
THE CORRELATION BETWEEN LISTENING STRATEGIES AND LISTENING ACHIEVEMENT OF SEVENTH GRADERS AT SMP TRI DHARMA PALEMBANG

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ABSTRACT: The purpose of this research was to find out (1) whether there was any significant correlation between listening strategies and listening achievement; (2) the most effective strategies being used by the students. The writers applied quantitative research method as design method. The results of the Pearson's Product Moment correlation test showed that the obtained correlation coefficient data r -obtained (0.403) was higher than r -table (0.329). The level of probability (p) (sig.2-tailed) was 0.013. It means that p (0.013) was lower than 0.05, there was a medium correlation between the students' listening strategies and listening achievement. It can be interpreted that the seventh-grade students realize that their listening strategies was very important and influential in the listening process. The researchers concluded that the use of strategy in listening was important, because the students can perform their listening activity better and well-structured if they applied strategy in their listening process. The strategy that commonly used by the students was metacognitive strategy. Those strategies are effective in helping students in their listening process. This study succeeded in investigating the correlation between listening strategies and listening comprehension and it impacts toward the seventh-grade students of SMP Tri Dharma Palembang in the academic year 2021/2022.

Keywords: *listening strategies, listening comprehension, correlation analysis*

HUBUNGAN STRATEGI MENDENGARKAN DENGAN PRESTASI MENDENGARKAN SISWA KELAS VII SMP TRI DHARMA PALEMBANG

ABSTRAK: Tujuan dari penelitian ini adalah untuk mengetahui (1) apakah terdapat korelasi yang signifikan antara strategi listening dengan listening achievement; (2) strategi yang paling efektif digunakan oleh siswa. Penulis menerapkan metode penelitian kuantitatif sebagai metode desain. Hasil uji Pearson Product Moment diperoleh r -obtained (0,403) lebih tinggi dari r -tabel (0,329). Tingkat probabilitas (p) (sig.2-tailed) adalah 0,013. Artinya p (0,013) lebih rendah dari .05, ada korelasi sedang antara strategi listening dan capaian menyimak. Dapat diartikan bahwa siswa kelas tujuh menyadari bahwa strategi mendengarkan mereka sangat penting dan berpengaruh dalam proses mendengarkan. Para peneliti menyimpulkan bahwa penggunaan strategi dalam mendengarkan adalah penting, karena siswa dapat melakukan aktivitas mendengarkan mereka dengan lebih baik dan terstruktur dengan baik jika mereka menerapkan strategi dalam proses mendengarkan mereka. Strategi yang biasa digunakan oleh siswa adalah strategi metakognitif. Strategi tersebut efektif dalam membantu siswa dalam proses mendengarkan mereka. Penelitian ini berhasil menginvestigasi korelasi antara strategi listening dan listening comprehension dan dampaknya terhadap siswa kelas tujuh SMP Tri Dharma Palembang in the academic year 2021/2022.

Kata kunci: *strategi mendengarkan, pemahaman mendengarkan, analisis korelasi*

INTRODUCTION

Listening has an important place in learning as it is one of the four major skills in language learning. Even though other skills such as reading, speaking, and writing are essential to developing language proficiency, listening contributes primarily to language expertise. The sound, rhythm, intonation, and stress of the language can only be perfectly adapted through listening. To understand the nuances in a particular language, someone must be able to listen. According to Bidadabi & Yamat (2011, p. 26), listening is an important skill that grows faster than speaking and has a significant impact on the development of reading and writing skills while learning a new language. (Yusmita & Angraini, 2017) stated that basically there are four language skill that every student needs to master in order to be able for communicate with other. They are reading, writing, listening, and speaking. (Bernanda & Setiawan, 2022) stated that we cannot speak, write, and understand what we read and listen without vocabulary. In conclusion, listening is helping us to understand the world around us and is one of the necessary parts in making successful communication. Listening is very important in language learning because it provides input for learners and it has also an important role in the development of learner's language knowledge.

