JURNAL

THE CORRLATION BETWEEN COGNITIVE STRATEGIES AND STUDENTS' LISTENING COMPREHENSION OF THE ELEVENTH GRADE STUDENTSAT SMKN 1 KEDIRI IN ACADEMIC YEAR 2014/2015

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**THE CORRELATION BETWEEN COGNITIVE STRATEGIES AND STUDENTS'
LISTENING COMPREHENSION OF THE ELEVENTH GRADE STUDENTS AT SMKN
1 KEDIRI IN ACADEMIC YEAR 2014 / 2015**

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ABSTRACT

In University, listening stands as one of the important skills that has to be mastered. Therefore, listening is undoubtedly a difficult subject for second language learners. They must have learning strategy, especially cognitive strategy to solve their difficulties in listening. But most of them have not realized what learning strategies they are used in the learning process of listening. This research is conducted and aimed to know the cognitive strategies often used by eleventh grade students, to know the student's Listening Comprehension of the eleventh grade students, to know whether there is a significant correlation between cognitive strategies and listening comprehension in eleventh grade students of SMK Negeri 1 Kediri in academic year 2014/2015. The research design that is applied in this research is quantitative and the approach of this research is correlation quantitative research. The sample of this research is the XI TITL 1 class in eleventh grade students of SMK N 1 Kediri consisting of 31 students. To get the data, the writer used questionnaire to know how far students use cognitive strategy, and listening test is used to know the students' listening ability. The result showed that the students' listening comprehension in SMK N 1 Kediri is poor. It can be concluded that the use of cognitive strategies has no effect to the listening comprehension of the eleventh grade students in SMK N 1 Kediri. It is also supported by the result of the data analysis in this research that the score of *rxy* is lower than *rxy*-table in significant 1% and 5%. In other words, there is no significant correlation between students' cognitive strategy and students' listening comprehension.

Keywords: Correlation, Cognitive Strategies and Listening Comprehension.

I. INTRODUCTION

In academic field, students need listening since listening is also one of skills taught in all grades of schools. Students are asked to listen some audio in their classroom. Most of them use English.

The ability to understand and get information from those English audio is the key to students' success in learning. Students can be stated successful if they have good listening comprehension.

Another example is that listening also becomes one of skills taught in SMK or vocational high school. This activity has the purpose to support their competence as Standar Isi SMK/MAK (2006: 111) states, "Learning Language is very important for SMK students because it can foster the students understanding language in form of oral and written way to support their competence". For example, in Electricity Department has some procedure or steps that have to be attended by the students. Like when the students operate the machine, the students must have listening comprehension to get information itself. Sometimes the instruction itself also uses English instruction. By this way, listening especially listening second language is very useful for SMK students to enhance their competence based on the department.

On the other hand, listening is a part of task in examination. Moreover, listened test like national examination is a must for students. Besides, there is also TOEIC or Test of english for International Communication which aims to measure SMK students' proficiency based on their department. The result of this test can be used to apply for a job in several companies which use the result of TOEIC as one of their requirement. In TOEIC also requires their listening comprehension. If they have good listening comprehension of course they will be easy to answer all questions deaing with the text.

In this case, students of SMK Negeri l Kediri especially the eleventh grade still find that listening English text is difficult. It can be proved when they are given some recording English texts; they tend to find the meaning word-by-word to know what is the recording about. The students believe that the topic of the recording lies within the heard. Others problems faced by students of SMK Negeri 1 Kediri in listening English audio is getting difficulties in finding main idea, general information, and the specific information in the text. Those examples show that the students do not apply listening strategies when they are listening. It caused them tend to have meaning centered to overcome their problem in listening. They do not use the alternative ways to understand the text. They may use some listening strategies but they do not realize

about it. However, using some listening strategies are very useful to get successful on listening. If someone does not apply listening strategies, automatically they will be difficult to catch the meaning of the text. It means that listening comprehension requires strategy and skills.

Actually, there are two major learning strategies. The first is direct learning strategies and the second is indirect learning strategies. In this case, the writer wants to choose direct learning strategies in this research. There are many kinds of direct learning strategies. One of them is cognitive strategies. Based on Hui- Fang Shang in Winstead (2010:21),

These strategies are important to be applied in classroom activities since the material is simple memory task like recalling information, word or list.

