

## THE DIFFERENCE BETWEEN SUCCESSFUL AND UNSUCCESSFUL LEARNERS IN ENGLISH LISTENING'S LEARNING STRATEGIES

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**Abstrak:** Penelitian ini bertujuan untuk mengetahui (1) perbedaan antara siswa yang berhasil dan tidak berhasil, dalam penggunaan strategi kemampuan mendengarkan bahasa Inggris yang berbeda. (2) Strategi belajar yang paling efektif, dan (3) strategi belajar yang paling sering digunakan siswa dalam mendengarkan.

Penelitian ini merupakan studi kuantitatif. Sampel yang digunakan adalah siswa kelas XI SMA Negeri 14 Bandar Lampung. Independent t-test digunakan untuk menganalisis data kemampuan mendengar siswa dan strategi belajar dalam taraf signifikan 0.05.

Hasil penelitian ini menunjukkan (1) ada perbedaan yang signifikan antara siswa yang berhasil dan tidak berhasil dalam menggunakan strategi kognitif ( $p=0.02$ ) dan social strategi ( $p=0.02$ ) namun, tidak ada perbedaan yang signifikan antara siswa yang berhasil dan tidak berhasil dalam menggunakan metakognitif strategi ( $p=0.065$ ). (2) Strategi belajar paling efektif dalam kemampuan mendengarkan adalah strategi metakognitif. (3) Strategi sosial adalah yang paling sering digunakan siswa dalam kemampuan mendengarkan bahasa Inggris.

**Abstract:** This present study aimed to investigate (1) difference between successful and unsuccessful learners in using different learning strategies in English listening skill (2) The most effective learning strategy in students' listening skill, and (3) The most frequent learning strategy used by the students in listening.

This is a quantitative study. The samples of the study were the learners at the second grade of SMA Negeri 14 Bandar Lampung. *Independent t-test* was used to analyze the data at the significant level of 0.05.

The result showed that (1) there is significant difference between successful and unsuccessful learners in using cognitive ( $p=0.02$ ) and social ( $p=0.02$ ). There is no significant difference between successful and unsuccessful learners in using meta-cognitive ( $p=0.065$ ). (2) The most effective learning strategy in listening skill is meta-cognitive strategy. (3) Social strategy is the type of learning strategies mostly used by the students.

**Keywords :** learning strategy, listening skill, successful learners, unsuccessful learners.

## INTRODUCTION

English teaching has been conducted in every school in Indonesia. It starts from elementary school to university level as a compulsory subject. In order to come to the objectives of English learning effectively, various learning strategies are needed by the students. Since different student may use different learning strategies, they need to be aware of choosing appropriate and effective strategy in order to be able to successfully learn English and to easily face several tasks given. The success or failure in English learning is affected by the learning strategies used by students. As Rubin (1975:41) states:

The different success of second or foreign language suggests a need to examine in detail what strategies successful language learners employ. An indication is given of what these strategies might consist of and a list of several widely recognized good learner strategies are given. Teachers can improve their performance by paying more attention to learner strategies already seen as productive.

The statement stated above means that language learning strategies used are crucial aspect for learners in English learning because the success of learning a foreign language may depends on what and how learning strategy used by learners. The learners can develop their language skills in a better way if they have a capability in using a wide variety in language strategies. The more frequent students use a greater variety and number of learning strategies, the more proficient they would be. Thus, it is essential to know the strategies students have in language learning.

Specifically, language learning strategies play important roles in one of receptive skills i.e listening skill. According to Griffie (1986), listening can be considered as the first step in learning a language. The strategies employed by the students in comprehending the message in listening will determine how the students achieve the objectives. It is assumed that the students who use good strategies will be able to answer the listening test items and to comprehend the received message well. In other words, using an appropriate learning strategy might result in the success of study particularly in listening.

Based on the researcher's pre-observation, it was found that student has a very limited knowledge of learning strategy. Most of them had no idea of what learning strategy is and how can it be applied trough out their studies even though they are using it unconsciously. This assumption is in line with theory of Chamot et al that learning strategy is some classified habits of people's natural behavior in learning.

