

THE CORRELATION BETWEEN THE USE OF LANGUAGE LEARNING STRATAGIES (LLSs) AND LISTENING ACHIEVEMENT

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ABSTRACT

Listening is a fundamental element in language skill. Unfortunately, many students still confront some cases and problems. The problems frequently come from several factors, and a factor that significantly influence, is the strategy. The strategy listening has some aspects of Cognitive, Metacognitive, and socio-affective. Those aspects become high determination whether students are success in their listening achievement. Therefore, the researcher has high curiosity to conduct the research with 3 goals; to find out the strategies that frequently used by the students, to investigate whether there is significant difference in the use Language Learning Strategies (LLSs) in learning listening skill by successful and less successful learners, to identify the correlation between strategic learning and listening achievement.

This study applied quantitative approach as the research design. The population took from 97 students who are second semester at UNISMA that consisted 4 classes (A,B,C,D). In collecting the data, the researcher used 2 instruments; SSLQ questionnaire to attain strategic learning data and documentation to gain listening achievement data. while the techniques are giving the questionnaire to students and collecting the listening score from lecturer's document. In order to analyze the data, the researcher measured through IBM SPSS version 25.

The result of study showed that between two variables learning strategies and listening achievement are not correlated due to Sig.(2-tailed) 0.771 bigger than level of significant > (0,05). In terms of successful and less successful learners, they have Sig. (2-tailed) 0.000 smaller than level of significant < (0.05), then it proved between two variables have significant

difference. Moreover, among 3 aspects of learning strategies, English students at Unisma have higher tendency in using socio-affective rather than cognitive and metacognitive.

KEY WORDS: Learning Strategies, Listening Achievement, Successful and Less Successful learners

INTRODUCTION

Interaction and communication are the activities that cannot be separated from people daily life. From This activity, people are able to build good relationship three aspects such as Social, Economy, and Politic. It is similar vein in Education context how teachers and students in the classroom are communicating each other in order to actualize and manifest the aim of learning. Meanwhile, the devices to communicate are mouth to speak and ear to listen. Therefore, listening skill is a fundamental property of exploring expansive knowledge.

However, Hamouda (2013) confirmed that comprehending the utterance is a most inconvenient activity for students. It means that listening is not ordinary skill due to the input or information which listener acquires, it must be comprehensible. But some students experience difficulties in comprehending it because of several factors as Hamouda (2013) detailed those factors into three categories; using distinct sources such as listening text, listening activities, and teachers' methodology. In addition, according to Hamouda (2013), EFL learners faced some problems in listening comprehension because universities tend to concern against grammar, reading, and vocabulary. Moreover, Osada (2004) emphasized that listening is not too significant urgent due to it does not contribute more toward both teacher and student while learning and teaching activity in the classroom. Unfortunately, although listening is hard and complicated skill to learn, this skill is mostly marginalized by some teachers. In consequence, the students frequently confront many cases and problems. In this context, the role of teacher is needed to provide an accommodation in order to solve that problem.

METHOD

The study applied quantitative correlation research due to the researcher discovers variables and finds out relationship among them without manipulating any variables (Ary, Jacobs, Sorensen, & Razavieh, 2010). The researcher used questionnaire and test to find out the use of LLSs and listening skill at University of Islam Malang. And his research categorized into correlation research. Correlation research concerns the establishment of relationships between two or more variables in same population or between the same population or between the same variables in two populations (Leedy & Omrod, 2005). Then, the use of LLSs becomes X variable, and listening achievement was Y variable of English Department at University of Islam

Malang. The population of this research is all classes in second semester of English Department in University of Islam Malang. So, the total of the students are 97 students. Meanwhile, the sample of this research was taken through simple random sampling. The researcher chose listening class of second semester students of English Department. Those classes were 2A, 2B, 2C, 2D.

FINDING AND DISCUSSION

This stage provides the view of the finding in the use of strategies in learning listening strategies by successful and less successful learners. To know whether there is significant distinction between them, the researcher has calculated through independent T-test in SPSS IBM, and the data is presented in Table 4.2 as follows:

What type of strategies frequently used by the students?

The researcher intended at knowing on investigating the central tendency in using strategy that used by the majority of students of second semester at Unisma. Then, the researcher finds out the statistical data in table 4.3 as follows;

4.1 The Mean score of language learning that mostly used by students

Strategy	Mean
Metacognitive	3.779
Cognitive	3.298
Socio-affective	4.458

From the statistical data above, the strategy that has high score was socio-affective strategy with mean = 4.458. The implication can be reached that learner mostly use socio-affective strategy rather than cognitive and metacognitive strategy in order to improve their listening skill. For example, the learner tend to use socio-affective strategy such as “Listening to what somebody is saying improves my listening skill.”

Table 4.2 The differences between in the use of strategies in learning listening skill by successful and less successful learners

Strategy Varieties	Groups	Mean	Means Difference	Sig.(2) tailed
Socio Affective	Successful	3.964	.075	.619
	Less Succsessful	3.888		
Metacognitive	Successful	3.807	.098	.393
	Less Successful	3.708		
Cognitive	Successful	3.270	-.104	.363
	Less Successful	3.374		

The table shows that the highest difference among three strategies is cognitive with number of mean difference $-.104$ whereas socio affective strategy becomes the lowest difference. However, all results of sig.(2) tailed did not indicate the significance of those differences. Based on the previous findings, the use of strategies in learning listening skill by successful and less successful learners have no significant difference.

Is there any significant correlation between Language Learning Strategies (LLSs) and student's listening achievement on the students at University of Islam Malang?

Table 4.3 The correlation between Language Learning Strategies and Listening Achievement

		Questionnaire Score	Listening Score
Questionnaire Score	Pearson Correlation	1	.030
	Sign. (2-tailed)		.771
	N	97	97
Listening Score	Pearson Correlation	.030	1
	Sign. (2-tailed)	.771	
	N	97	97

The result of statistic is provided in Table 4.3 with two variables listening strategies and listening score among 97 students. On the whole, using learning strategies has no significant correlation with number Sig.(2-tailed) 0.771 because it is bigger than 0,05 level of significant. It means the strategies did not contribute and influence the student's listening achievement.

CONCLUSION

To sum up, cognitive, metacognitive and socio-affective are three strategies in categorizing in element. In analysis, the researcher used measure of tendency. The result of mean represented that whole students in second semester tend to use socio-affective than other strategies (cognitive and metacognitive). In addition, The second purpose of this study was to discover the difference in using strategies in learning among students who are successful and less successful. To attain the discovery, the researcher used Independent T-test, and the conclusion reveals that there was no significant difference. Last, As presented in the previous chapter, the researcher was interested at knowing the relation between strategic learning and listening achievement. The analysis Applied Correlation in order to find out whether those two variables are interrelated each other. Finally, insignificant correlation is inferred from them by the researcher as the result of this finding.

SUGGESTION

The tendency of students has been found in socio-affective. Due to this tendency, the lecturer must attempt to find out the method of teaching that related to socio-affective strategy. Moreover, suitable method will produce good psychology and atmosphere, and make the students are feeling excited in learning. Subsequent suggestions aimed at the next researcher who are disposed for conducting in the same chapter. First, the next researcher have to replicate this study into populations at junior or senior high school. Second, additional instrument in this study may be applied in order to attain accurate data. finally, last suggestion is referred to next researcher to elaborate by using qualitative research as the design.

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