

**THE CORRELATION BETWEEN LISTENING STRATEGIES USED BY
STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM OF SRIWIJAYA
UNIVERSITY AND THEIR LISTENING COMPREHENSION SKILL**

A Thesis by

Intan Malinda

06121401014

English Education Study Program

Language and Arts Education Department



FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

PALEMBANG

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Approved by,

Advisor 1,



Dr. Rita Indrawati, M. Pd.

NIP 196704261991032002

Advisor 2,



Dr. Margaretha Dinar Sitinjak, M.A.

NIP 195710041988032001

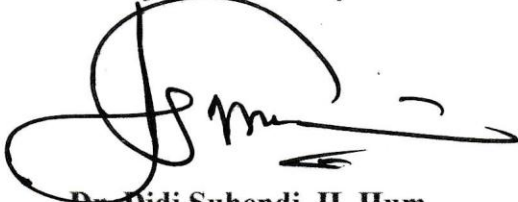
Certified by,

Head of Language and Arts Education Department

On Behalf of the Dean of

Faculty of Teacher Training and Education

Sriwijaya University




Dr. Didi Suhendi, H. Hum

NIP 196910221994031001

Head of English Education Study

Program



Hariswan Putra Jaya, S.Pd., M.Pd.

NIP 197408022002121003

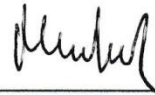
This thesis was defended by the writer in the Final Program Examination and was approved by the examination committee on:

Day : Friday

Date : 17th of June, 2016

EXAMINATION COMMITTEE APPROVAL:

1. Chairperson : Dr. Rita Indrawati, M. Pd.



2. Secretary : Dr. Margaretha Dinar Sitinjak, M.A.



3. Member : Drs. Bambang A. Loeneto, M.A.



4. Member : Dra. Zuraida, M. Pd.



5. Member : Hariswan Putera Jaya, S. Pd., M. Pd.



Palembang,

Certified by,

Head of English Education Study Program,



Hariswan Putra Jaya, S.Pd., M.Pd.

NIP. 197408022002121003

DECLARATION

I, undersigned:

Name : Intan Malinda

Students Numer : 06121401014

Study Program : English Education

Certify that the thesis entitled "The Correlation between Listening Strategies Used by Students of English Education Study Program of Sriwijaya University and Their Listening Comprehension Skill" is my own work and I did not do any plagiarism or inappropriate quotation against the ethnics and rules commenced by Ministry of Education of Republic Indonesia Number 17, 2010 regarding the plagiarism in higher education. Therefore, I deserve to face the court and to have my bachelor title revoked if I am found to have plagiarized this work.

Palembang, June 2016

The undersigned



Intan Malinda

NIM. 06121401014

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Finally, the writer realizes that this thesis is still far from being perfect. Hence, any comments, critiques or suggestions are warmly welcomed. In the same time, the writer hopes that this thesis can be useful for other writers, teachers, and students.

Palembang, June 2016

The Writer,
IM

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ABSTRACT

This study was intended to investigate (1) the correlation between listening strategies employed by students of English Education Study Program of Sriwijaya University and their listening comprehension skill, and (2) the contribution of students' listening strategies to their listening comprehension skill. To do so, a correlational research design was used for the study. The participants were 134 fourth and sixth semester students. A strategy questionnaire and a listening comprehension test were employed to collect the data. To analyze the data obtained, descriptive statistics, correlation analysis and regression analysis were used. The findings revealed that among the three main listening strategies (cognitive, metacognitive and social/affective), the cognitive strategies were used more often by the participants. Moreover, the correlation between the listening strategies of the participants and their listening comprehension skill was found to be significant. Each of the listening strategy type, the cognitive, metacognitive, and social/affective strategies, correlated significantly with listening comprehension skill. Based on the regression analysis result, the total contribution given by the listening strategies to the listening comprehension skill was 9.8%. The regression analysis also showed the contribution of cognitive strategies was 8.2%, metacognitive strategies 6.1% and social/affective strategies 3.9% to the listening comprehension skill.

Keywords: *listening comprehension, listening strategies, metacognitive strategies, cognitive strategies, social/affective strategies.*

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Name : Intan Malinda

NIM : 06121401014

Advisor : 1. Dr. Rita Indrawati, M. Pd.