For many students, listening was a difficult skill to improve because in listening students have to pay much attention, they have to concentrate and sometimes they feel asleep and confused. Listening also needs a quiet situation without any noise to do, listening in English will be hard to do (Faridah, 2014, p. 2). So, they must have listening strategies. Listening strategies refer to techniques that students take in their listening process to help their listening comprehension. These strategies which have been developed based on (O'Malley and Chamot 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 were employed by students to increase comprehension and second language retention, and include planning, monitoring, evaluating, and problem-solving; cognitive strategies were 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 were 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). Furthermore, (Gilakjani and Sabouri, 2016) suggested that teachers should encourage their students to develop listening strategies. The first step toward mastering the English language is to master listening comprehension (Liu, 2008). Meanwhile, Vahdany (2016, p. 385) defines world information is considered general knowledge, which includes topics such as economy, commerce, politics, the environment, and science, all of which may be relevant to listening activities. Long & Tanh (2016, p. 2) also state that listening is a vital component of adult foreign language learners' effective language performance, whether they are talking at school, work, or in the community. In conclusion, strategies help students a lot by paving the way for the communication process to be much easier. Thus, it makes learning not only enjoyable but also more effective.

Studies on listening strategies needed to be conducted widely, especially to find which strategies should be used to enhance language listening comprehension ability. Using the listening strategies to have a better understanding of the listening text is always insisted by educators (Moghdam, 2015, p. 311). In line with Rost (2001, p. 12) defines listening skills underlying listening have become more clearly defined," and "strategies contributing to effective a strategy listening are now more understood." Learners can increase their hearing comprehension by practicing perception of specific sounds, content words, and new word pronunciation, but practice alone is insufficient; they must also employ listening methods to improve their comprehension (Moghdam, 2015, p. 312). It means that without a strategy, students fail to achieve the goals of learning especially in listening.

In this study, the researcher interested in conducting research a correlational study to determine a significant relationship between listening strategies and listening comprehension achievement at seventh-grade students of SMP Tri Dharma Palembang and to find out the most effective strategies being used of the seventh-grade students of SMP Tri Dharma Palembang. Based on the personal conversation with one of the teachers she revealed were not yet familiar with listening to English. She also stated that students did not know about the strategies applied in the listening class, and the teacher also does not know how to use and applied the listening strategy. Besides, to present the materials in class, the teacher should create a fun atmosphere, conduct exciting activities, and used interesting teaching tools. The more the motivation, the more students want to enroll in the English class. As a result, the purpose of the teaching and learning process, which is to improve students listening abilities, will be met. The researcher also identified the problem came from the teacher in the teaching process. The problem was the teacher has never been applied the listening strategies in teaching listening. The researcher interested in knowing whether these listening strategies can affect the listening achievement because those many difficulties arise when practicing listening such as audio speed that is too fast, different contexts in daily life, meaningless words, and lack of strategy.

Thus, the problems of the study were formulated as follows: 1) Was there any correlation between listening strategies and students listening comprehension achievement of the seventh-grade students at SMP Tri Dharma Palembang? 2) What was the most effective strategies being used of the seventh-grade students at SMP Tri Dharma Palembang? And the objectives of the research were formulated as follows: 1) To find out whether there was any significant correlation between listening strategies and students listening comprehension achievement of seventh grade students at SMP Tri Dharma Palembang. 2) To find out whether there were the most effective strategies being used by of the Seventh-Grade students at SMP Tri Dharma Palembang.

Definition of Listening

Listening was the first skill and basic ability in learning a new language that beginners must earn. It was a receptive skill meaning that the language learning beginners receive a new word from what they have heard or listened to. Listening was one of the important skills in the foreign language learning process, Listening is a key acknowledged that English has been used all over the world. It means that English was a means of communication that was used internationally by people to

communicate. Listening, according to (Gilakjani and Sabouri, 2016, p. 124) is a process of receiving what the speaker says, making and showing meaning, negotiating and answering meaning with the speaker, and generating meaning through involvement, creativity, and empathy. Meanwhile, according to Brown (2004, p. 118), listening performance is the intangible, inaudible act of internalizing meaning from auditory data sent to the ear and brain. Furthermore, listening is the process of decoding auditory input by anyone who employs language. According to (Putra & Dianti, 2022) stated that Listening skill is one of language skills which is crucial to promote language users' communicative competences. In conclusion, Listening is the most important aspect of communication since it was essential for giving a substantive and meaningful response. Listening is especially important when learning a language for communicative purposes, as it aids in the acquisition of pronunciation, word stress, vocabulary, syntax, and comprehension of the message conveyed based solely on tone of voice, pitch, and accent; and this is only possible when we listen. Learning simply cannot improve without a proper understanding of the input. Furthermore, communication is impossible without the ability to listen.

