

THE RELATIONSHIP BETWEEN LISTENING STRATEGIES AND STUDENT'S  
ACHIEVEMENT AT 2<sup>nd</sup> SEMESTER STUDENTS OF ACCOUNTING PROGRAM  
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**Abstract:** the aimed of the current study was to describe the relationship between listening strategies and student's achievement at second semester students of accounting program Politeknik Sekayu. A total population of the research was 160 students. The sample was taken by using convenience sampling which consist of 86 students were involved in this study. Futhermore, there were two variables in this research. The first one was listening strategies (variable X) and the second one was student's achievement (variable Y). A listening strategy questionnaire was used to identify the strategies they employed in listening was taken from scoring. Based on the data analysis of the listening strategy questionnaire revealed that 2<sup>nd</sup> semester students of accounting program, it was found that the  $r$ -obtained (0.176) was higher than  $r$ -table (0.0845). then the level of probability ( $p$ ) significant relationship (sig.2-tailed) was 0.043. it means that  $p$  (0.043) was lower than .05. it meant that null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is rejected. From the reserch finding, it can be concluded that there was significant relationship between the listening strategies and the students' listening achievement.

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**Key words:** listening strategies, student's achievement

## I. INTRODUCTION

Listening as one of linguistic competencies is a critical element in the language performance for adult second language learners when they are communicating either at school or in the community. Listening also has often been called a passive skill. This is misleading because listening skill demands active involvement from the hearer. In order to reconstruct the message that the speaker intends, the hearer must actively contribute

knowledge from both linguistic and non-linguistic sources.

Coakley, C.G., & Wolvin, A.D. (1986,p.189)

state the meaning of listening as follows:

Listening is the language modality that is used most frequently. It has been estimated that adults spend almost half their communication time listening, and students may

receive as much as 90% of their in-school information through listening to instructors and to one another. Often, however, language learners do not recognize the level of effort that goes into developing listening ability.

Listening is an essential skill which develops faster than speaking and often affects the development of reading and writing abilities in learning a new language (Scarcell and Oxford, 1992,p.237). Listening is also not an easy skill to be acquired because it requires listeners to make meaning from oral input by drawing upon their background knowledge of the world and of the second language (Young, 1997,p.96). For many students, listening is a difficult skill to improve because in listening students have to pay much attention, they have to concentrate, and sometime they feel asleep and confused. Listening also needs a quiet situation without any noise to do, so they must have listening strategies. These strategies which have been developed based on O'Malley and Chamot's (1999,p.143) learning strategies were categorized as meta-cognitive, cognitive, and socio-affective strategies are steps taken to contribute

students to acquire, store, retrieve, and use information. Meta-cognitive strategies are employed by students to increase comprehension and second language retention, and include planning, monitoring, evaluating and problem- solving; cognitive strategies are utilized by listeners to cope with the material to be learned or to apply specific techniques such as inferencing, repeating, deduction, imagery, elaboration, note taking, and translation; and socio- affective strategies are employed by language students to cooperate with classmates, to question the teacher for clarification, or to apply specific techniques to lower anxiety (O'Malley & Chamot, 1989,p.75; Vandergrift,1997,p.119).

Based on the information interview with the second semester of Accounting program Politeknik Sekayu, most of students didn't know about the listening strategies. In relation to students' achievement in listening comprehension, the students had difficulties in understanding it because sometimes they didn't know that the speaker was talking about and it was hard for them comprehend it. The research problems in this research were: (1) was there any significant relationship between istening strategies and students' listening comprehension achievement of second semester accounting program Politeknik Sekayu?. (2) how much did listening strategies significantly influence students' listening comprehension achievement of second semester accounting

program Politeknik Sekayu?.

### **Literature Review**

*The Concept of Listening Comprehension* Coakley, C.G., & Wolvin, A.D. (1986,p.97) state that listening is the language modality that is used most frequently. It has been estimated that adults spend almost half their communication time listening, and students may receive as much as 90% of their in- school information through listening to instructors and to one another. Often, however, language learners do not recognize the level of effort that goes into developing listening ability. Far from passively receiving and recording aural input, listeners actively involve themselves in the interpretation of what they hear, bringing their own background knowledge and linguistic knowledge to bear on the information contained in the aural text. Not all listening is the same; casual greetings, for example, require a different sort of listening capability than do academic lectures. Language learning requires intentional listening that employs strategies for identifying sounds and making meaning from them. Listening involves a sender (a person, radio, television), a message, and a receiver (the listener). Listeners often must process messages as they come, even if they are still processing what they have just heard, without backtracking or looking ahead. In

addition, listeners must cope with the sender's choice of vocabulary, structure, and rate of delivery. The complexity of the listening process is magnified in second language contexts, where the receiver also has incomplete control of the language. Given the importance of listening in language learning and teaching, it was essential for language teachers to help their students become effective listeners. In the communicative approach to language teaching, this means modeling listening strategies and providing listening practice in authentic situations: those that learners are likely to encounter when they use the language outside the classroom.

### *The Type of Listening*

In addition (Wolvin and Coakley in Tompkins, 1998,p.92) delineate five broad types of listening, such as; Discriminate Listening was people use discriminate listening to distinguish sounds and to develop sensitivity to nonverbal communication. Teaching discriminate listening involves one sort of activity in the primary grades and a different activity for older students. Second, *Aesthetic Listening* was people listen aesthetically to a speaker or reader when they listen for enjoyment. Listening to someone read stories aloud or recite poems is a pleasurable activity. Teachers encourage student's aesthetic listening reading aloud and teaching students how visualize characters and episodes and notice figurative language. Third, *Efferent Language* was people listen

effluent to understand a message, and this is the type of listening required in many instructional activities, particularly in theme cycles. Students determine the speaker's purpose, identify the main ideas, and then organize the information they are listening to in order to remember it. Fourth, *Critical Listening* was people listen critically to evaluate a message. Critical listening is an extension of effluent listening. As in effluent listening, listeners seek to understand a message, but they must filter the message to detect propaganda devices, persuasive language, and emotional appeals. Critical listening is used when people listen to debates, commercials, political speeches, and other arguments. And the last, *Therapeutic Listening* was people listen to allow a speaker to talk through a problem. Children, as well as adults, serve a sympathetic listener for friends and family members.

