is evidence that English was taught to children in playgroups or kindergartens in Indonesia, where it was one of the foreign languages that was introduced to children from a young age. At the elementary school level, the same held true. Although based on Permendiknas Number 26 2006, English instruction started in junior high school at the first level and continued through university. The ability to communicate in English would enable the Indonesian people to connect in a global culture, absorb scientific advancements, and transmit information that arises in Indonesia. As such, English appears to be an absolute. There are four key English language abilities that must be taught in order to master the language: speaking, reading, and writing. Of course, using tactics that will be used in the learning process is necessary for the listening learning process. The chosen approach must take into account the demands of the students' listening learning process. Strategy and method are two different things; a strategy is a plan for achieving a goal, whereas a technique is a means of carrying out a strategy. As a result, learning techniques and learning processes were distinct. As a result, there are several ways to learn tactics. Three listening tactics, in accordance with Hadijah & Shalawati, are as follows; (a) Directed attention, selective attention, planning, monitoring, and evaluation; (b) listening for gist and detail, inference, prediction, visualization, summarizing, and note-taking; and (c) social/affective strategies, like cooperation. Using the justification given above, it can be inferred that a learning strategy is a plan implemented by teachers to ensure that learning proceeds smoothly and successfully. The outcomes of student learning could be affected by the strategy choice. (Hadijah, S., & Shalawati 2018)

One of the ways that humans communicate is via listening. Humans are born with the ability to listen, and in this situation, listening was crucial to communication. Nunan (2003) noted that hearing is an active, deliberate process of interpreting what we hear. (Nunan 2003). Then, according to Nowruz (2013), listening involves understanding words, phrases, clauses, sentences, and related conversation that have a meaning.

(Nowruzi 2013). Furthermore, according to Mandarani (2016), listening is the act of paying attention, trying to grasp what is being said, as well as having the capacity to recognize and comprehend what others are saying. This involved a complicated process that enables the brain to interpret language and create meaning from sounds it receives. (Mandarani 2016)

To acquire a high level of hearing comprehension, every English student has to have listening strategies. Listening strategies are techniques or skills that listeners can use to either directly or indirectly accomplish the goal of comprehending verbal input (Yulisa 2017). According to Ebadi and Oroji (2016), listening comprehension tactics have been researched to assist students in making the learning process simpler. (Ebadi, F., & Oroji 2016). As a result, listening strategy is an action or method that significantly advances comprehension through input listening and memory. According to Amin et al. (2022), strategic listening is the process of being aware of the listening process, having a list of listening strategies, and knowing which one is best suited to which listening task. It also entails using a variety of listening strategies in combination with various listening tasks and being flexible in how you use those strategies. Listeners utilize listening comprehension strategies, which are universal acts, behaviors, methods, procedures, and plans, to understand oral tasks more quickly and easily. It might be argued that using listening techniques was the best approach to control and govern the listening comprehension process and get better results. (Amin, I. A. R., Amin, M. M., & Aly 2011)

A learning strategy is the way a person arranges and employs a certain set of skills in order to acquire material or carry out other tasks more successfully and effectively in academic and non-academic settings. Nofianis (2022) stated that the following factors affect students' learning strategy;

a. Physical Environment

- 1) The teacher must be able to set up the desk, chairs, and table in the classroom such that every student has an equal chance to listen and be listened to.
 - 2) Workplaces must be situated close to one another so that staff members and students may communicate effectively and perhaps be forced to become better custodians.
 - 3) The instructor should speak in a pleasant tone while offering detailed instructions.
- b. Teachers must model behaviors that can persuade pupils to take on the roles of speaker and listener without much difficulty. For instance, taking part in symposiums, seminars, and panel discussions.

b. Social Environment

When the teacher plans experiences that allow children to take advantage of the situation in the classroom class to improve their communication skills, it is appropriate and in line with overall curriculum planning. The teacher creates an atmosphere that encourages children to experience, express, and evaluate ideas is very important to apply if communication skills and language arts are developed and develop. (Nofianis 2020)