Definition of Listening Comprehension

According to Mahaleh (2014, p. 255) listening comprehension is the most neglected skill in second language learning since it is the least valued of the four language abilities. In line with Ebadi & Oroji (2016, p.12) Because perception is the most crucial aspect of forming language, the importance of listening comprehension in language acquisition cannot be overstated. In conclusion, listening comprehension was an important language skill to develop, part of the communication skills such as the development of reading and writing, listening comprehension has multiple processes of comprehension in language when it is understood, interpreted, and spoken. The importance of recognizing the context in listening means that the person can relate what they hear to the real world in which they live as they can symbolically recognize concepts with language and link them together to understand what they hear and give it a meaningful meaning.

The phrase "listening comprehension" has several definitions. Knowing speech sounds, grasping the meaning of individual words, and comprehending the grammar of sentences are all examples of listening comprehension (Nadig, 2013. Pourhosien Gilakjani & Sabouri, 2016). Listening comprehension, according to (Hamouda, 2013) refers to the listener's ability to repeat the text even though the listener may repeat the sounds without genuine comprehension. In conclusion, listening was one of the most important skills in foreign language learning, and listening comprehension relates to the ability to understand text read aloud, according to some of the definitions above. Listening is defined as the act of receiving what the speaker says, constructing and representing meaning, negotiating meaning with the speaker, and generating meaning through participation, creativity, and empathy. Listeners must be able to decode messages, apply several methods and interactive processes to make sense of what is being said, and respond to what is being said in a variety of ways, depending on the communication's aim.

Definition of Listening Strategies

Listening methods in listening comprehension has been explored in order to benefit students a lot by preparing the way for the understanding process to be much easier" (Ebadi & Oroji, 2016, p. 12). Second language listening strategies can be defined as the ways in which listeners manage real-time interactions with a spoken text to achieve comprehension. In conclusion, applied such strategies effectively also involves the ability not only to perform mental processing but also to know what to do when one fails to comprehend a text.

Listening strategies can be classified into three main types: cognitive, metacognitive, affective, and social strategies. Cognitive listening strategies refer to all mental abilities and processes related to knowledge (Von Eckardt, 1995) Using language and social understanding to solve challenges, for example. Inferring, predicting, interpreting, storing, and recalling information, summarizing, translating, repeating, elaborating, resourcing, grouping, notetaking, substituting, and drawing visuals are all instances of cognitive performance. In conclusion, cognitive techniques were critical for listening comprehension because they assist learners in monitoring and controlling their mental processing, identifying comprehension breakdowns, and connecting world information to the topic they are listening to.

Metacognitive strategies refer to the ability to understand one's own method for learning and assimilating information, that was thinking about one's own mental processes in a learning context (Goh & Taib, 2006). These skills are important because they play the role of managing and supervising learners strategy use, and for planning, monitoring, and evaluating mental processes and for managing difficulties during listening. Such manipulation functions help learners define task objectives and propose strategies for handling them. They direct learners' attention to specific aspects of language input, such as discourse markers, content phrases, and main ideas. In conclusion, listening strategies as a specific step that is taken by the learner to make their studying easier, faster, more self-directed, more enjoyable, more effective and more transferable to conditions. Learning strategies assists the students in control of their own learning by developing language skills, enhancing their confidence and motivation in learning process.

METHODOLOGY

1. Research Design

In this research, the researcher used quantitative research. A correlational study with an explanatory design was utilized to determine the link between variables, as well as to explain and interpret the findings. The methodology and research settings were as follows: first, a questionnaire was used to identify students' listening strategies. Second, listening comprehension achievement would be assessed using a listening test. Based on the findings of the questionnaire and listening test, the correlation and most effective between two variables are examined using the Statistical Package for Social and Science (SPSS).