#### *Strategies for Developing Listening Skills*

Language learning depends on listening. Morley, J. (1991,p.88) states listening provides the aural input that serves as the basis for language acquisition and enables learners to interact in spoken communication. Effective language instructors show students how they can adjust their listening behavior to deal with a variety of situations, types of input, and

listening purposes. They help students develop a set of listening strategies and match appropriate strategies to each listening situation. Listening strategies were techniques or activities that contribute directly to the comprehension and recall of listening input. Listening strategies can be classified by how the listener processes the input. *Top-down strategies* are listener based; the listener taps into background knowledge of the topic, the situation or context, the type of text, and the language. This background knowledge activates a set of expectations that help the listener to interpret what is heard and anticipate what will come next. Top-down strategies include

- listening for the main idea
- predicting
- drawing inferences
- summarizing

*Bottom-up strategies* are text based; the listener relies on the language in the message, that is, the combination of sounds, words, and grammar that creates meaning. Bottom-up strategies include

- listening for specific details
- recognizing cognates
- recognizing word-order patterns

Strategic listeners also use *metacognitive strategies* to plan, monitor, and evaluate their listening.

- They plan by deciding which

listening strategies will serve best in a particular situation.

- They monitor their comprehension and the effectiveness of the selected strategies.
- They evaluate by determining whether they have achieved their listening comprehension goals and whether the combination of listening strategies selected was an effective one.

### *Listening for Meaning*

To extract meaning from a listening text, students need to follow four basic steps: Figure out the purpose for listening. Activate background knowledge of the topic in order to predict or anticipate content and identify appropriate listening strategies.

- Attend to the parts of the listening input that are relevant to the identified purpose and ignore the rest. This selectivity enables students to focus on specific items in the input and reduces the amount of information they have to hold in short-term memory in order to recognize it.
- Select top-down and bottom-up strategies that are appropriate to the listening task and use them flexibly and interactively. Students'

comprehension improves and their confidence increases when they use top-down and bottom-up strategies simultaneously to construct meaning.

- Check comprehension while listening and when the listening task is over. Monitoring comprehension helps students detect inconsistencies and comprehension failures, directing them to use alternate strategies.

## **II. RESEARCH METHOD**

In this research was used correlational research which to find out the correlation between variables and explain and interpret the results that may appear. A correlational study is a scientific study in which a researcher investigates associations between variables. A total population of the research was 160 students of second semester Accounting program. The sample was taken by using convenience sampling which consist of 86 students were involved in this reserch. The collect the data, two techniques were used. They were questionnaire and test. The questionnaire was used to find out the listening starategies and TOEFL Listening section was used to find out the students' listening comprehension.

### **1. Finding and Discussion**

Based on Pearson Product Moment Correlation Coeficient, the resut indicated that there was significant relationship between listening strategies and students' listening achievement. The correlation

coefficient or the  $r$ -obtained (0.176) was higher than  $r$ -table (0.0845). then the level of probability ( $p$ ) significant relationship (sig.2-tailed) was 0.043. it means that  $p$  (0.043) was lower than .05. Thus, there was significant relationship between the listening strategies and the students' listening achievement.

**Table: Correlation between Listening strategies and Students' Achievement (See Appendix 1)**

Having analyzed the result of the questionnaire and listening test, it was found listening strategies was related to students' achievement. The result showed that the level of probability ( $p$ ) significance (sig.2-tailed) was 0.043. it means that (.043) was lower than .05. Thus, there was significant relationship between the listening strategies and students' achievement.

In relation to students' achievement, based on the findings 7 students with 8.13% result got in very good level. It meant that they could understand what the speakers said and they could comprehend well words by words from the speakers. Then 40 students with 46.51% result got in good level. It meant that they were able to understand the words but they could not concentrate well and sometimes they missed the words. The last 39 students with 45.34% result got in average level. It meant the students were lack of vocabulary and it was

hard for them to analyze the words that the speaker said. It was relevant to the statement of Malkawi (2010,p.773), that there are three listening problem tahta students usually face in listening comprehension. 1) speech speed; 2) limited knowlwdge of vocabulary and structure ofsentences; 3) limited knowledge of topic in question. To improve students with average core, the teacher can improve their teaching listening skill or they can improve or change their strategy when they were teaching. The teacher should practice with the students in order to can make them usually listen about English to develop the students' achievement in listening comprehension. Finally this research found there was relationship and influence between listening strategies and students' achievement in listening comprehension.

### **III. CONCLUSION**

Two conclusion are drawn in this research. First; there was relationship between listening strategies and students' achievement. The finding showed that null hypotheisi ( $H_0$ ) was rejected and the alternative hypothesis ( $H_a$ ) was accepted. Second; based on the finding, it can be concluded that the listening strategies gave dominant effect through listening achievement. Finding as such would definitely be of added knowledge towards an understanding og language learning strategies in general and listening strategies in particular.

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Appendix 1:

		<b>Listening Strategies</b>	<b>Students' Achievement</b>
<b>Listening Strategies</b>	Pearson Correlation	1	0.176
	Sig. (2-tailed)		.043
	N	86	86
<b>Students' Achievement</b>	Pearson Correlation	0.176	1
	Sig. (2-tailed)	.043	
	N	86	86