2. Dr. Margaretha Dinar Sitinjak, M. A.

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CHAPTER 1

INTRODUCTION

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

1.1 Background of the Study

English is learned in school in almost every country because people have found out that English is very important in this era. It has become an international language since many countries used it both as a native and as a second or foreign language. The role of English has increased into ‘English as a global language’ (Crystal, 1997), along with cultural and technological development. In Indonesia, English is taught as a foreign language. Learners are focused on mastering four language skills when learning English which are listening, speaking, reading, and writing. Listening and reading are receptive skills because the focus is on receiving information from an outside source while speaking and writing are productive skills because the focus is on producing information. All of the skills are improved in the process of teaching and learning English.

Listening is the most frequently employed skill in daily language. It is the way learning the language. According to Feyten (1991), people spend most of the time about 45 % in listening when communicating with each other, 30 % in speaking, 16 % in reading, and only 9 % in writing. Underwood (1989) states that people will be unable to take part in oral communication if they do not learn to listen effectively. Comprehensible input in listening facilitates the listening of a second language. Krashen and Terrell (1983) argue that it is the same between the priority of listening in a second language learning and the priority of the listening-only stage a child needs to acquire his/her first language. By developing listening first, learners are prepared to develop the other skills. When listening, learners are prepared to replicate the sounds when they speak and to match the sounds with the corresponding symbols when they decode words. Linse (2005) summarizes how listening skill builds others skill in simple statements, “You need to hear a word before you can say it. You need to say a word before you can read it. You need to read a word before you can write it” (p. 27). Thus listening plays a vital role in oral communication.

Most foreign language learners often regard listening as the most difficult language skill to learn. For people who learn English as a foreign language, it may easily cause confusion and misunderstanding if they cannot grasp the meaning of what other people intend

to say. According to Vandergrift (1999), to comprehend the spoken language, people need to synchronize sounds, vocabulary, grammar structures, and background knowledge. Rost (2001) mentions, “A key difference between successful and less successful acquires relates in large part to their ability to use listening as a means of acquisition” (p. 94).

Vandergrift (2007) states that one of the reasons why listening is difficult skill to learn is might be because of the learner are not taught how to learn listening effectively. Actually there are some factors that affect listening comprehension. Yan (2006) classifies the factors into linguistic and non-linguistic factors. Pronunciation, vocabulary, and pattern drills are the linguistic factors, while psychological and cultural factors are the non-linguistic factors. Learners also have different individual characteristics such as age, aptitude, attitude, motivation, learning styles and strategies that will have a significant influence on successful learning of language.

The poor listening performance of the learners happen partly because of these learners may have problem in using appropriate strategies which fit the tasks and activities given. Different learners approach different ways of learning. Teacher must be aware of these issues in language teaching. They need to help their learners to discover and employ relevant strategies to the given language task and activities. Brown (2001) says that even if a teacher packs a suitcase full of the most recent teaching resources, he still has to face the questions of who the learners are, where they are leaning and what they are learning. It is important to a teacher to know their learner’ learning strategies, so that they can vary their lesson plans, activities and tasks to address a broad range of learning strategies. Oxford (1989) defines learning strategies as behaviors or actions used by learners to make a language learning more successful, self-directed and enjoyable. O’Malley and Chamot (1990) refer to learning strategies as “the special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information” (p. 1). Learners use learning strategies to help them understand and solve problems.

Learning strategies have been described in different categories. Some researchers such as Rubin (1981), Oxford (1990), and O’Malley and Chamot (1990) have focused on identifying and classifying learning strategies. The categories most involve cognitive, metacognitive and social/affective categories. These strategies can be applied in specific skill such as listening.

Schwartz (1998) and Berne (2004) reveal that strategies and the capacity to use them effectively are particularly important in foreign language listening. Schwartz (1998) mentions that successful listeners are they who: (1) are aware of their listening processes, (2) have a

repertoire of listening strategies, and know which work best for them, with which listening tasks, (3) use various listening strategies in combination and vary the combinations with the listening task, (4) are flexible in their use of strategies and will try a different strategy if the one they originally chose does not work for them, (5) use both bottom-up and top-down strategies, and (6) plan, monitor, and evaluate before, during, and after listening (p. 9). Moreover, based on observations and research studies, Berne (2004) summarizes the difference between more proficient and less-proficient listeners in the following table 1.