2. Population

A population was a collection of people who share a common trait (Creswell, 2012, p. 142). The population of this research was all seventh-grade students of SMP Tri Dharma Palembang. Then, the total of population in this research was 114 students.

3. Sample

The sample of the study was taken by using Purposive sampling methods. In Purposive sampling, the researcher chooses participants because determines the sampling by determining the special characteristics that were in accordance with the research objectives so that it was expected to be able to answer research problems and meet the supporting criteria. According to Creswell (2012, p. 206) in purposive sampling technique, the researcher deliberately selects individuals to understand the problem to be studied. In this research, the sample was which consisted of VII C (37) the students seventh-grade of SMP Tri Dharma Palembang.

4. Validity

Validity was the most crucial concept to consider while preparing or selecting an instrument for usage (Fraenkel et al, 2012, p. 147). Validity was the development of sound evidence to demonstrate that the test interpretation (of scores about the concept or construct that the test is assumed to measure) matches its proposed use. The validity test of the instrument in this research was used content validity test. Content validity which refers to the content and format of the instrument.

5. Reliability

According to Fraenkel et al, (2012, p. 154), reliability refers to the consistency of the scores obtained for each individual from one administration of an instrument to the next, as well as from one set of items to the next. The writer gave try-out to non-sample in the different class to see whether the results of the test are reliable, Then the scores were be calculated by using Cronbach's Alpha approach, which was implemented using SPSS, to determine the questionnaires internal consistency reliability. According to Johnson and Christensen (2012, p.340), when used to check reliability of score, the coefficient should be at least 0,70, preferably higher. Therefore, the questionnaire will be reliable if the coefficient is 0,70 or higher. Listening Strategy Use Questionnaire developed by Lee (1997) and Modified by Ho (2006) was ready made, and it was reliable, since the Cronbach Alpha score is 0,84. It was be categorized as high reliable.

6. Data Analyses

In analyzing the data, there were some analyses related to research problems in this research. The data analysis in this research were questionnaires analysis and listening test analysis Pearson Product Moment was utilized to find out the correlations between the listening comprehension achievement and the listening strategies.

FINDINGS AND DISCUSSION

1. Normality Test

The researcher must analyse the normality of the data before analysing the hypotheses. The goal of this analysis was to determine whether the study's data were normally distributed or not. By analysing the data significance, the researcher used the SPSS v.26 program to determine the data's normality.

Table 1. The Result of Normality Test

Normality Shapiro-Wilk		
	Statistic	Sig.
Listening Strategies	.944	.064
Listening Achievement	.958	.176

The normality test in this research used Shapiro-Wilk, if $p > 0.05$ the data are normal. If p is less than 0.05 the data are not normal. To determine the normality, Shapiro-Wilk was utilized (Ghozali, 2018, p. 111). Table 1. displays the results of the normality test. With coefficients of 0.064 for listening strategies and 0.176 for listening comprehension achievement showed that the data from each variable were all normal and suitable for data analysis.

Table 2. The Result of The Linearity Test

			Sum of Squares	df	Mean Square	F	.Sig
Listening Achievement* Listening Strategies	Between Groups	(Combined)	803.518	21	382.644	1.235	.343
		Linearity	2060.388	1	2060.388	6.648	.021
		Deviation from Linearity	5975.128	20	298.756	.964	.539
Within Groups			4648.917	15	309.928		
Total			12684.432	36			

The Linearity deviation was obtained in the linearity test. If the probability is greater than 0.05, the two variables are linear. According to Sugiyono and Susanto (2015:323) the linearity test was used to determine the relationship between the independent variable and the dependent variable was linear or not. Test linearity can be run through the Test of Linearity. The criteria that apply if the value of Sig. on linearity < 0.05 then there was a linear. The results show that the deviation from linearity between listening strategies and listening achievement is 0.539.

