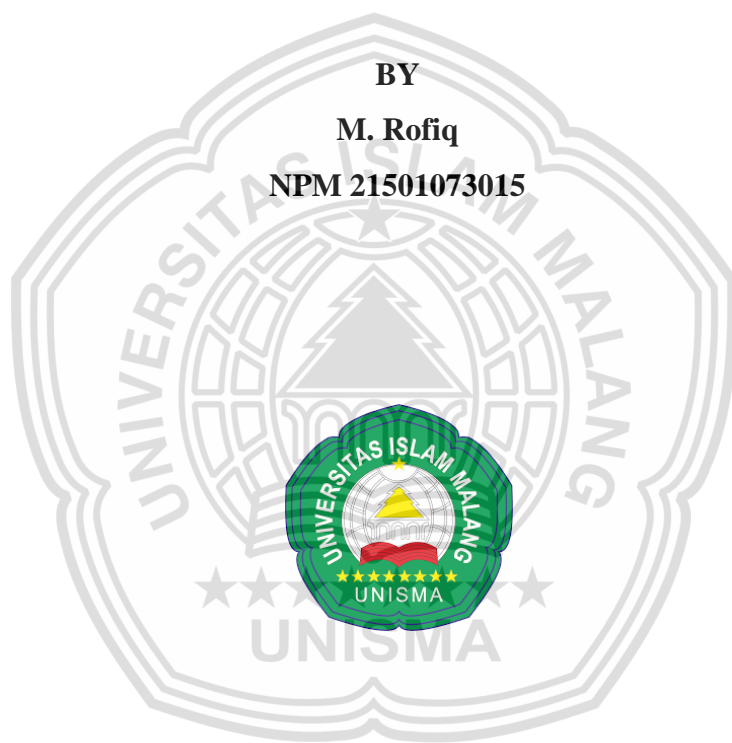# THE CORRELATION BETWEEN THE USE OF LANGUAGE LEARNING

STRATAGIES (LLSs) AND LISTENING ACHIEVEMENT

SKRIPSI

BY

M. Rofiq

NPM 21501073015

UNIVERSITY OF ISLAM MALANG

FACULTY OF TEACHER TRAINING AND EDUCATION

ENGLISH EDUCATION DEPARTMENT

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ABSTRACT

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

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 succeess 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 quantitave approach as the research design. The population took from 97 students who are second semester at UNISMA that consisted 4 classess (A,B,C,D). In collecting the data, the researcher used 2 intruments; 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 succesful and less successful learners, they have Sig. (2-tailed) 0.000 smaller that 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

CHAPTER I

INTRODUCTION

In this segment, the researcher attempts to provide the explicit explanation of this study in order to obtain the idea coherently. The explanations are consisted into several parts; background of study, research problem, objective of research, significance of study, scope and limitation of study, and definition of key terms.

1.1 Background of the Study

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. Siegel (2015) states, "Listening is typically the first language skill to develop in first language users and serves as a gateway to other skills." logically, it is certainly impossible if the student come in a large space without listening as gate away to open. Due to its fundamentality, listening consequently come into crucial existence as if should be mastered by English student. Moreover, Gilakjani and Ahmadi (2001) states that listening is the

most substansial skill rather than other skills such as speaking, writing, and reading. Accordingly, it is strongly true if listening is prominent part in language development because it supplies input towards learners (Rost, 1994). Rost (2002) asserts in her conclusion "listening is a vital in the language classroom because it provides input for the learner".

However, listening is also not a simple skill to be obtained because the listeners are sued to draw from verbal input over their background knowledge of the world and of the second language in order to make meaning(Young, 1997). Hamouda (2013) confirmed that comprehending the utterence 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. Meanwhile, one of teachers' responsibity is to lead their students in strategy's development that enable them to be more active in learning (White, 2006). Therefore, how teacher manuever and bring their students to achieve the goals has become debateable and interested issue to discuss (Paris, 2004).

