

The Correlation Between Listening Strategies Utilized by University Students in Listening Class and Students Listening Comprehension : A Study of English Department Students at English Study Program of Mulawarman University

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Abstract

Listening strategies are a method that provide aid and assistance for learners and teachers to obtain and comprehend more information and knowledge during the learning process. This study aimed: (1) To identify listening strategies utilized by English Department Students during an English listening class at Mulawarman University English Department (2) To Identify of English department students' listening level at Mulawarman University English Department. (3) To Identify the correlation between listening strategies and listening comprehension. This study used quantitative research design by using questionnaires as the instruments to obtain the data. The participants of this study were two student-teachers of English Education Department at Mulawarman University that were selected purposively with specific criteria. The result of this study indicated that all of the Selected participants from English department had utilized and applied three given listening strategies which were metacognitive, cognitive and socio-affective with cognitive strategy came as the most dominant method used during listening courses with 40% in the 7th semester, 45% in the 5th semester and 44% in the 3rd semester. Followed by metacognitive as the second most used with 40% in the 7th semester, 36% in the 5th semester and 35% in the 3rd semester. Socio affective as the least preferred strategy with 20% percentage in the 7th semester, 19% in the 5th semester and 21% in the 3rd semester. The result of this study also showed that the listening level of English department students of mulawarman university were at the good level of listening level classification with the score of 76.34. This finding indicates that these students in this level were capable of comprehending spoken language in general and have a moderate level of understanding. Lastly, this research also showed that there was a positive correlation between listening strategy and students' listening comprehension with a value of (0.496) and the p-value of <0.001. The results indicated that the higher the application of listening strategy during listening course, the higher students' comprehension level. It showed that listening strategies correlate with listening comprehension. This research found all participants applied listening strategies during their learning process which affected their listening comprehension.

Keywords: Listening Strategies, listening comprehension, Listening Courses

1. Introduction

English is the most frequently used language worldwide. It is necessary to learn English as it is almost becoming necessary these days. According to (Pustika, 2021) . the English language is used in many aspects of human existence, including education, technology, travel, health, and economy, demonstrating how integrated it is into modern society. Due to the statement above, English proficiency is a must for someone knowing the important of English in the society. In our society, English-language discussions are regularly seen or heard. It suggests that there is a connection of some kind between people's life and English. It could be simpler for someone who speaks English well to interact with foreigners (Gultom & Oktaviani, 2022). In order to someone to become a fluent English speaker they need to learn from the basic of English which require a good listening comprehension. Listening comprehension is one of the set of skills in English Learning that is important. It is essential for communicating and interacting in the language learning process that students have to master (Afriyuninda & Oktaviani, 2021). With listening Comprehension students can absorb information and improve what others say in interaction. Listening comprehensions is essential in English language acquisition as well as in many other languages acquisition. Listening is a core component of language learning set of skills in order to improve language proficiency (Agustin & Ayu, 2021). Listening comprehension is very important, similar to other languages in the world as they have become the main tools of language learning.

Language learning strategies, which are defined as methods, approaches, or intentional actions taken by students to improve their acquisition, processing, and retention of both linguistic and schematic knowledge (Fathi et al., 2020). These strategies help students to find confidence in learning foreign language in their own learning style by obtaining new information and knowledge with their own self-regulation (Sukying, 2021). In order to achieve English learning goals students need to apply their own learning strategies that suited their learning style which aided them to gain confidence which later affect their input in English learning.

A handful of previous studies have explored the use of listening strategies in listening courses. a study by Dang et al (2021) points out the importance of listening comprehension in language learning and focuses on comprehending the listening tactics used by a University in Vietnam. Another study by Milliner & Dimoski (2024) revisits and challenges Renandya and Farrell's (2011) claims that explicit listening strategy instruction is ineffective for lower-proficiency English as a Foreign Language (EFL) learners. Lastly a research by Fathi et al (2020) was purposed to evaluate how listening strategy training affected Iranian EFL learners' listening comprehension skills, listening anxiety, and listening self-efficacy.