Concerning with the problems faced by students of SMK Negeri I Kediri above, cognitive strategies suggested to be applied in classroom. This strategy is identify as important strategy related to academic performance in the classroom because it can be applied to understand a piece of text like hinting the topic, main idea, general information, and specific information. Another good thing in those cognitive strategies trained the students of the eleventh grade to prepare themselves to face some kinds of written text and to continue is higher academic studies.

Based on the listening problems in SMK or Vocational 1 High School that still very difficult to be mastered, listening perception in SMK Negeri 1 Kediri that centered by translate word by word, and the lack of use listening strategies. By focusing this, the writer conducted a study to investigate the relationship between cognitive strategies and listening comprehension of students, entitled **"The Correlation between Cognitive Strategies and Students' Listening Comprehension of The Eleventh Grade at SMK Negeri 1 Kediri in Academic Year 2014/ 2015".**

II. RESEARCH METHOD

In this research, the writer uses the quantitative research and the approach of this research is correlation research design. According to Creswell (2003:18):

A quantitative is one in which the investigator primarily uses post positivist claims tor developing knowledge (i.e., cause and effect thinking, reduction to specific variables and hypotheses and questions, use of measurement and observation, and the test of theories), employs strategies of inquiry such as experiments and surveys, and collects data on predetermined instruments that yield statistical data.

From the statement this research need statistic formula to analyze the data. Since it is done to get the accurate data, it can be calculated and also to prove the research hypothesis. In addition, the data that will

be collected is in the form of number and proved using statistical formula. As being stated by Vanderstoep and Johnston (2009:38) that "A correlation is statistical measure of association between two variables". That is why the writer wants to find out whether or not there is significant correlation between cognitive strategies and students' listening comprehension.

In collecting the data the writer will use listening test and questionnaire. In listening test section, the writer played the audio three times. In listening test has 4 parts that taken by the writer. Pictures part consists of 10 numbers, short talk part is 8 numbers, short conversation part, and long conversation part In pictures part, the writer give 10 questions that must identified by students. In short talk part, the writer gives 8 questions. In that part students have to find the true or correct answer from the questions. In part in there is short conversation part and has 6 questions. In last section there is long conversation part and has 6 questions. The total of the listening test is 30 questions. The writer distributes listening test to class 11 TITL 1 and asks them to answer the questions within 60 minutes. The aim of this activity was to seek the score of listening comprehension and to know how for the ability of students in listening. After the students do the listening test, the writer ask them to collect the all of listening test and answer sheets in teacher's table.

Second, the students are asked to answer the questionnaire about cognitive strategies. This questionnaire is taken from book that arranged by Rebbeca L. Oxfon. In this section, the writer gives 30 minutes to do the questionnaire. In this questionnaire have 16 questions. In line with listening test, the purpose of giving some cognitive strategies is in listening or not. Finally, the writer asks the students to submit the questionnaire and that is the time for the writer to analyse the correlation between cognitive strategies and students' listening comprehension.

1. **Measuring the Validity and Reliability of the Questionnaire**

Validity of the questionnaire is determined by the indicators which develop it. In this research, the validity of questionnaire is determined by the indicators related to cognitive strategies. Besides, the writer also measures the reliability of the questionnaire by using the following formulas:

$$b = \frac{\sum x^2 - \frac{(\sum x)^2}{N}}{N}$$

After getting the result of the reliability of the questionnaire, it is compared with the score of r product moment table. If the questionnaire score is higher than the table score, the questionnaire is reliable.

2. Measuring the Validity and Reliability of the Listening Test

For the sake of proving the hypothesis, the Listening test uses as instrument must be valid and reliable. The listening test which is used in this research was taken from TOEIC for listening comprehension section. TOEIC test is a valid standardized test so that it don't need to be measured about the validity or reliability of listening test.

