

# The Correlation of Learning Strategies on Students' Listening Comprehension

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**Abstract.** *The objectives of the research were to investigate whether learning strategies had correlation on students' listening comprehension and also to see which learning strategy used by students the most to achieve good listening comprehension. The research approach is quantitative. Researcher used the Ex Post Facto design. Listening comprehension tests were used to determine whether learning strategies had the correlation on students' listening comprehension and questionnaire was also used to see which learning strategy used the most by students to achieve good listening comprehension. The subjects were 33 students of the twelve grade of SMK. The result indicated that there was a significant correlation of learning strategy on students' listening comprehension and metacognitive strategy was used the most by students to achieve good listening comprehension.*

**Keywords:** *listening, listening comprehension, learning strategies*

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## I. Introduction

English is one of the languages of instruction that is used worldwide. English is used as the first or second language of instruction in many countries. English is used to access scientific and technical knowledge developed in many countries in the world. English is also used as a condition for continuing studies and getting a job, Therefore we must master English. There are four language skills acquired by vocational high school students, namely listening, speaking, reading and writing skills. All skills are important. Each skill is connected. Students learn language skills, such as listening, speaking, reading and writing to build students' language skills in the twelfth grade of SMK in Bandar Lampung.

According to Rost (2009), listening is one of the important elements in creating successful communication because listening can help us understand the world around us. Listening to Thomlison (1984) is the ability to understand and identify what other people say. In this activity we must have an understanding of the speaker's accent or pronunciation, the speaker's grammar and vocabulary, and an understanding of the meaning. If a person can understand these activities simultaneously then it is said to be a good listener.

There are several definitions of "listening comprehension" by several authors. According to Rost (2002), an interactive process that is complex and has a dynamic meaning is called listening comprehension. Listeners understand spoken input from voice discrimination, prior knowledge of vocabulary, grammatical structures, stress and intonation, and other linguistic, paralinguistic, or even nonlinguistic cues in contextual pronunciation. Brown and Yule (1983) stated that listening comprehension means someone understand what he heard. If the listener listens to a text he will understand it. Rost (2002) and Hamouda (2013) an interactive process in which the listener is involved in constructing meaning is defined as listening comprehension. Listeners understand spoken input through voice discrimination, prior knowledge, grammatical structures, stress and intonation, and other linguistic or non-linguistic cues.

However, not everyone is good at listening, because students are still difficulty in verbally understanding ideas or meanings. One of factors that cause students to be difficulty in understanding oral meaning is lack of vocabulary, lack of voice discrimination and lack of understanding in identification functions. Furthermore, the learning strategy used has not met the needs of the learning process make students less involved with activities. As a result, the students become lazy to listen to English because they think that listening cannot understandable for them. Moreover, students tend to be passive when learning and teaching. The teacher provides boring activities or material in the learning process. When students are asked to listen to statements or conversations in English, they find difficulty to understand the meaning of vocabulary, the meaning of the utterances that the teacher says and even differentiate between words and their functions. This will cause some students to lose interest in being active involved in learning activities.

Because of the problems that students may face in their teaching and learning process usually tend not to understand the sentences said by the teacher. Therefore, teachers are required to implement proper learning strategies so that students become active in listening and understand the given listening. Moreover, the teachers

acknowledge that it is also needed to maintain motivation, engagement, and concentration over time in the learning process by using learning strategies that suit students' abilities. In teaching English, choosing a learning strategy that suits the needs of students is very beneficial. Teacher should apply the interesting strategies in the classroom, so that the students can understand well and faster about what they are learning. According to Richards (1896:274) strategy means a plan, step or conscious action taken by the learner to make learning easier, faster more enjoyable, more self-directed, more effective and more transferable to new situation.

There are some previous research related to Learning strategies that have been conducted Ehsan Namaziandost , Leila Neisi<sup>2</sup> , Fatemeh Mahdavidad and Mehdi Nasri (2019) have analyzed listening comprehension problems and strategies used among Iranian advance EFL learners. Furthermore, this study tried to find the relationship between the participants' listening problems and strategy usage. Listening problems included input, context, listener, process, affect, and task problems while the listening strategies consisted of cognitive, meta-cognitive, and socio-affective strategies. In this research, the researchers find that the outcomes demonstrated that the learners suffered from input and affect listening comprehension problems. Meta-cognitive strategy was the chief listening strategy used by the learners. The relationship between listening problems and strategy usage among the learners was statistically significant and negative.