With effort and expertise, success can be attained or completed. To accomplish the curriculum's aims and objectives, though, a plan of action is required. Lack of teaching or approach is one of the variables that affects listening achievement and results in a deficit in listening abilities. Teaching listening techniques encourages listening proficiency, develops students' self-control learning habits, and enhances their capacity for autonomous learning. According to Amin et al. (2022), effective listening requires both linguistic understanding and effective listening techniques. As a result, it's crucial to teach language elements and listening techniques together. Students should be taught listening techniques so they can listen strategically. Additionally, those who have difficulty learning a language might be taught new techniques to assist them improve. It is clear that using effective listening techniques will help pupils improve their listening skills. (Amin, I. A. R., Amin, M. M., & Aly 2011)

According to the English teacher, the 11th grade students "have different responses during the learning process, but students' interest is quite ardent during the learning process." The average learning outcomes for students in the 11th grade were also disclosed by him. According to 11th students who participated in the interviews, "the learning process is fairly pleasant and easy to comprehend, and enough facilities are made and more comfortable in the process of English listening. The researcher then administered a listening test to the children, and based on the results, it was possible to determine that 45% of the pupils scored at an exceptional level, 12% at a good level, 11% at a fair level, 14% at a poor level, and 18% at a very low level. The greatest scores were at the outstanding level, with 45% of all students receiving excellent scores, or around 80 out of a total of 176 pupils. With these findings, the researcher wondered if there was a relationship between the students' exam outcomes and the tactics they were employing. The researcher conducted this study in order to determine whether there is a favorable association between

the two variables. This was done in light of the explanation.

Method

This study utilized a quantitative type of research, specifically correlational study. Using data in the form of numbers as a tool to examine information about what you want to know, quantitative research is a process of learning. While in correlational study, you are trying to find out if there is a relationship between at least two variables. The research settings and methodology were as follows: initially, a questionnaire was employed to determine the students' listening techniques. Second, a listening test would be used to evaluate listening comprehension proficiency. The Statistical Package for Social and Science (SPSS) is used to analyze the correlation and effectiveness between the two variables based on the results of the questionnaire and listening test. The population of this study comprised of 176 students in total from 6 classes in the eleventh grade. Purposive sampling was employed for the sample technique. The term "purposeful sampling technique" refers to the process of selecting samples for study that stress particular traits or attributes. Purposive sampling, according to Arikunto, is a sampling technique that selects individuals based on certain goals, qualities, and attributes (Arikunto 2019) As a result, the researcher selected a number of students who met the study's criteria and demonstrated particular traits; students with scores of at least 70 or who performed well were employed as research samples. A preliminary test was originally administered to the complete class of 11 as part of the data collection process. And 97 students earned a score of 70 or higher.

The researcher used some technique in collecting data. Those are questionnaire and test.

a. Questionnaire

In one class session, the researcher administered a listening strategy questionnaire to the students. This questionnaire covered listening methods such as categories, metacognitive strategies, and socio-effective listening strategies. Researchers utilize a questionnaire to find out how well pupils listen. The questionnaire, which is a checklist with five options dependent on the type of Likert scale, has 17 items and 4 possible answers. The options consist of always, often, rarely, never. It the questionnaire was assessed using the following rules:

Table 1
Questionnaire's Score

Choice	Score
Always	4
Often	3
Rarely	2
Never	1

(Efendi, 2015:29)

The researcher used listening tests to measure listening achievement. In this test consisting of 17 multiple choice items, students hear 17 short conversations and answer after each conversation ends.

$$\text{Student score} = \frac{\text{Total score}}{\text{maximum score}} \times 100$$

Table 3
The classification in listening score

Category	Listening score
Very good/A	86-100
Good/B	71-85
Fair/C	56-70
Poor/D	41-55
Fail	40

Source: Zainal Abidin and Rita Hayati (2011)

The following formula, which was modified from Sugiyono, is used by the researcher to determine the relationship between students' listening methods and listening achievement:

$$r_{xy} = \frac{n \sum xy - (\sum x) \cdot (\sum y)}{\sqrt{\{n \sum x^2 - (\sum x)^2\} \{n \sum y^2 - (\sum y)^2\}}}$$

r_{xy} = the coefficient of correlation between X and Y
 n = the number of sample
 Σx = the sum of all data variable X
 Σy = the sum of all variable Y
 Σx^2 = the total number of data variables X squared
 Σy^2 = the total number of data variables Y squared
 Σxy = the total number of data variable X multiplied by Y

The following example illustrates how to use r to display coefficient correlation between the variables:

- Positive correlation occurs when both variables increase or decrease simultaneously. Strong positive correlation is indicated by a correlation value that is close to 1.00.
- Negative correlation, which shows that as one variable's value rises, the other one falls. A high negative connection is indicated by a correlation coefficient that is close to - 1.00.
- No correlation, or c, denotes that there is no relationship between the two variables. There is no correlation when the correlation is 0. The direction of the correlation was identified by the correlation characteristic, and the closeness of the correlation can be categorized as follows:

Table 3
Interpretation value of r

The "r" value	Interpretation
>0.800 – 1.00	Very strong
>0.600 – 0.800	Strong
>0.400 – 0.600	Moderately
>0.200 – 0.400	Weak
0.000 – 0.200	Very weak (No correlation)

(sujarweni in Rahmat Efendi, 2015)

Results and Discussions

1. The Strategy Mostly Used by Eleventh Grade Students in Listening

Using four criteria—always with a score of 4, frequently with a score of 3, infrequently with a score of 2, and never with a score of 1—the results of the questionnaire given to the students were determined. The summary findings are as follows:

a. Cognitive Strategy

Table 4
Cognitive strategy questionnaire results

Items	Frequency			
	Always	Often	Rarely	Never
Item_01	41	38	18	0
Item_02	35	43	19	0
Item_03	40	32	25	0
Item_04	39	48	9	1
Item_05	61	28	8	0
Item_06	40	34	23	0
Item_07	39	31	26	1
Item_08	50	31	16	0
Item_09	44	30	21	2
Item_10	56	34	7	0

b. Metacognitive Strategy

Table 5
Metacognitive strategy questionnaire results

Items	Frequency			
	Always	Often	Rarely	Never
Item_01	39	47	11	0
Item_02	36	42	19	0
Item_03	31	40	25	1
Item_04	39	48	10	0
Item_05	49	34	10	4
Item_06	33	31	31	2
Item_07	31	46	18	2

c. Socio-affective Strategy

Table 6
Socio-affective strategy questionnaire results

Items	Frequency			
	Always	Often	Rarely	Never
Item_01	18	38	29	12
Item_02	31	31	33	2
Item_03	25	39	28	5
Item_04	31	31	35	0
Item_05	18	29	46	4
Item_06	16	42	31	8
Item_07	8	39	38	12
Item_08	12	39	37	9
Item_09	35	32	27	3
Item_10	16	21	45	15
Item_11	21	37	28	11

Based on the aforementioned information, the researcher discovered that students used cognitive, metacognitive, and socio-effective techniques to gain listening proficiency. The cognitive technique was the one that was most usually employed, according to the study, out of the three. The typical value of the students' listening techniques is shown in the following table.

Table 7
Mean score of listening strategy

Listening Strategy	Score
Cognitive	32.7
Metacognitive	22.2
Socio-affective	28.9

The average score for cognitive approach is 32.7, as seen in the table above. The mean value for the metacognitive technique is then 22.2. Additionally, the socio-affective strategy average score is 29.9. According to the aforementioned findings, the students most frequently employ cognitive technique. By summing the number of questionnaires completed by the sample and dividing by the total number of questionnaires, the average score for cognitive, metacognitive, and socio-affective strategies was determined. From the findings above, the researcher found that there were differences in the strategies used by the two sample categories, in which the sample in the very good category used cognitive strategy, while the sample in the good category used socio-affective. The following table shows the results of the analysis of the two sample categories.

Table 8
The mean score of the strategy used by the sample in the very good and good categories

Category	Cognitive	Metacognitive	Socio-Affective
Very good	35.2	24.3	32.3
Good	31.5	21.2	28.7

Based on the table above, it can be concluded that the sample in the very good and good category used cognitive strategy.

2. The Result of Listening Test

Based on the data collected of listening achievement used listening test, the mean score of students listening achievement from listening test presented in the following table.

Table 9
Mean score of listening achievement

Item	Mean Score	Classification
Listening achievement	79.9	Good

According to the data above, the average student score on the listening achievement test was 79.9, which according to the norm was rated as "good." The frequency table and the percentage of students who achieved listening proficiency both show how the students' average has been divided into percentage levels.