Considering the previous studies, the researcher was interested to conduct this study in order to examine English Department students of Mulawarman University listening strategies use in listening courses, in order to be a reference for other teachers and future researchers for exploring the use of listening strategies appropriately. This study aims to answer the following research questions:

1. What are the listening strategies utilized by English department students of 3rd, 5th and 7th semesters?

2. What are English department students of 3rd, 5th and 7th semesters listening comprehension levels ?
3. What is the correlation between English department students of 3rd, 5th and 7th semesters listening strategies and their listening comprehension?

2. Methodology

This research adopted correlational research design, which is conducted to examine the relationship between listening strategies and listening comprehension. As explained by Creswell & Creswell (2018) in his article he stated that a correlation research design examine the correlation between an independent and dependent variables. This research studied the relation between English department student listening strategies and their listening comprehension. By using correlation research design researchers could measure specific topics or a phenomenon by using surveys.

In this study, the researcher collected data by using survey in a form of questionnaire that has been taken from 76 students from English department students of 3rd, 5th and 7th semesters as participants of this research. This research was carried out on English department students of 3rd, 5th and 7th semesters at Mulawarman University of Samarinda.

3. Findings and discussion

3.1 Listening Strategies Results

The questionnaire used to collect data related to the listening strategy used by students was adopted from the Teaching and Learning Second Language Listening Metacognition in Action book by Goh & Vandergrift (2021).

Based on the result of this research, it showed that cognitive strategy was the most used by the students as their listening strategies. The average of common listening strategies used in each semester were as follows

Semesters	Strategy	result
7 th semester	Metacognitive	16,68
	Cognitive	16,28
	Socio affective	8,4
5 th semester	Metacognitive	14,12
	Cognitive	17,95
	Socio affective	7,70
3 rd semester	Metacognitive	14,34
	Cognitive	17,6
	Socio affective	8,65

From the table above, it is shown that cognitive strategy came as the most dominant strategy utilized by English Department students of Mulawarman university with metacognitive as the second most utilized followed by socio-affective as the least

utilized strategy. In the 7th semester metacognitive came as the most dominant strategy used by English department students. It can be concluded that participants used all three strategies with cognitive as the dominant strategy used by English department students during listening course.

3.2 The result of Students Listening Level

To find the students' listening score, the researcher collected the data from their listening final test results from English department students of 3rd, 5th and 7th semesters to measure their listening level. The results of the students' listening level were presented in the table below:

Semesters	Listening Score
7 th semester	75,2
5 th semester	76,44
3 rd semester	77,34
Total Average	76,34

Based on the table above, it shows that the average of English department students' listening score was 76.34. Based on listening level classification, the average score of students' listening score was at the good level. It means students in this level are individuals that can comprehend spoken language in general and have a moderate level of understanding, but this individual might not pick up on subtleties, suggested meanings, or intricate sentence patterns.

3.3 The Correlation Between Listening strategy and Listening Score

This research used Pearson's correlation to see the correlation between listening score and listening strategy. Listening score was identified as X-variable; while listening strategy was identified as Y-variable. The following table is designed to determine the correlation coefficient between listening score and listening strategy. The data was analyzed by using Windows Pearson Product Moment Correlation JASP 16 programs as follows:

Pearson's Correlations

Variable	Total Score	Listening Score
1. Listening strategies	Pearson's r —	
	p-value —	
2. Listening Score	Pearson's r 0.496	—

Pearson's Correlations

Variable	Total Score	Listening Score
p-value	< .001	—

Based on the table above, it was found that listening strategies used by the students and their listening scores were significantly correlated based on Pearson Product Moment with a value (0.496) with a significance level of <0.001. Based on coefficient correlation interpretation by Sugiyono (2019), (r_{xy})-value (0.496) indicates a strong positive correlation. It can be concluded that the higher the scores of students' listening strategies, the higher their listening scores. Conversely, the lower the scores of students' listening strategies, the lower their higher their listening scores.

