



**THE RELATIONSHIP BETWEEN LISTENING STRATEGY USED BY  
HIGH ACHIEVERS AND LOW ACHIEVERS AND THEIR LISTENING  
COMPREHENSION**

**THESIS**

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## ABSTRACT

**Zahroh, Fatimatus,2022.** The Relationship between Listening Strategies Used by High Achievers and Low Achievers and Their Listening Comprehension. Thesis, English Education Departement, Post Graduate Program. The University of Islam Malang. Advisor: (1) Dr.Alfan Zuhairi,M.Pd

**Keywords:** *Listening Strategies, High Achievers and Low Achievers, Listening Comprehension.*

The present study explored the listening strategy used by high achievers (N=12) and low achievers (N=11). More specifically, it aimed to identify 1)whether the listening strategy used by high achievers correlates significantly with listening comprehension, and 2) whether the listening strategy used by low achievers correlates significantly with listening comprehension.

A listening comprehension test adopted from a paper-based Longman TOEFL test was used to assess participants' listening comprehension. Listening strategies used the instrument developed by the researcher based on relevant literature; the listening strategy questionnaire.

Descriptive statistics and correlation coefficients were computed to answer the research question. The statistical analysis on correlation used by high achievers shows the significant firstly cognitive strategies get the coefficient correlation  $-.065 > .05$  secondly metacognitive strategies get the coefficient correlation  $-.243 > .05$  and thirdly socio-affective strategies get the coefficient correlation of  $.234 > .05$  And from the result of data analysis The statistical analysis on correlation used by low achievers shows the significant firstly cognitive strategies get the coefficient correlation  $-.077 > .05$  secondly metacognitive strategies get the coefficient correlation  $-.231 > .05$  and thirdly socio-affective strategies get the coefficient correlation of  $.017 > .05$

So, the correlation between the listening strategy used by High achievers and Low achievers and listening comprehension was not significantly correlated.

## CHAPTER I

### INTRODUCTION

This chapter presents the background of the study, research problem, research objective, hypothesis, assumption, significance of the study, scope and limitation of the research, and definition of key terms.

#### 1.1 Background of Study

Listening is one of the language skills that English learners should master, but this skill makes it difficult for many learners to understand what they are listening to. Wilson (2006) states that learner difficulties include unfamiliar words, lexical density (short temporal gaps between content words that require the listener to concentrate more), and complex grammatical structures. On the other hand, listening is generally considered the most difficult and challenging (Al-nafisah, 2019). This means that this skill must be mastered in addition to other skills such as speaking, reading, and writing. As Hidayanti & Zuhairi (2021) stated that when learners listen to more detailed and diverse passages, they need to follow several strategic paths, and learners develop strategies to improve their skills need.

A central goal of over 40 years of research on language learning strategies (LLS) has been to identify individuals who can learn and/or use a foreign or second language (L2) better than others. (Fon & Makaro, 2019). However, there is no consensus on this strategy, especially when it comes to listening, but many authors such as Oxford, Chamot, and O'Malley suggest that the hat strategy

enhances learning and enables conscious and intentional learning. Strategies that help learners use information more effectively can be divided into three groups: cognitive strategies, metacognitive strategies, and socio-affective strategies (Wilson, 2006).

Listening comprehension is a process, a very complex process. To measure it, we first need to understand how this process works. (Buck, 2001). However, a learner's listening ability is one of the challenges many English learners face, especially for EFL (English Foreign Language) learners, as it is affected by several factors; including limited exposure to listening activities (Hadijah, 2018). Another hand, listening comprehension can be viewed as an active process in which individuals focus on selected aspects of auditory input, give meaning to passages, and relate what they hear to pre-existing knowledge. increase. (O'Malley et al., 1989)

Researchers have discovered several strategies that learners use in listening. This is confirmed by a study by Kassem (2015). This study investigated the strategies participants more commonly used, the use of listening strategies, the relationship between listening comprehension and self-efficacy, and the differences in listening comprehension and self-efficacy between students with high and low strategy frequencies. Focused. This study found that cognitive strategies were used more frequently by participants, followed by metacognitive and socio-emotional strategies. Listening strategy was significantly correlated with both listening comprehension and self-efficacy. Aside from socio-affective strategies, participants who frequently used general, cognitive, and metacognitive

strategies outperformed their less frequent counterparts on both listening comprehension and self-efficacy.

A study by Kazemi & Kiamarsi (2017) also showed that more advanced learners use metacognitive strategies instead of cognitive and socio-affective strategies. Intermediate language learners, however, used cognitive techniques more frequently, followed by social/emotional strategies.

Both studies reviewed above demonstrate that the use of listening strategies, the association between listening comprehension and self-efficacy, and the differences in listening comprehension and self-efficacy between students with high and low frequency of listening strategies are accurate. It shows that listening strategies become apparent in students. Understand listening using strategies used by intermediate and advanced language learners. However, in this study, the researchers focused on the strategies used by high achievers and low achievers students and their listening comprehension.

For this reason, the researcher needs to know the strategy used by high achievers and low achievers and their listening comprehension. In this research, the writer would like to relationship between the listening strategy used by high achievers and low achievers and their listening comprehension in the postgraduate program English language education study program at the University of Islam Malang.

## **1.2 Research Problem** akusukses23 8fatimah\_23

Research problems refer to questions raised in a research project which reflect what kind of answers is expected to be discovered through the process of research. the question that would be answered in this research is:

1. Does the use of listening strategies by the high achievers correlate significantly with listening comprehension?
2. Does the use of listening strategies by the low achievers correlate significantly with listening comprehension?