Table 10
Frequency and percentage students listening achievement

Classification	Score	Frequency	Percentage
Very good	86-100	31	32%
Good	71-85	66	68%
Total		97	100%

Based on the data above, 0% of students scored fair, poor, or failed on their listening comprehension, hence there are no students who fall into these categories. Additionally, the aforementioned table reveals that 66 pupils had an excellent classification, while 31 students received a very good classification. This indicates that 32% of students had very good listening achievement and 68% of students had good listening achievement.

3. The Correlation between Listening Strategy and Listening Achievement

The second research issue was addressed in this part. by examining the outcomes of descriptive statistics for listening achievement and listening methods. These are the outcomes;

a. Correlation between cognitive strategy and listening achievement

The results indicated a positive link between cognitive approach and listening proficiency based on the Pearson Product Moment link Coefficient. The correlation coefficient between cognitive approach and listening achievement was calculated as $r_{xy} = 0.622$, which indicates a good association between these two variables. Here are the specifics:

Table 11
Correlation between cognitive strategy and Listening achievement

		Cognitive	Listening achievement
Cognitive	Pearson Correlation	1	.622**
	Sig. (2-tailed)		.000
	N	97	97
achievement	Pearson Correlation	.622**	1

Sig. (2-tailed)	.000	
N	97	97

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

b. Correlation between metacognitive strategy and listening achievement

The results indicated a favorable correlation pattern between metacognitive technique and listening success based on the Pearson Product Moment Correlation Coefficient. The correlation coefficient between listening proficiency and metacognitive technique is 0.525. This indicates that the correlation had a moderately interpretational behavior between 0.400 and 0.600. Here are the specifics:

Table 12
Correlation between Metacognitive strategy and Listening achievement

		Metacognitive	Listening achievement
Metacognitive	Pearson Correlation	1	.525**
	Sig. (2-tailed)		.000
	N	97	97
Listening_achievement	Pearson Correlation	.525**	1
	Sig. (2-tailed)	.000	
	N	97	97

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

c. Correlation between metacognitive strategy and listening achievement

The results indicated a favorable correlation pattern between socio-affective approach and listening proficiency based on the Pearson Product Moment Correlation Coefficient. The correlation coefficient between socio-affective approach and listening achievement is 0.415, which indicates that it was moderately interpreted when it was conducted between 0.400-0.600. Here are the specifics:

Table 13
Correlation between Socio-Affective strategy and Listening achievement

		Socio-affective	Listening achievement
Socio_affected	Pearson Correlation	1	.415**
	Sig. (2-tailed)		.000
	N	97	97
Listening_achievement	Pearson Correlation	.415**	1
	Sig. (2-tailed)	.000	
	N	97	97

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

Based on the data above, the results of the analysis of the three strategies are summarized in the following table.

Table 14
Score rxy

Correlation	Score	Interpretation
Cognitive strategy and listening achievement	0.62	Strong
Metacognitive strategy and listening achievement	0.53	Moderately
Socio-Affective and listening achievement	0.42	Moderately

According to the aforementioned table, the socio-affective component scored 0.42 with a moderate interpretation, the metacognitive component scored 0.53 with a strong interpretation, and the cognitive component scored 0.62 with a strong interpretation. And from this, it can be concluded that there is a strong connection between students' listening proficiency and the listening method they utilize.

1. The strategy mostly used by the students

The students employ three separate learning styles to master listening: cognitive, metacognitive, and social-affective. The researcher found that, of the three methods, cognitive was most frequently utilized by students in the eleventh grade, with a mean score of 32.7; metacognitive strategy had a mean score of 22.2; and socio-affective strategy had a mean score of 28.9. The very good category sample and the good category sample both employed cognitive methods, according to the researcher's findings. The very good category sample had the highest mean score on the cognitive strategy, totaling to 35.2, while the good category sample had the highest mean score on the cognitive strategy, amounting to 31.5. This was determined by averaging the questionnaire findings for each category. The aforementioned information came from the questionnaire's findings, which consisted of 28 statements, 10 of which were cognitive strategies, 7 of which were metacognitive strategies, and 11 of which were socio-affective strategies. The questionnaire was given to the entire sample.

2. The listening achievement of students

The data used to evaluate the students' performance on the listening comprehension test indicated that they had maintained a high level of listening comprehension. In terms of listening comprehension, there were 66 students who fell into the good category and 31 students who fell into the very good category. As a result, 68% of students had understanding skills that were only fairly high, whereas 32% of students had strong listening comprehension abilities.