The topic on the strategies used by teacher in teaching listening has been focused by many researchers in their study. Nevertheless, studies on Listening learning strategies in the early stage tend to focus on a limited number strategies. Some researchers have shown that some learners are not able to reach the expected level of proficiency and therefore, they are left behind (Genesee 1987; Harley et al., 1990; Harley & Swain, 1984; Swain, 1985). It is in order to solve this difficulty that many researchers have been carried out with the goal of helping students improve their ability to communicate. For example, an investigation conducted by Zhang Mingyuan (2003) reports on the findings of a study conducted to investigate the language Learning Strategies used by students in the intensive English program. The study examined the relationship between the students' use of learning strategies and their English proficiency. That study found that there was a strong relationship between strategy use and English proficiency; the use of some specific strategies was positively correlated to improvement of sub-language skills such as oral communication. Moreover, considering "that good language learners appeared to use a larger number and range of strategies than poor language learners, the implications of understanding strategy use have seemed increasingly important "(Cohen, 1998).

Another key term used in this project is Learning Strategies. Oxford defined Learning Strategies as specific actions taken by the learner to make learning suitable, faster, more enjoyable, more self-directed, and more effective. Also, others stated that the concept of Learning Strategies depends on the assumption that learners consciously engage in activities to achieve certain goals and Learning Strategies can be regarded as broadly conceived intentional directions and learning techniques. However, those researchers gave a wide classification of Learning Strategies. Whereas, Oxford's Learning Strategies' classification is as follow: Cognitive, Metacognitive, Memory-related, Compensation, Affective, and Social Learning Strategies, (1985).

The present article reports on the early stages of a research project which attempts to examine the correlation of learning strategies on students' listening comprehension in SMKN 9 Bandar Lampung. It also attempts to investigate which learning strategy used by students the most to achieve good listening comprehension.

### **Statement of the Problems**

This study attempts to answer these following questions:

1. Is there any correlation of learning strategies on students' listening comprehension?
2. Which learning strategy used by students the most to achieve good listening comprehension?

## **II. Literature Review**

One of the important components in oral communication is listening, or an interactive process in which the individual takes on the role of speaker and listener through verbal and nonverbal components. When observing the listening process in FLT, there was a lack of understanding of a precise definition of listening (Witkin, 1990) when he argued "There is no theory of what listening is" (P7). but still defined that listening is an important part of the communication process. Students spend most of the school day each day listening and much of what students know is gained through listening. This is a term that is used on a colloquial basis without giving much thought to it. However, listening is a vital mental capacity, one of the main ways through which we understand and take part in the world around us (Rost, 1994) as he quotes: "Listening is considered part of speech, the capacity to formulate thoughts orally and to communicate with others, it is these skills that underlie all verbal communication "(P7)

Listening comprehension is a complex, active process in which the listener must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intonation, retain what was gathered in all of the above, and interpret it within the immediate as well as the larger sociocultural context of

the utterance. Co-ordinating all of this involves a great deal of mental activity on the part of the listener. Listening is hard work, and deserves more analysis and support.

Learning strategies are defined as “Specific actions, behaviors, steps, or techniques such as seeking out conversation partners or giving oneself encouragement to tackle the difficult language task used by the students to enhance their own learning.” (Scarcella & Oxford, 1992, p. 63). Learning strategies can be classified into six groups: Cognitive Strategies, Metacognitive Strategies, Memory-related Strategies, Compensatory Strategies, Affective Strategies and Social Strategies. L2 learning strategies are specific thinking processes that students use to enhance their own L2 learning. The word strategy comes from the ancient Greek strategy, which means a step or action taken for the purpose of winning a war. The meaning of war as strategy has fortunately been lost, but control and direction of purpose remain in the modern version of the word (Oxford, 1990).