Table 3. The Result of The Correlation Analysis

		Listening Strategies	Listening Achievement
Listening Strategies	Pearson Correlation	1	.403*
	Sig. (2-tailed)		.013
	N		37
Listening Achievement	Pearson Correlation	.403*	1
	Sig. (2-tailed)	.013	
	N	37	

In this section, the researcher answered the first research topic. By analyzing the results of descriptive statistics for listening strategies and listening comprehension. Based on Pearson's Product Moment correlation coefficient, the results show that the correlation was positive. The obtained correlation coefficient or r (0.403) was higher than the r-table (0.329). In that case, the significance level of probability (p) (sig.2-tailed) was 0.013. It means that p (0.013) is less than 0.05. Based on the given results, it can be concluded that Ha was accepted and Ho was rejected. Therefore, there was a significant correlation between listening strategies and listening achievement.

Table 4. The Result of Mean of the Listening Strategy Used by Students

Cognitive Strategy	Metacognitive Strategy	Socio-Affective Strategy
68.35	72.70	64.21

Based on the table above, the highest mean of listening strategies used by students was Metacognitive Strategies, which is equal to 72.70. Thus, it can be concluded that the most effective strategy used by students was Metacognitive Strategies.

DISCUSSION

In this section, the researcher interpreted the results of research conducted at one of the schools in Palembang, especially SMP Tri Dharma Palembang. Before the researcher continue, that was explained about listening and its correlation with listening achievement. Listening is a skill for resolving problems. Poor listening can lead to misinterpretations, thus causing conflict or a dispute. Other causes can be excessive interruptions, inattention, hearing what you want to hear, mentally composing a response, and having a closed mind. Listening is one of the important skills that have to be mastered by the students, as it is also linked to memory. When listening, one is hearing what others are saying, and trying to understand what it means (Wrench, 2016). During a speech some background noises heard by listeners helped them recall some of the information by hearing it again. For example, when a person reads or does something else while listening to music, he or she can recall what that was when hearing the music again later (Michalek, Ash, & Schwartz, 2018). Listening strategies include verbal and nonverbal feedback, either in the form of indications of understanding, repetition or asking for clarification as well as socio-affective strategies, such as self-encouragement and metacognitive strategies. Listening achievement is both active and dynamic processes of attending, interpreting, perceiving, and responding to the expressed; verbal and nonverbal, needs, concerns and

information offered by other people. By having this achievement, students can understand others easily. When someone does not have good listening achievements, then that person would not understand what others are talking about.

In line with, Putri (2019) she assumed that the research was positive correlation between listening strategies and listening comprehension. In other words, the findings revealed a positive correlation between students' knowledge and use of listening comprehension strategies and their listening comprehension development. It was caused that listening strategy knowledge or awareness of listening comprehension strategies is correlated to facilitating listening comprehension. It can be concluded that when listeners have awareness about listening, they use listening comprehension strategies successfully and that result in their overall success in listening comprehension.

In this study, sampling was limited to one class, namely VII.C. The researcher has just conducted research on The Correlation Between Listening Strategies and Listening Achievement in this study. Based on the findings, it was a significant correlation between listening strategies and listening comprehension. Looking at the data, it was clear that the Pearson Product Moment correlations the obtained correlation coefficient or r (0.403) was higher than the r table (0.329). In that case, the significance level of probability (p) (sig.2-tail) was 0.013. It means that p (0.000) is less than 0.05, there was a medium significant correlation between listening strategies and listening achievement. In short, H_a was accepted and H_o was rejected. In addition, it can be interpreted that the seventh-grade students realize that their listening strategies are very important and influential in the listening process. According to Bidadabi (2011, p. 28), students usually use various strategies to understand the text they were listening to, including resourcing, note-taking, deduction, translation, inferencing, and elaboration. In addition, he said that to get high listening scores, students must collaborate, ask questions, and speak for themselves.