3. A significant link was found between the students' listening achievement and their listening technique. The results showed a strong relationship between listening strategy and listening achievement. This research found that there was a statistically significant positive link between students' strategic listening and their listening comprehension, which was consistent with the findings of Amin, Aly, and Mohammed (2011). In other words, the results showed a strong association between students' development of listening comprehension and their understanding of and application of listening comprehension procedures. It was discovered that aiding in hearing comprehension was associated to having knowledge of listening strategy or awareness of listening comprehension strategies. Conclusion: listeners that are conscious of listening effectively employ listening comprehension tactics, which contribute to their overall effectiveness in listening comprehension. (Amin, I. A. R., Amin, M. M., & Aly 2011). Additionally, the results of this study agreed with those of Maria's research. (Maria 2018)

It was discovered that there was a strong correlation between listening skill and student achievement. The degree of probability (p) significant link (sig.2-tailed) was 0.043, and the correlation coefficient or r-obtained (0.176) was greater than r-table (0.0845). Therefore, p (0.043) was less than .05. As a result, there was a substantial link between the students' listening achievement and their listening techniques. Additionally, Sariana (2020) discovered a strong connection between listening strategy and listening success. (Sariana 2020) The link between students' listening techniques and listening proficiency revealed a score of 1 for metacognitive techniques and listening proficiency. This indicates that the correlation's characteristic was carried out between 0.800 and 1.00 with a "very strong" interpretation. Therefore, it may be said that the teacher employed metacognitive, cognitive, and socio-affective strategies. The following findings of this study demonstrate that there was a substantial association between listening strategy and listening achievement, correlating with the several theories mentioned above that indicate a significant correlation:

a) With $r_{xy} = 0.622$ as the feature of person r, the relationship between students' cognitive processes and their listening proficiency was significant. Strong correlation was present, with the range of the standard correlation being 0.600 to 0.800.

b) With $r_{xy} = 0.525$ as the feature of person r, the relationship between students' metacognitive methods and their listening proficiency was significant. It had a moderately high correlation, with a standard deviation of 0.400 to 0.600.

c) With $r_{xy} = 0.415$ as the feature of person r, the relationship between students' socio-affective tactics and their listening proficiency was significant. It had a moderately high correlation, with a standard deviation of 0.400 to 0.600.

With a score of 0.622 for cognitive, 0.525 for metacognitive, and 0.415 for socio-affective, the results indicated a substantial association between students' listening techniques and their listening achievement. This suggests that H_a is accepted and H_0 is rejected. This finding can be explained by the fact that the students have been exposed to English listening materials and interactions via printed textbooks, internet media, and social networks ever from the start of the first grade. Additionally, some students enjoy listening to English songs, which can hinder their comprehension. Additionally, they were well-versed in the subjects covered in the listening test. The next step is for students to consider how they can plan, decide, keep track of, and assess their hearing. In light of listening achievement assessments, students attempt to conceal their listening techniques. To understand the text they were listening to, students frequently employ repetition, resources, note-taking, deduction, translation, inference, and elaboration. Students could also receive good listening scores by cooperating, asking questions, and talking to themselves.

Conclusions

Some inferences could be drawn from the results and discussion. The first finding was the Pearson's Product Moment Correlation coefficient, which revealed that the r_{xy} scores for cognitive strategy, metacognitive strategy, and socio-affective strategy were all greater than 0.622, 0.525, and 0.415, respectively. It is clear from the results that H_0 was refused whereas H_a was accepted. As a result, listening achievement and listening techniques were related. In summary, it can be said that the eleventh-grade students understand how crucial and influential their listening techniques were during the listening process. Second, cognitive tactics were the most successful ones. The students frequently employed this technique to finish the listening comprehension task. Cognitive Strategies had the greatest mean listening strategy usage among students, which is 32.7. Although they were only 22.2 and 29.9, respectively, metacognitive and socio-affective factors also had an impact on the listening abilities of the students in this study.

This study came to the conclusion that the employment of strategy in listening was crucial because students could execute their listening activity better and with more organization if they used strategy. Students can also learn how to become better versions of themselves by employing the right strategies in the classroom. In general, the students frequently employed the cognitive technique. In conclusion, such techniques are successful in assisting students with their listening process. The association between listening techniques and listening achievement of the students may be inferred from the description above.

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