4. Discussion

Based from the finding of this research, It is shown on the result of this research took from the listening strategy questionnaire with three given listening strategies which are metacognitive, cognitive and socio-affective by (Vandergrift, 2003) that most students utilize cognitive listening strategy as their method during listening courses. According to Vandergrift (2003), Cognitive listening techniques use specific techniques to understand and analyse spoken language. These cognitive strategies, which include predicting, clarifying, and summarizing, help learners to comprehend the hearing material. According to Milliner & Dimoski (2024) Metacognitive strategy doesn't effectively enhance students listening comprehension and skill although it was shown there was a slight confidence boost from the students. Based on the previous study finding, it was also shown that metacognitive strategy only becomes beneficial once students reach certain listening level. According to Laeha & Laohawiriyanon (2022) there are tendency for EFL learners to use cognitive strategy rather that metacognitive strategy due to the simplicity of cognitive itself. From the previous studies findings, researcher able to be concluded that it is easier and more beneficial for English department students of Mulawarman university to utilized cognitive strategy over metacognitive strategy due to the benefit provided by cognitive strategy. Moreover, according to Dang et al. (2021) the application of listening strategies provide valuable support to improve listening abilities within the EFL learners. From the previous study researcher mentioned before it can be concluded that the application of any listening strategies has a beneficial aspect for long term learning process. Researchers also found that the were slight change of strategies domination where metacognitive almost equal cognitive in the 7th semester students percentage table which means that there is an improvement in students

listening comprehension level since the use of metacognitive strategy requires higher level of listening comprehension.

The result also indicated that Mulawarman university English department students listening level are on the average score of 76,34 which is categorized as good in Vandergrift listening classification Goh & Vandergrift (2021). According to Vandergrift (2021) This kind of listener has a firm grasp of spoken language and can easily follow the majority of talks, debates, and lectures. Even when speaking at a natural pace, they could understand key points and subtleties. They may still have trouble with very quick speech, complex subjects, informal idioms, or extremely technical language, but they may grasp familiar accents and certain speech variations. Even if they employ fundamental listening techniques like inference and prediction, they can require further experience to completely understand subtle language and suggested meanings.

Lastly, based on the Pearson Correlation Coefficient, there is a significant positive correlation categorized as strong between listening strategies and English department listening comprehension. This finding share the same similarity with a theory Ameen (2022) who stated that utilizing listening strategies is one the way to improve English listening comprehension. However, the results ford each semester correlation analysis were various. For example, in the 7th semester result indicted that the correlation is not significant and the other hand in the 5th semester the correlation coefficient indicated that there is a correlation between the two variables although it was weak and not significant.

The findings of this research are aligned with theories and previous studies. According to Dang et al. (2021), the application of listening strategies during learning process could aid the students development process. In the other hand, Milliner & Dimoski (2024) also stated that listening strategies has an effect on students confidence and preparation although only on certain listening level. In conclusion, listening strategies play a supporting role for students' learning processes, especially listening comprehension development as those strategies provide aid for students to absorb and improve their listening comprehension level by taking necessary action, building self-confidence and planning

Despite the findings of this study, there is one main limitation related to the data source. The listening scores were taken from students at different class levels, such as intermediate and advanced. Each level follows different materials and learning outcomes, which might have affected the results. Because of this variation, the data was not completely consistent, and the comparisons may not fully reflect a single learning context. Future research should consider collecting data from students at the same class level to get more reliable results.

5. Conclusion

After Conducting the research and analyzing the data, the conclusions of this research can be seen as follows:

1. Participants applied all three given strategies which are cognitive, metacognitive and socio-affective. From all three given strategies based on the

Vandergrift theory, cognitive strategy came as the most dominant strategy used by English department students followed by metacognitive as the second most dominant strategy and socio-affective as the least used strategy during listening courses.

2. Based on participants listening test score from 3rd, 5th and 7th semesters that has been accumulated earlier, the average listening level of English department students are on good level with (77.128) as the average score which indicate that participants are capable to comprehend spoken language in general and have a moderate level of understanding

3. There is an association between listening strategies and listening comprehension of English department students in Mulawarman University Samarinda. The value of the Pearson Correlation Coefficient (r_{xy}) 0.704 higher than r_{table} 0.001 and the p-value is <0.001 lower than significance level (α) = 0.05. It means the Alternative Hypothesis (H_a) is accepted, while the Null Hypothesis (H_0) is rejected. Therefore, it can be concluded that there is a significant positive correlation in a strong category between listening strategies and listening comprehension. It indicates that academic listening strategies are capable of affecting listening comprehension and vice versa.

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