Learning strategies are a series of operations used by students to acquire, maintain, retrieve or perform” (Rigney, 1978). On the other hand, Rubin (1987), classifies strategies that contribute directly or indirectly to language learning, and make a distinction between strategies that contribute directly and indirectly to learning. According to Rubin's Learning Strategy, Communication Strategy and Social Strategy are strategies used by students who contribute directly or indirectly to language learning. However, it is believed that “the concept of learning strategies relies on the assumption that learners are consciously involved in activities to achieve certain goals and that Learning Strategies can be considered as a direction and a deliberate learning technique broadly” (Stern, 1992, p. 261)). He classified five Language Learning Strategies namely Management and Planning Strategies, Cognitive Strategies, Communicative Strategies - Experiences, Interpersonal Strategies, Affective Strategies. However, O'Malley, Chamot, 7 (1990) stated that Learning Strategies are special thoughts or behaviors that individuals use to help them understand, learn, or store new information. He classified strategies into three broad categories: cognitive, metacognitive and social strategies (1985). Furthermore, Oxford (1990) says that "Learning Strategies are specific actions taken by learners to make learning easier, faster, more enjoyable, more independent, more effective, more transferable to new situations" (p.8).

The chart below shows the definition and classification about Learning Strategies that some authors present.

Table 1. Learning Strategies

Author	Definition	Division
O'Malley, Chamot, et all (1990)	“Learning Strategies are the special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information”.	<ul style="list-style-type: none"> <li>• Cognitive</li> <li>• Metacognitive</li> <li>• Social</li> </ul>
Rigney, 1978	“Learning Strategies are a set of operations employed by the learner for acquiring, retaining, retrieving or performing”.	*no classification was found.
Rubin, 1987	“Classified strategies in terms of processes contributing directly or indirectly to language learning”.	<ul style="list-style-type: none"> <li>• Learning Strategies</li> <li>• Communication Strategies</li> <li>• Social Strategies</li> </ul>
Stern, 1992	“Learning strategy is dependent on the assumption that learners consciously engage in activities to achieve certain goals and Learning Strategies can be regarded as broadly conceived intentional directions and learning techniques”.	<ul style="list-style-type: none"> <li>• Management and Planning Strategies</li> <li>• Cognitive Strategies</li> <li>• Communicative - Experiential Strategies</li> <li>• Interpersonal Strategies</li> <li>• Affective Strategies</li> </ul>

In 1985, Oxford in her studies has grouped Learning Strategies into six categories: cognitive, metacognitive, social, compensation, memory, affective strategies which in turn are the key features of our study along with oral proficiency.

### III. Methods

The approach of the research was quantitative. The design was ex-post facto design. The population of the research was students of the twelve grade of SMK Negeri 9 Bandar Lampung and the sample of the research was class 12 sija 2 consisting of 33 students. The activities were administering pre-test, administering post-test and administering questionnaire.

The instruments used were listening comprehension tests and questionnaire. The listening test was administered twice: the first was pre-test and the second was post-test. The listening test consisted of 15 items in multiple choice. In analyzing the data, simple linear regression test and multiple linear test were used. Here is the table of specification of listening comprehension test that will be used for the research.

**Table 1.** Specification of listening Comprehension Test

NO	ASPECT OF LISTENING COMPREHENSION	ITEM NUMBERS	TOTAL ITEM	PERCENTAGE %
1.	Look at the picture in the test book and choose the statements that best describe what students see in the picture	1, 2, 3	3	20
2.	The student will hear a question or statement spoken in English, followed by three responses, also spoken in English. The students are to choose the best response to each question or statement.	4, 5, 6, 7	4	26.66
3.	The student will hear short conversations between two people. In students' test book student will read a question about each conversation. The question will be followed by four answers. students are to choose the best answer to each question and mark it on students' answer sheet.	8, 9, 10, 11	4	26.66
4.	The student will hear several short talks. In students' test book student will read a question about each short talks. The question will be followed by four answers. students are to choose the best answer to each question and mark it on students' answer sheet.	12, 13, 14, 15	4	26.66
Total			15	100

In this research, the writer will use Learning Strategies Questionnaire based on O'Malley's & Chamot's (1990) listening strategies and combined with listening comprehension process, the author summed up a set of listening strategies, which is mainly divided into three categories, that is, cognitive strategies, meta-cognitive strategies and social/affective strategies. They are subdivided into 42 activities:

CATEGORY	ASSESSING	ACTIVITIES	ITEMS
Cognitive Strategies	1. Practicing	1. Repeating 2. Formally repeating practicing with sound and writing system 3. Recognizing and using formula and pattern 4. Recombining 5. Practicing naturalistically	5
	2. Receiving and sending messages	1. Getting the idea quickly 2. Using resources for receiving and sending the messages.	2
	3. Analyzing and reasoning	1. Reasoning deductively 2. Analyzing expressions 3. Analyzing contrastively (across language) 4. Translating 5. Transferring	5
	1. Creating structure for input and output	1. Taking note 2. Summarizing 3. Highlighting	3
Metacognitive Strategies	1. Centering your learning	1. Overviewing and linking with already known material 2. Paying attention 3. Delaying speech production to focus on listening.	3
	1. Arranging and planning your learning	1. Finding out about language learning 2. Organizing 3. Setting goals and objectives 4. Identifying the purpose, a language task (purposeful listening) 5. Planning for language task 6. Seeking practice opportunities	6
	1. Evaluating your learning	1. Self-monitoring 2. Self-evaluating	2
Affective Strategies	1. Lowering your anxiety	1. Using progressive relaxation, deep breathing, or meditation 2. Using music 3. Using laughter	3

CATEGORY	ASSESSING	ACTIVITIES	ITEMS
	2. Encouraging yourself	1. Making positive statement 2. Taking risk positively 3. Rewarding yourself	3
	3. Taking your emotional temperature	1. Listening to your body 2. Using a checklist 3. Writing a language learning diary 4. Discussing your feeling with someone else	4
Social Strategies	1. Asking question	1. Asking for clarification or verification 2. Asking for correction	2
	2. Cooperating with others	1. Cooperating with peers 2. Cooperating with proficient users of the new language	2
	3. Empathizing with others	1. Developing cultural understanding 2. Becoming aware of others' thoughts and feelings	2

For construct validity is cognitive strategies. The second construct validity is metacognitive strategies. The third construct validity is affective and the last construct validity is social strategies. They will be classified in the questionnaire.

Table 2. Specification of Classification Questionnaire of Learning Strategy

NO	TYPES OF STRATEGIES	ITEM NUMBERS	TOTAL ITEM	PERCENTAGE (%)
1.	Cognitive	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15	15	35.71
2.	Metacognitive	16,17,18,19,20,21,22,23,24,25,26	11	26.19
3.	Affective	27,28,29,30,31,32,33,34,35,36	10	23.81
4.	Social	37,38,39,40,41,42	6	14.29
Total			42	100

Through the above the definition and classification of listening strategies, we can see that strategy is the decision the listeners make and the specific methods and behaviors the listeners adopt in order to listen effectively and comprehensively.

#### IV. Results And Discussion

##### Results

Based on the results of the students' scores on the pre-test, the total score was obtained in 1326. The average data was 40.20. The highest score is 63 and the lowest score is 15. The minimum English mastery criterion (KKM) for SMK is 60. It can be seen from these results, there are only three students who score > 60.

After the listening learning process, the researcher distributed the post-test. Based on the results of the post test, a total of 1645 was obtained. The mean was 49.89. The highest score was 75 and the lowest score was 16. From the post-test score data, there were 11 students who scored more than 60. The table below shows the students' mean scores on the pre-test and post-test. -test.

Table 1. Descriptive Statistics of Pre-test and Post-test

Descriptive Statistics				
	Min	Max	Mean	Sum
PRE_TEST	15	63	40.20	1326
POST_TEST	16	75	49.89	1645

From Table 1, it can be seen that the mean score of students' pre-test and post-test increased by 9.7369 points after the listening comprehension teaching treatment. Besides that, the highest score of the pre-test was 63 and the highest score of the post-test was increased to 75, where the score above the KKM was 11 people. The lowest score of the pre-test was 15 and the lowest score of the post-test was 16, of which the lowest score was 15.

Then the values of the pre-test and post-test were analyzed using simple linear regression tests. The purpose of simple linear regression analysis is to test the effect the use of listening strategy on students' listening comprehension. Where the requirements for conducting simple linear regression analysis tests are that the data

is valid and variable and normal and linear. Decision making in the simple linear regression test refers to 2 things, namely:

1. Comparing the significance value with a probability value of 0.05
  - If the significance value  $< 0.05$  means that the variable X has an effect on variable Y.
  - If the significance value is  $> 0.05$ , it means that the variable X has no effect on Y.
2. Comparing the value of t count with t table.
  - If the value of t count  $> t$  table means that the variable X affects the variable Y.
  - If the value of t count  $< t$  table, it means that the variable X has no effect on the variable.

The results showed that the learning strategy significantly increased the students' listening comprehension achievement. It can be seen from the results of statistical testing using SPSS with a simple linear regression test.