3. Measuring the Correlation between Cognitive strategies and Students' Listening Comprehension.

The correlation between cognitive strategies and students' listening comprehension can be analyzed through two steps. First, analyzing the data to get the score or number that describe how far the correlation between two variables. The next step is comparing that score to the score in the table. The explanations are showed as follows:

After getting the result score of the questionnaire and the listening test, the data are statistically calculated by using the formula of Pearson Product Moment Arikunto, (2006: 275):

$$r_{xy} = \frac{\sum xy - \frac{[\sum x][\sum y]}{N}}{\sqrt{[\sum x^2 - \frac{\sum x^2}{N}][\sum y^2 - \frac{\sum y^2}{N}]}}$$
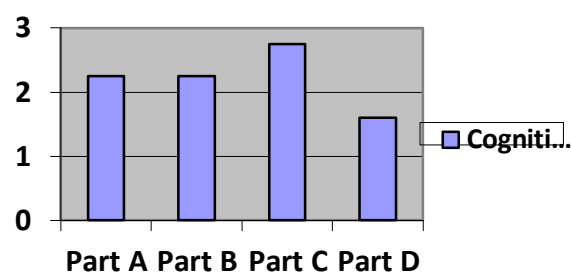
III. RESULT AND DISCUSSION

A. Results

1. The Data Analysis of Students' Cognitive Strategies

In finding the result, the researcher has to measures the students' cognitive strategy.

The result of questionnaire can be seen in the table 4.2 (see in appendix) and shown in the diagram 4.1 as follows:

The diagram above shows the students' cognitive strategy score. In part A, it shows the frequency of the students in using practicing. The score is placed in the average of 2,31. As stated in the previous chapter, that score 2,31 shows that the students often use the cognitive strategy. In part B, it shows the frequency of the students in receiving and sending message strategy. The students9 score in this strategy is in the average of 232. It means that the students often use this strategy. Same with part A and B, the score in part C show that the students often use the strategy because its stand in the average of 2,09. In part D, the students' score is in the average of 1,6. It means that the students rarely creating structure for input and output.

According to the calculation above it can be concluded that most of the students

often use cognitive strategies and one of the cognitive strategies that is almost always used by the most of the eleventh grade students of SMKN 1 Kediri is analyzing and reasoning strategy.

2. The Data Analysis of Students' Listening Comprehension

Besides measuring the students' cognitive strategy, the researcher also measures the students' listening comprehension. In measuring the students' listening comprehension, the researcher gives listening test to the students.

From the calculation above it can be presented in the diagram 4.2 below:
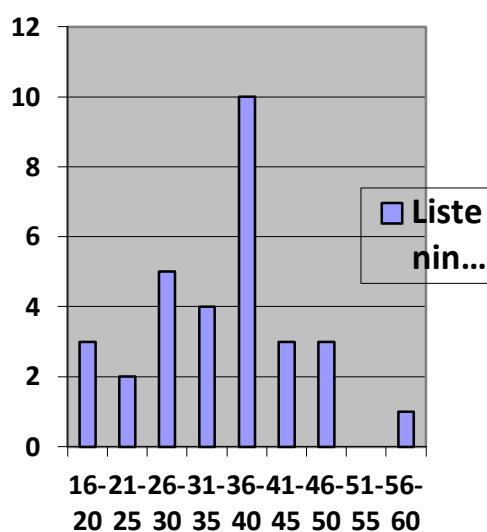
From the diagram of frequency above, it can be seen that there are 3 students who get score 16-20, 2 students who get 21-25, 5 students who get 26-30. 4 students who get 31-35, 10 students who get 36-40.3 students who get 41-45, 3 students who got 46-50, 0 students who get

51-55 and 1 student who gel 56-60. From the result above, it can be concluded that the mean score of the students' listening comprehension is:

$$M = \frac{fX}{f}$$

$$M = \frac{1083}{31} = 34,9$$

The total score of students' listening comprehension is 1083 and the total sample is 31. The mean of the students' listening comprehension can be counted from the total score is divided by the number of sample. As a result the mean of the students' listening comprehension is 34, 9. In other word, the listening comprehension of the eleventh grade students' of SMKN 1 Kediri is bad enough.

3. The Correlation between Students' Cognitive Strategy and the Students' Listening Comprehension

In this part, the researcher shows the correlation score of the students' cognitive strategy and students' listening comprehension. it is clear that one of the purposes of ths research is to know whether there is a significant correlation between cognitve strategy and students' listening comprehension or not in the SMKN 1 Kediri academic year 2014/ 2015 so the score of r_{xy} must be compared with the score of r_{xy} – table. It shows the comparison between the score of r_{xy} and

r_{xy}-table. As a result, the score of r_{xy} is higher than r_{xy}-table in the significant 1% and 5%. It means that alternative hypothesis (Ha) is rejected and the null hypothesis (Ho) is accepted. So, it can be concluded that there is no signifiant correlation between cognitive strategy and lstening comprehension of the eleventh grade students of SMKN 1 Kediri academic year 2014/ 2015.