The researcher assumes that students' learning strategies can be one of the best approach in getting new information and knowledge in order to achieve the learning objectives. O' Malley and Chamot (1990: 1) in Brown (2005: 5) defines learning strategies as the special thoughts or behaviors that individuals use to help them comprehend, learn or retain new information. Supporting O' Malley and Chamot's definition, Bialystok's early definition (1978: 71) points out about learning strategies in the concept of second language. Learning strategies is

optimal means for exploiting available information to improve competence in a second language, while Oxford (2004) defines that learning strategies are specific behaviors or thought processes that students use to enhance their own L2 learning. These concepts imply that learning strategies can be used by the students to exploit more knowledge in language acquisition and to have better result in students' achievement.

By having appropriate language learning strategies, the researcher assumes that the students will be easier to get new information and to acquire the language. Besides, language learning strategies are also able to lead the students learning language independently. These statements are in line with Wenden (1987) who states that language learning strategies refers to language learning behaviors that learners actually engage in to learn and regulate the learning of second or foreign language. The research also pointed out that learner who uses learning strategies becomes more effective learner. Therefore the use of appropriate language learning strategies often results in improving proficiency or achievement overall or specific skills area (Rubin in Oxford 1990).

According to O'Malley, et al. (1985: 582-584) in Hismanoglu (2000), typical strategies are divided into three categories, i.e. meta-cognitive, cognitive, and social strategy. Meta-cognitive strategy is a term to express executive function, strategies which require *planning* for learning, *thinking* about the learning process as it is taking place, *monitoring* of one's production or comprehension, and *evaluating* learning after an activity is completed. Cognitive strategy is strategies which refer to the steps or operations used in learning or problem- solving that requires direct analysis, transformation, or synthesis of learning materials. Cognitive strategy are more limited to specific learning tasks and they involve more direct manipulation of the learning material itself, for instance repetition, resourcing, translation, grouping, note taking etc. The last is social strategy which is related to social-mediating activity and transacting with others. Cooperation and question for clarification are the main social strategies.

Based on the explanations and classifications of learning strategies above, it can be inferred that it is worth noting that the students have to be independent learners since they do not always need the teacher around to guide them. In order to reach that, the students are to have suitable strategies in their learning so that they can learn easier, faster, more enjoyable, more self-directed, and more effective in order to reach greater self-confidence, involvement, and proficiency. Besides, the researcher also concludes learning strategy as a term that refers to particular thoughts and attitudes used in the purpose of achieving learning goals independently.

Related to learning strategies, Peterson (2001) states that less successful listeners tend to rely primarily on either top-down or bottom-up processing and spend a great amount of conscious effort on perceptual activity (e.g., identifying boundaries, recognizing meaningful sound units) so little is left over for high-level operations (e.g., relating new information to information stored in long-term memory). In contrast, higher-proficiency listeners use both top-down and bottom-

up processes to understand oral input, which is also known as the use of meta-cognitive listening strategy.

Listening involves linguistic knowledge, background knowledge, and meaning construction. Rost (2011, p. 2) defines listening, in its broadest sense, as a process of receiving what the speaker actually says (receptive orientation); constructing and representing meaning (constructive orientation); negotiating meaning with the speaker and responding (collaborative orientation); and, creating meaning through involvement, imagination and empathy (transformative orientation).

This present study focuses on learning strategies used by successful and unsuccessful learners. Successful learners then can be defined as the learners who have good preparation before the class is started, a great curiosity on what is being learned, and they also achieve above average- grades. Meanwhile unsuccessful learners are often carelessly prepared, are forced to attend the class, and they earn low average grades. Therefore this research was conducted to analyze the students' behavior related to the Learning strategies of Listening skill and then defined their type into three category of learning strategies: 1.Meta-cognitive 2.Cognitive 3.Social ; thus analyze the difference of listening skills among successful and unsuccessful learners in using language learning strategies, and the use of their different learning strategies will characterize their achievement.