In sum up, this paper will focus on the use of LLSs. O'Malley and Chamot (1993) described learning strategies as "the special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information". Chamot (1990) also stated that a medium to attain the information is applying strategic learning, and it may encourages them into an autonomy learning. Furthermore, in cuurent study of language, learning strategies are conscious, teachable, intentional, self-chosen, and self-regulated thoughts and actions for learning the target culture and language (Oxford, 2017). Based on previous explication, LLSs is media to obtain the new information independently.

In order to improve the capability in listening skill, the students are ordinarily sued to use listening strategies when they fail in listening skill (White, 2006). In this context, the strategies are required in order to promote listening skill in an autonomous learning. In other word, to lead the learners to be competed listeners, language teachers have to initiate by adopting alternative ways, thus it supports the learners in improving their listening skills and strategies (Coskun, 2010; Ling-hui, 2007). Indirectly, the teachers are also required to have good strategies. Therefore,

the strategy of learning becomes a consideration whether the students are successful. It is an eventuality if the learners who are less successful taught with novel strategies to help them become better language learners (Chamot, 2005; Chamot & Robbins, 2006; Wen-sheng, 2007). In addition, the characteristic of centemporary language textbook is primarily discussing strategy training ctivities (Renandya & Farrell, 2011).

1.2 Research Problems

Referring to the explicit illustration in advance, the research problems are constructed in some questions below:

1. What type of strategy is frequently used by the students?

2. Is there any difference in the use of strategies in learning listening skill by successful and less successful learners?

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

1.3 Objective of the Study

As mentioned in research problem above, conducting this study is actually intended into some goals;

1. To find out the strategies that frequently used by the students.

2. To investigate whether there is significant difference in the use Language Learning Strategies (LLSs) in learning listening skill by successful and less successful learners.

3. To identify whether there is significant correlation between Language Learning Strategies (LLSs) and English students' listening achievement.

1.4 Significance of the Study

Practically, the researcher places a great expectation in conducting this study. It enables to create a meaningful concept of teaching and the way to practice listening skill as the contemporary source of comprehending on students' habit because their habit is included in students' strategy learning. While Language Learning Strategies (LLSs) highly become the consideration whether students are success in their learning.

1.5 Scope and Limitation of the Study

The scope of this study focuses on the correlation between the use of Language Learning Strategies (LLSs) and students' listening achievement, and the difference in the use of strategies in learning listening skill by successful and less successful learners. Thus, the limitation of study is that the researcher only focused on the Language learning strategies. Additionally, another limitation faced by the researcher was about questionnaire and the documentation. The questionnaire was

adopted from Language Learning Strategy Questionnaire (LLSQ) that constructed by Setyadi (2016) to find out the use of LLSs. while the documentation was taken by the researcher from the score of middle and post test conducted by lecturer.

1.6 Definition of Key Terms

There are some key terms that are needed to clarify by the researcher in order to avoid miscomprehending of definitions.

1. Language Learning Strategies (LLSs) is self-though of habit consisting of cognive, metacognitive and socio-affective that guides learners into an autonomy learning, and faciltates them to understand and attain new information.

2. Listening Achievement is a top of process in gaining meaning from sounds or utterence through applying three strategies Cognitive, Metacognitive, and Socio-affective through Informative Listening, Appreciative Listening, Critical Listening, . Discriminative Listening, and Emphatic Listening.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter explains the conclusions and suggestions from the discourse that have been discussed from all chapters.

1.1 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.

1.2 Suggestion

After accomplishing this research, the researcher is conscious that there is shortcoming in several aspects. Therefore, looking at this shortcoming, the researcher requests some suggestions.

1.2.1 Students

The researcher is being aware how necessary strategic learning is to apply in improving listening skill of students. therefore, the researcher suggests to students to find out a suitable strategy from some strategies. From this strategic learning, the students enable to create background knowledge, visual input that will guide them to have good listening skill.

1.2.2 Lecturer

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.

1.2.3 Further Researcher

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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