B. Discussion

The data analysis above shows that the score of r_{xy} ís lower than r_{xy}-table in significant 1 % and 5%. In other words, there is no significant correlation between students' cognitive strategy and students' listening comprehension. Oxford (1990:8) argues that "the term of learning strategies are specific action taken by learner to make learning easier, faster, more enjoyable, more self-directed, more effective. It means that learning strategies is aimed to help the learner's learning process by make it easier, faster, more enjoyable, more self-directed, more effective. Then Hesabi (2012) says:

... listening comprehension is a passive activity, but contrarily, it is an "active process" because the listeners most recognize the differences among sounds, understand vocabularies and the grammatical grooves, get the meaning of language input and other prosodic proof from the text, aad dry must save the

information gathered long enough tn their send to interpret the context in which the communication take place.

From the statement above, it can be said that listening comprehension is complex process where the listener has to understand the whole meaning of the speaker says.

From the statements that stated by Oxford about learning strategy and Hesaby about listening comprehension, the writer has assumed that learning strategy may help students to improve their listening comprehension.

Furthermore, Akhar Hesabi (2012) with his study title is Cognitive, Metacognitive, and Social/Affective Strategics in Listening Comprehension and Their Relationships with Individual Differences found that there is significant relationship between learning strategy and students' listening comprehension. But, from the result of the researched that has been conducted by the researcher, there is no correlation between learning strategy and students' listening comprehension of SMKN 1 Kediri.

From the questionnaire that has been given by researcher to the students, the researcher concludes that students of SMKN 1 Kediri does not use cognitive learning strategy, beside, their listening test scores are not rearranged. After the researcher count their learning strategies'

score and listening comprehension's score by product moment formula and compare it with product moment-table, the researcher found that there is no correlation between students' learning strategy and their listening comprehension either in significant level of 1% or 5%.

Finally, it can be conclude that there is no correlation between students' listening comprehension and cognitive strategy of the eleventh grade at SMKN 1 Kediri in academic year 2013/2014

IV. Conclusion

In the previous chapter, it is clear that in the second language learning especially for English learners, listening s the important skill that must be mastered. And learning strategies are important for the students to make their learning easier, faster, more enjoyable, and more effective. One of the learning strategies that is used by students in learning listening is conitive strategies. The concept of cognitive strategy in involving students' actively participate to mastered listening skill. There are some styles or ways of cognitive strategies that may be properly with student' ability and want such as practicing, receiving and sending message, analyzing and reasoning, and creatng structure for input or output.

From the data that has been analyzed by the researcher, it shows that there is no

correlation between cognitive strategies and students' listening comprehenson at eleventh grade students of SMKN 1 Kediri. The result of the rxy score is 0,19 and the rxy- table is 0,355 (in significant 5%) or 0,456 (in significant 1%). In other words, the rxy score is lower than the rxy-table. Based from that result, the writer concludes that there is no correlation between cognitive strategy and students' listening comprehension.

So, according to the statements, the iter will give some suggestions as follows:

In this part, the writer gives suggestion for the English teacher. The first suggestion is the teacher should help students identify the strategies they are using and to develop their cognitiveawareness of the relationship between their own mental processes and effective learning. The teacher should explain the importance of cognitivestrategies in relation to listening comprehension.

Second suggestion, the teacher should teach the students how to apply cognitive strategies in learning listening because by guiding them in applying cognitive strategies, the students understand what proper strategies must be used in their learning.

The last, the teacher should give the students an opportunity to practice the learning strategies and to evaluate their

own success in using learning strategies. The activities are used to develop the students' self-evaluation.

Beside the teacher, the writer also gives suggestion to the students. First, the students should be aware of the benefits of the learning strategies and use the appropriate learning strategies, especially cognitivestrategies.

After knowing the benefits, it is better if the students apply the cognitive strategies to increase their English especially in listening comprehension.

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