## **METHODS**

This research is quantitative by design. The writer used ex post facto design. In this research, the researcher used Independent t-test study, which is one of the kinds of ex-post facto design. The population of this research is the second grade of SMA Negeri 14 Bandar Lampung in academic year 2013/2014.

There are two instruments used in this present study namely Language Learning Strategies Questionnaire (LLSQ) (Setiyadi, 2009) in Listening and listening tests. The questionnaire consists of 20 items where each of them refers to cognitive strategies, meta-cognitive strategies, and social strategies. In this research, the researcher used *test retest* method by using *Pearson Product Moment formula* of SPSS 19 to measure the reliability of the listening test and Cronbach's Alpha to measure the reliability of the questionnaire.

In the data collecting, the researcher gave a listening test first in order to see the students' listening comprehension ability. Having done the listening test, the students were distributed the questionnaire in order to know the learning strategies employed by the language learners in listening comprehension and for grouping them. Then, the researcher grouped the learners again into successful and unsuccessful learners from their listening achievement and compared the mean among all variables.

## RESULT AND DISCUSSION

The hypothesis testing is needed in order to know the possible difference between successful and unsuccessful learners in using different strategies in English listening ability.

$H_0$  : There is no significant difference between successful and unsuccessful learners in using different strategies in English listening ability. We can accept this hypothesis if  $t_{\text{value}}$  is lower than  $t_{\text{table}}$ .

$H_1$  : There is a significant difference between successful and unsuccessful learners in using different strategies in English listening ability. We can accept this hypothesis if  $t_{\text{value}}$  was higher than  $t_{\text{table}}$ .

Criteria :

If  $t_{\text{value}} < t_{\text{table}}$ ,  $H_0$  is accepted,  $H_1$  is rejected

If  $t_{\text{value}} > t_{\text{table}}$ ,  $H_0$  is rejected,  $H_1$  is accepted

Based on the meta-cognitive table in appendix 9, it was resulted that t-value is 2,254 and its *two tailed significance* showed  $p > 0.05$  ( $p = 0.065$ ). Meanwhile, the t-table based on Hatch and Farhady book is 2.002. It means that the t-value is more than the t-table and showed that  $p > 0.05$ . Therefore, the researcher assumed that there is no significant difference between successful and unsuccessful learners in using meta-cognitive learning strategy in English listening comprehension ability.

Moreover, on the cognitive table shown, it can be seen that t value is 6,215 and its *two tailed significance* showed  $p < 0.05$  ( $p = 0.02$ ). Meanwhile, the t-table based on Hatch and Farhady book is 2.002. It means that the t-value is more than the t-table and  $p < 0.05$ . Therefore, the researcher assumed that there is significant difference between successful and unsuccessful learners in using cognitive learning strategies in English listening comprehension ability.

The last but not least, on the social table, it can be seen that t-value is 3,545 and its *two tailed significance* showed  $p < 0.05$  ( $p = 0.02$ ). It means that the t-value is more than the t-table and  $p < 0.05$ . Therefore, the researcher assumed that there is significant difference between successful and unsuccessful learners in using social learning strategies in English listening comprehension ability.

Based on the whole explanation above, the researcher comes to the final conclusion that there is no significant difference between successful and unsuccessful learners in using meta-cognitive learning strategy in English listening comprehension ability. Meanwhile, on cognitive and social learning strategies resulted that there is significant difference between successful and unsuccessful learners in using learning strategies in English listening comprehension ability.

In analyzing the result of the students learning strategies through the questionnaire, the researcher tried to find the most effective learning strategies used by the students in students' listening ability (see Appendix 9). Table 6 below shows the result of the most effective strategies.

**Table 6 The comparison of means between successful and unsuccessful learners**

Group Statistics					
	Group	N	Mean	Std. Deviation	Std. Error Mean
meta-cognitive	Successful	5	83,8000	5,35724	2,39583
	Unsuccessful	3	73,6667	7,50555	4,33333
Cognitive	Successful	4	74,0000	1,15470	,57735
	Unsuccessful	3	65,3333	2,51661	1,45297
Social	Successful	6	70,3333	3,01109	1,22927
	Unsuccessful	15	53,0667	11,60952	2,99757

Based on table 6 above, we can see the results of the three learning strategies in students' listening ability as follows.