Table 1: Differences between more- and less-proficient listeners (Berne, 2004, p. 525)

More-proficient listeners	Less-proficient listeners
Use strategies more often	Process input word by word
Use a wide range of strategies	Rely heavily on translation/key words as strategies
Use strategies interactively	Are negatively affected by linguistic and intentional constraints
Are concerned with the overall theoretical organization of the text	Are concerned with definitions/pronunciations of words
Are better able to: <ul style="list-style-type: none"> a. Attend to larger chunks of input b. Monitor/redirect attention c. Grasp overall meaning of input d. Relate what they hear to previous experiences e. Guess meaning of words 	Make fewer inferences/elaborations
Use existing knowledge to aid comprehension	Do not verify their assumptions
	Do not relate what they hear to previous experiences

Numerous research in listening field (e.g. O'Malley & Chamot, 1990; Rubin, 1987; Liu, 2008) has also indicated that proficient listeners use more metacognitive strategies (i.e. planning, self-monitoring, and self-evaluation) than less-proficient listeners. Proficient listeners are able to concentrate on what is being heard, to design what to listen for, and to interact with both textual cues (bottom-up) and prior knowledge and personal experience

(top-down); while less-proficient listeners deny employing top-down processing but rely mostly on bottom-up processing (the way to understand what is heard based on a spoken text by recognizing language features such as combination of sounds, words or grammar), listening for single words and using strategies at random (Liu, 2008). Similarly, Goh (2002) reveals that more proficient listeners use strategies, prior knowledge, linguistic cues, and contextual information to comprehend spoken language. On the other hand, less-proficient listeners tend to listen word by word so they frequently confused by unfamiliar words and phrases that they encounter in listening text, and have a limited range of strategies. Researches such as Rost and Ross (1991), Lee (1997), Teng (1998), and Goh (2002) have found that proficient listeners applied more strategies than less-proficient ones.

In English Education Study Program, students are demanded to master all English skill including listening, speaking, reading and writing. Especially in English Education Study Program of Sriwijaya University, listening comprehension skill of the students is very important to be assessed since as the future teacher of English they must have good listening comprehension skill. The students are taught listening course since they are in the first semester until the fourth semester, namely IEC (Intensive English Course) Listening (4 credits), Listening 1 (3 credits), Listening II (3 credits), and Listening III (2 credits). Therefore, the writer was interested in doing the study in English Education Study Program of Sriwijaya. The aims of this study were to find out if there was a significant correlation or not between listening strategies and listening comprehension skill and which type of these strategies contributed the most to listening comprehension skill. The listening strategies consisted of the following categories: cognitive, metacognitive, and social/affective strategies. The results of this study were important references for both learners and teachers to evaluate their teaching and learning listening experiences in the classroom as well as the application in daily communication.

1.2 Problems of the Study

Based on the background above, the problems of the study are given in the following questions:

1. Was there any significant correlation between students' listening strategies and their listening comprehension skill?
2. How much did students' listening strategies contribute to listening comprehension skill?

3. Was there any significant correlation between each type of students' listening strategies and their listening comprehension skill?
4. How much did each type of students' listening strategies contribute to listening comprehension skill?

1.3 Objectives of the Study

Based on the problems above, the objectives in this study are:

1. To find out the significant correlation between students' listening strategies and their listening comprehension skill.
2. To find out the contribution of students' listening strategies to their listening comprehension skill.
3. To find out the significant correlation between each type of students' listening strategies and their listening comprehension skill.
4. To find out the contribution of each type of students' listening strategies to their listening comprehension skill.

1.4 Significance of the Study

The importance of this study is that it investigates the influence of listening strategies to listening comprehension skill in Indonesia, particularly in the university student context. It is hoped that the result of this study will be useful to the writer herself in order to increase her knowledge. The result of this study can be used as a reference for the lecturers, as well as the students of English Education Study Program of Sriwijaya University to understand and develop the strategy used in listening. It can also be used as a self-reflection and evaluation to improve teaching learning listening.