### Regression

[DataSet0]

Variables Entered/Removed<sup>b</sup>

Model	Variables Entered	Variables Removed	Method
1	Learning Strategies <sup>a</sup>	.	Enter

- a. All requested variables entered.  
 b. Dependent Variable: Students Listening Comprehension

First part output (variable entered / removed). The table above describes the variables entered and the methods used. In this case the variables that are inputted are learning strategies as the independent variable of students' listening comprehension as the dependent variable. And the method used is the Enter method.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,619 <sup>a</sup>	,383	,363	12,42935

a. Predictors: (Constant), Learning Strategies

The second part output is the Model Summary. The table above explains the value of the correlation / relationship (R), which is 0.619. From this output, the coefficient of determination (R Square) is 0.383, which implies that the influence of the independent variables (learning strategies) on the dependent variable (students' listening comprehension) is 38.3%.

ANOVA<sup>b</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2977,756	1	2977,756	19,275	,000 <sup>a</sup>
	Residual	4789,153	31	154,489		
	Total	7766,909	32			

- a. Predictors: (Constant), Learning Strategies  
 b. Dependent Variable: Students Listening Comprehension

Third part output (Anova). From this output it can be seen that the value of F count = 19.275 with a significance value of 0.000  $< 0.05$ , the regression model can be used to predict the students' listening

comprehension variable or in other words there is an influence of the learning strategies (X) variable on the students' listening comprehension variable. (Y).

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	9,853	7,239		1,361	,183
	Learning Strategies	,611	,139	,619	4,390	,000

a. Dependent Variable: Students Listening Comprehension

SPSS Processor is ready

Fourth part output (coefficient). It is known that the value of Constant (a) is 9,853, while the value of learning strategies (b / regression coefficient) is 0.611, so the regression equation can be written:

$$Y = a + bX$$

$$Y = 9.853 + 0.611X.$$

The equation can be translated:

1. A constant of 9.853 means that the consistent score of the students' listening comprehension variable is 9.853.
2. The X regression coefficient of 0.611 states that for every 1% increase in the value of learning strategies, the students' listening comprehension score increases by 0.611. The regression coefficient is positive, so it can be said that the direction of the influence of the variable X on Y is positive.

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	9,853	7,239		1,361	,183
	Learning Strategies	,611	,139	,619	4,390	,000

a. Dependent Variable: Students Listening Comprehension

SPSS Processor is ready

Decision making in a simple regression test:

1. Based on the significance value: from the coefficient table the significance value is  $0.000 < 0.05$ , so it can be concluded that the learning strategies variable (X) affects the students' listening comprehension (Y) variable.
2. Based on the t value: it is known that the t value is  $4,390 > t$  table 2,039, so it can be concluded that the learning strategies variable (X) has an effect on the students' listening comprehension (Y) variable.

Note;

How to find t table

$$t \text{ table} = (\alpha/2 : n-k-1)$$

$$= (0,05/2 : 33-1-1)$$

$$= (0,25 : 31) \text{ (look at the t distribution table)}$$

$$= 2,039$$

The results regarding to second research question showed that metacognitive strategy was the strategy chosen by students with the highest percentage as can be seen in the table below:

Types of Strategies	Item numbers	(%) Priority
Cognitive	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15	64%
Metacognitive	16,17,18,19,20,21,22,23,24,25,26	47%
Affective	27,28,29,30,31,32,33,34,35,36	44%
Social	37,38,39,40,41,42	40%

Then the values of questionnaire were analyzed using multiple linear regression tests. The purpose of multiple linear regression analysis is to know which learning strategy used by students the most to achieve good listening comprehension.

The basis for making decisions is:

A. The t test

1. If the value is sig.  $< 0.05$ , or t is greater than t table, so there is an effect of variable X on variable Y.
2. If the value is sig.  $> 0.05$ , or t count is smaller than t table, so there is no effect of variable X on variable Y.

t table = t ( $\alpha / 2$ ; n-k-1)

= t (0,025 ; 29)

= 2,045

B. Test F

1. If the value is sig. <0.05, or F count is greater than F table, so there is an effect of variable X simultaneously on variable Y.

2. If the value is sig. > 0.05, or F count is smaller than F table, so there is no effect of variable X simultaneously on variable Y.