The highest mean of students' listening score is achieved in meta-cognitive learning strategies, both in successful (83,8) and unsuccessful learners (73,67). It means that even though unsuccessful learners in meta-cognitive strategies are considered as a low group, they still have high value if compared to the other groups. Besides, it is stated also in the previous table (Table 6) that meta-cognitive is the only strategies that has no significant difference of the means between successful and unsuccessful learners. It means that meta-cognitive can be easily understood for both successful and unsuccessful learners. The listening achievements between two groups (High and Low) are both giving a satisfying result, with insignificance difference.

We can see in the table 6 above that the second highest mean of students' listening score is achieved in cognitive learning strategies in which the mean score of successful learners is 74.00 and the mean score of the unsuccessful learners who use cognitive strategy is 65.33. It means that even though unsuccessful learners in cognitive strategies are considered as a low group, they still have higher mean score than the students who use social strategies.

Furthermore, the result shows that the mean score of the students who use social strategies in English listening skill is low if compared to cognitive and meta-cognitive strategies. The result shows that the mean score of successful learners who use social strategy is 70.3 and the mean score of the unsuccessful learners who use social strategy is 53.07.

Based on the explanation discussed in the previous section, the researcher concludes that the most effective learning strategy is meta-cognitive strategy.

Besides investigating whether there is significant difference between successful and unsuccessful learners in using different learning strategies in English listening ability, this research also tried to find the type of learning strategies most frequently used by the students in English listening ability.

Based on the result of language learning strategies questionnaire ( Appendix 1) that was computed by using descriptive statistic frequencies analysis on SPSS 19, it was resulted as follow.

**Table 7 The Frequency of Learning Strategies Questionnaire**

Learning strategy		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Metacognitif	8	22,2	22,2	22,2
	Cognitif	7	19,4	19,4	41,7
	Social	19	52,8	52,8	94,4
	Cognitif and Social	2	5,6	5,6	100,0
	Total	36	100,0	100,0	

Source : Data tabulation 2014

Based on the table above, it can be seen that there are 8 students (22.2%) who use meta-cognitive strategy, 7 students (19,4%) use cognitive strategy, 19 students (52,8%) use social strategy, and 2 students (5,6%) use two types of learning strategies; cognitive and social strategies. Based on the table resulted above, it can be concluded that the type of language learning strategies most frequently used by the students is social strategy.

## CONCLUSION AND SUGGESTIONS

Based on the results of the research, it can be concluded that there is significant difference between successful and unsuccessful learners in using cognitive and social learning strategies in English listening comprehension ability. Yet, this study found that there is no significant difference between successful and unsuccessful learners in using meta-cognitive in English listening comprehension ability.

The most effective learning strategies can be used by the students in listening ability is meta-cognitive strategies. the listening achievements between two groups (High and Low) are both giving a satisfying result, with insignificance difference It can be seen from the highest mean of students' listening score is achieved in meta-cognitive learning strategies, both in successful (83,8) and unsuccessful learners (73,67).

Social strategy is the type of language learning strategies mostly used by the students in English listening ability. It can be evidenced by the mean result of three learning strategies namely meta-cognitive, cognitive, and social strategies. The present study showed that there are 8 students (22.2%) who use meta-cognitive strategy, 7 students (19,4%) use cognitive strategy, 19 students (52,8%) use social strategy, and 2 students (5,6%) use two types of learning strategies; cognitive and social strategies. Based on the table resulted above, it can be concluded that the type of language learning strategies most frequently used by the students is social strategy.

Ultimately, the researcher emphasizes that by finding out the relation between students' learning strategies and listening ability, it can help the teachers and students to be aware of language learning strategies they use. The finding on this study has implication for students, teachers, and educators in the context of language classroom. The teachers can help students to choose the best and appropriate strategy they can use in accomplishing English listening task.

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