Based on the results, it was found that there was significant correlation between listening strategies and listening achievement. The writer assumed that metacognitive is the most effective strategy by the students. It happened because students use metacognitive skills such as planning, monitoring, evaluating, and problem-solving to improve understanding and second language memory. Students self-management, self-monitoring, and self-evaluation are further metacognitive processes in which the learner becomes aware of the effectiveness of their listening skills. It can be concluded that metacognitive strategies are management techniques employed by learners to have control over their learning through planning, monitoring, evaluating, and modifying and the last strategies by the students was socio affective. It happened because the social affective dimension of listening Strategy includes individual or group activities such as cooperation, restructuring, and clarification of meaning. The socio-affective strategy is the least strategy used by students, as a result of the knowledge of students about their learning is related to the feelings and behavior of their learning methods. Students, in their learnings, tend to use socio-affective and metacognitive. Based on the results that the writer found, the percentage of each strategies are: (1) metacognitive: 72.70%; (2) cognitive: 68.35%; and (3) socio-affective: 64.21%. In conclusion, amongst those three strategies, metacognitive strategy is the successful strategy, with the highest percentage (72.70%).

Moreover, the findings of this study were in agreement with Maria (2018). It is revealed that there was significant correlation between listening strategies and

students' achievement at 2nd semester students of accounting program Politeknik Sekayu. It was caused each cognitive strategy, metacognitive and socio affective gave dominant effect through listening achievement. The students have a range of listening tactics at their disposal. They add that it's important to note that the freshmen in this sample are capable of planning to use both top-down and bottom-up processing as well as metacognitive techniques like considering the learning process, creating learning strategies, focusing on the main ideas in the listening task, and focusing on the finer points in the listening task. The independent and dependent variables used in this investigation and the current study are the same.

Zhang (2012) also discovered that listening techniques have a beneficial effect on listening comprehension. Due to the treatment, students tended to employ listening techniques more frequently, which directly contributed to their improvements in task performance. It was clear why note-taking had the highest correlation coefficient of all the techniques because it was the simplest to implement. Inferencing, elaboration, and self-monitoring appeared to be the other key techniques that would improve listening skills. The pre- and post-test measurement difference for the comparison group was too minor to be counted, but it may still be interpreted as an improvement in the course study. The verbal report demonstrated that students' listening comprehension did benefit from strategy training.

Based on the explanation above, the researcher concluded that the used of strategy in listening is important. The students can perform their listening activity better and well-structured if they applied strategy in their listening process. Furthermore, the students can also learn how to improve themselves through used of appropriate strategy in the classroom. Generally, the strategy that commonly used by the students at SMP Tri Dharma Palembang was Metacognitive. To sum up, those the strategies was effective in helping the students in their listening process. Finally, this study succeeded in investigating the correlation between listening strategies and listening comprehension and its impacts toward the seventh-grade students of SMP Tri Dharma Palembang.

CONCLUSION

From the findings and discussion, some conclusions could be presented. First, it was the result of Pearson's Product Moment correlation coefficient, the results show that the correlation was positive. The obtained correlation coefficient or r (0.403) was higher than the r table (0.329). In that case, the significance level of probability (p) (sig.2-tailed) was 0.013. It means that p (0.000) is less than 0.05. Based on the given results, it can be concluded that H_a was accepted and H_o was rejected. Therefore, there was a medium correlation between listening strategies and listening achievement. In short, it can be interpreted that the seventh-grade students realize that their listening strategies was very important and influential in the listening process. Second, the most effective strategies were metacognitive strategies. This strategy was often used by the students to complete the listening comprehension exercise. The highest mean of listening strategies used by students was Metacognitive Strategies, which is equal to 72.70. Socio-affective and cognitive also have an effect in this study on students' listening skills, although they were only 64.21 and 68.35, respectively. Finally, why socio-affective is not very effective because students have a higher frequency in using listening strategies but do not necessarily have higher listening skills. The writer concluded that the use of strategy in

listening was important, because the students can perform their listening activity better and well-structured if they applied strategy in their listening process. Furthermore, the students can also learn how to improve themselves using appropriate strategy in the classroom. Generally, the strategy that commonly used by the students was metacognitive strategy. To sum up, those strategies are effective in helping students in their listening process. From the explanation above, it can be concluded that the correlation between listening strategies and listening achievement gave effective for seventh-grade students of SMP Tri Dharma Palembang in the academic year 2021/2022.

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