F table = F (k ; n-k)

= F (3: 30)

= 2.92

Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-2,016	5,708		-,353	,726
	Metacognitive	1,119	,058	1,019	19,218	,000
	Cognitive	-,050	,074	-,024	-,678	,503
	Affective	-,041	,051	-,043	-,806	,427

a. Dependent Variable: Students' listening comprehensio

SPSS Processor is ready

A. Testing hypothesis 1 (H1).

The sig value is known. for the effect of X1 on Y is equal to 0.000 <0.05 and the t value is 19.218 > 2.045 so it can be concluded that H1 is accepted, which means that there is an influence of X1 on Y.

B. Testing hypothesis 2 (H2).

The sig value is known. for the effect of X2 on Y is equal to 0, 503 > 0.05 and the t value is -678 <2.045 so it can be concluded that H2 is rejected, which means that there is no influence of X2 on Y.

C. Testing hypothesis 3 (H3).

The sig value is known. for the effect of X3 on Y is equal to 0.427 > 0.05 and the t value is -806 <2.045 so it can be concluded that H3 is rejected, which means that there is no influence of X3 on Y.

D. Testing the hypothesis 4 (H4) with the F test.

ANOVA<sup>b</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7105,566	3	2368,522	267,602	,000 <sup>a</sup>
	Residual	256,676	29	8,851		
	Total	7362,242	32			

a. Predictors: (Constant), Affective, Cognitive, Metacognitive

b. Dependent Variable: Students' listening comprehensio

Based on the output above, it is known that the significance value for the effect of X1, X2 and X3 simultaneously on Y is equal to 0.000 <0.05 and F counting is 267,262 greater than F table 2.92, so it can be concluded that H4 is accepted, which means that there is an influence of X1, X2 and X3 simultaneously against Y.

## V. Discussion

Related to the result of first research question, there was effect of learning strategy to students' listening comprehension. It is in line with Ehsan Namaziandost , Leila Neisi2 , Fatemeh Mahdavidar and Mehdi Nasri (2019) found that there was a significant relationship between listening problems and strategy usage among the learners. An investigation conducted by Zhang Mingyuan (2003) reports on the findings of a study conducted to investigate the language Learning Strategies used by students in the intensive English program. The study examined the relationship between the students' use of Learning Strategies and their English proficiency. That study found that there was a strong relationship between strategy use and English proficiency;

the use of some specific strategies was positively correlated to improvement of sub-language skills such as oral communication.

Based on the result above, it can be concluded that learning strategy was successful to improve students' listening comprehension achievement. The finding of this research was also consistent with the previous research conducted by Hong Shi (2017) Learning strategies are steps taken by learners to enhance their learning. An active use of language learning strategies helps learners in control of their own learning by developing language skills, increasing confidence and motivation in learning process. Strategy instructions enhance learners' independent learning and autonomous learning and help learners to take responsibility for their own learning. The more strategies a learner uses, the more the learner feels confident, motivated and self-efficacious. Teachers are encouraged to choose appropriate teaching techniques and learning strategies for students and teach them how to understand learning strategies to enhance levels of self-directed learning.

Learning strategies are the particular approaches or techniques that learners employ to try to learn an L2. Language learning strategies are conscious or potentially conscious actions and learners can identify them in their learning process (Cohen, 1998). Learning strategies consist of "mental or behavioral activity related to some specific stage in the overall process of language acquisition or language use" (Ellis, 1994, p. 529), in other words, they can be behavioral (for example, repeating new words aloud to remember them) or they can be mental (for example, using the synonyms or situational context to infer the meaning of a new word) (Ellis, 1997). Strategies can make learning "easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations" (Oxford, 1990, p. 8).

## **VI. Conclusions And Suggestions**

### **Conclusions**

In line with the data analysis and discussion, the conclusions can be drawn as follows:

1. Learning strategies have a positive impact on the achievement of students' listening comprehension. There is a correlation between learning strategies and students' listening comprehension.
2. Metacognitive strategy was mostly used by students in order to achieve good listening comprehension.

### **Suggestions**

Based on the conclusions above, the suggestions are as follows:

1. English teachers can use learning strategies in teaching reading comprehension as an appropriate strategy that can be applied in class. Because this strategy can improve students' understanding of listening comprehension.
2. English teachers must consider strategies that suit students' abilities. Strategies that can be understood by students related to listening learning. Because students need concentration to understand listening.
3. It is recommended for further researchers to apply learning strategies in listening comprehension learning. For those who wish to do the same research, it is highly recommended to know the factors that can affect the application of the learning strategy and be more applicable.

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