## **1.3 Objectives of Research**

The research objective of this study is to answer the following question above :

1. whether the listening strategies by the high achievers correlate significantly with listening comprehension.
2. whether the listening strategies by the low achievers correlate significantly with listening comprehension.

## **1.4 Assumption**

The assumption is a basic hunch or postulation about something related to the research problem which is the rightness that has been received by the researcher.

So, this study assumes that The Relationship between Listening Strategies by The High Achievers and Low Achievers and Listening Comprehension is significant.

### 1.5 Hypothesis

There are two kinds of hypotheses in this research, the first alternative hypothesis ( $H_a$ ), and the second null hypothesis ( $H_o$ ).  $H_a$  is there is an influence between independent and dependent variables. While  $H_o$  is there is no influence between independent and dependent variables. The hypothesis in this research is as:

- a.  $H_a$ : there is a correlation between Listening Strategies by the High achievers and Listening Comprehension.
- b.  $H_a$ : there is a correlation between Listening Strategies by the Low achievers and Listening Comprehension.

### 1.6 Significance of Research

Significance is presenting a reason for the importance of studying the issue or concern. There are two significances in this research both theoretical and practical significance.

1. Theoretically, this study is useful to develop information about strategies in listening, between the users (high achiever and low achiever) and listening comprehension.

2. Practically, this study is significant for the researcher, the English teacher, and the students.

a. The researcher will know the relationship between listening strategies by the high achievers and low achievers and listening comprehension

b. The English Lecturer can know that the strategy that used by students are different to get high score than before and also to solve it.

c. For the student, to help the students in listening and also know the strategy that is used and also to help the students that difficult to increase their score by using the strategy suitable based on their ability.

### **1.7 Scope and Delimitation of the Study**

In the study, the researcher has scoped the strategy used for the Postgraduate Program English Language Education Study Program at the University of Islam Malang. The study will focus on High achievers and low achievers' listeners between listening strategies and listening comprehension.

### **1.8 Definition of Key Terms**

The definition of key terms explains some terms that are related to the main concept of the thesis.

a. Listening strategies

Listening strategies are techniques used by students to increase their learning in their skills.





b. High achievers

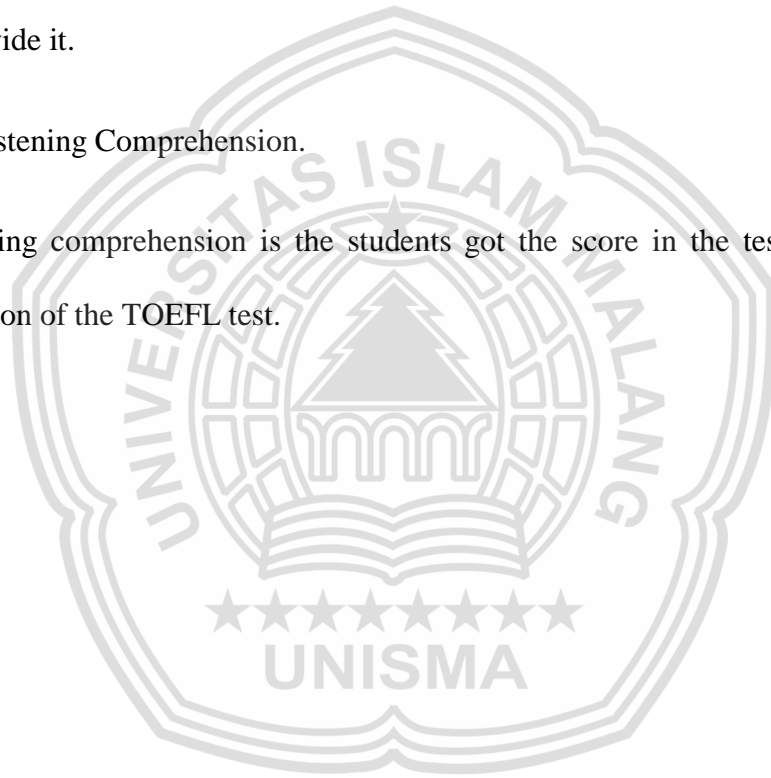
The group of students got a high score based on the count by using the third quartile to divide it.

c. Low achievers

The group of students got a low score based on the count by using the first quartile to divide it.

d. Listening Comprehension.

Listening comprehension is the students got the score in the test of the listening section of the TOEFL test.



## CHAPTER VI

### CONCLUSION

In this chapter, the researcher will present a conclusion and suggestion. The conclusion is taken after the researcher analyzed the data, while the suggestion is given to the tutor, the students, and future researchers.

#### 6.1 Conclusion

Based on the explanation, the result of data analysis, and hypothesis testing that has been conducted, it is concluded that there is no significant correlation between listening strategy use (High achievers and Low achievers) and listening comprehension. It is proven from the result of data analysis that The statistical analysis on correlation used by high achievers shows the significant, firstly cognitive strategies get the coefficient correlation  $-.065 > .05$  secondly metacognitive strategies get the coefficient correlation  $-.243 > .05$  and thirdly socio-affective strategies get the coefficient correlation of  $.234 > .05$ .

Furthermore, from the result of the data analysis The statistical analysis on correlation used by low achievers shows the significant firstly cognitive strategies get the coefficient correlation  $-.077 > .05$  secondly metacognitive strategies get the coefficient correlation  $-.231 > .05$  and thirdly socio-affective strategies get the coefficient correlation of  $.017 > .05$  So, the correlation between the listening strategy used by High achievers and Low achievers and listening comprehension was not significantly correlated it.



## 6.2 Suggestion

In this research, it is still a lack of this study that uses high achievers and low achievers use the strategy in listening comprehension, for future research use the sample is bigger than in this study, and the strategy that is used can help the students especially the students get the low score to be the high score to find the strategy suitable with them.



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