CHAPTER IV

FINDING AND DISCUSSION

A. Finding

In this finding, the writer presents and describes the result of the on-field research that has been done in the English Department of IAIN Antasari Banjarmasin. The data are about the student's learning strategy in listening and listening comprehension ability.

The data of the research were obtained by distributing questionnaires and conducting listening test. To cover the respondents, the writer conducted the test five times which lasted 50-60 minutes each test.

After the writer conducts a research to investigate the correlation between students' learning strategy and students' listening comprehension ability, the data that have been obtained are classified based on the problem statements. Before being analyzed, the data are presented in the description as follows:

1. Students' Learning Strategy

These data about students' learning strategies were obtained by distributing questionnaires to the subject of the research. The questionnaires adapted from *Language Strategy Use Survey*developed by Andrew D. Cohen & Rebecca L. Oxford. The questionnaire consists of twenty six points of leaning strategies in listening.

To detect how students' strategies in listening class in fourth semester of English department based on the result of questionnaire, it can be seen in this table:

Table 4.1. Students' Strategy in listening

Strategy	**F**
Memory	3
Cognitive	4
Compensation	15
Metacognitive	3
Social	25
	Total: 50 Students

The table above reveals that the students' strategies in learning listening on the categories are 3 students use memory strategy, 4 students use cognitive strategy, 15 students use compensation strategy, 3 students use metacognitive strategy, and 25 students use social strategy.

Based on the result of the questionnaire above, it can be seen that the strategy mostly used by students were social strategy.It is as the higher frequency from 50 students is 25 students used social strategy.

2. Students' Listening Test

Before find out the correlation between learning strategies used by students and their listening comprehension ability, the first step is categorize the students' listening comprehension ability into three categories, namely good, fair, and poor.

The data about of students' listening were obtained by conducting listening test. The listening test material was adapted from TOEFL book *Bank SoaldanSimulasi*(Yusdi, 2012, p. 109-113)**.**The test consists of fifty questions. Based on the result of the research, the writer found that the highest score for listening test is 80, and the lowest score is 40 the accumulated result is 2866. The test results are shown in the following table:

Table 4.2. The Result of Students' Listening TOEFL Test

Subject Number	**S R N**	**Score**
1	1301240774	54
2	1301240751	68
3	1301240800	58
4	1301240863	80
5	1301240806	68
6	1301240764	58
7	1301240758	68
8	1301240821	72
9	1301240784	76
10	1301240915	58
11	1301240844	54
12	1301240817	56
13	1301240888	52
14	1301240742	56
15	1301240796	58
16	1301240818	54
17	1301240808	58
18	1301240771	60
19	1301240759	52
20	1301240852	54
21	1301240747	54
22	1301240879	54
23	1301240920	68
24	1301240897	60
25	1301240826	70
26	1301240793	60
27	1301240843	60
28	1301240862	64
29	1301240876	56

The Continuing Table of Result of Students' Listening TOEFL Test

Subject Number	**S R N**	**Score**
30	1301240870	62
31	1301240910	48
32	1301240840	54
33	1301240788	56
34	1301240743	56
35	1301240881	52
36	1301240736	40
37	1301240777	48
38	1301240850	50
39	1301240819	52
40	1301240911	56
41	1301240759	48
42	1301240873	48
43	1301240922	52
44	1301240871	58
45	1301240907	60
46	1301240909	52
47	1301240795	56
48	1301240779	50
49	1301240857	52
50	1301240814	50
	N=50	**ΣX = 2866**

To know the students' English listening comprehension skill, the writer classifies the data into three categories namely poor, fair, and good. The classification of the categories are seen in the following table:

Table 4.3. Frequency Distribution of the Students Test Result and the Classification

No	Score	Frequency	Percentage	Category
1	40 - 54	22	44 %	Poor
2	55 - 68	24	48 %	Fair

Continuing table of Frequency Distribution of the Students Test Result and the Classification

3	69 - 80	4	8 %	Good
	Total	50 students	100 %	

The table above shows that the students' English listening skill based on the categories are 22 students are in poor category (44%), 24 students are in fair category (48%), and 4 students are in good category (8%).

To know the students' English listening comprehension skill generally, the writer applies "mean" statistical formula below.

$$M=\frac{\Sigma X}{N}$$

$$M=\frac{2866}{50}$$

$$M=45{,}72$$

Based on the result of the applied formula above, the total score 2866 of 50 students, and the mean score is 45,72. The mean score 45,72 shows that the students listening comprehension level is poor category.

3. Correlation between Learning Strategies used by the Students on the Fourth Semester of English Department IAIN Antasari Banjarmasin and Their Listening Comprehension Ability

After find out the result of students' listening strategy and listening test, the next step is correlating the finding of kinds of learning strategy

used by students and students' listening comprehension ability. The result can be seen in the table below.

Table 4.4.Table of correlation between learning strategies and listening comprehension.

Listening Comprehension	Strategy					
	Me	Cog	Comp	Meta	Soc	
Good	0	0	1	1	3	5
Fair	2	2	9	1	9	23
Poor	1	2	5	1	13	22
	3	4	15	3	25	50=N

Note:

Me = Memory

Cog = Cognitive

Comp = Compensation

Meta = Metacognitive

Soc = Social

To know whether there is a correlation between students' learning strategies and their listening comprehension or not, the data must be calculated with the contingency coefficient formula. Before using the formula, initially, it must be found the value of X^2 (Chi square) with the formula:

$$X^2 = \Sigma \frac{(f_o - f_h)^2}{f_h}$$

Where:

X^2 = chi square

f_o = obtained frequency

f_h = expected frequency

To find the value of chi square, the calculation is showed in the following table.

Table 4.5. Worktable to calculate Chi Square (X^2)

Cell	$\mathbf{f_o}$	$\mathbf{f_h}$	$(\mathbf{f_o - f_h})$	$(\mathbf{f_o - f_h})^2$	$\frac{(\mathbf{f_o - f_h})^2}{\mathbf{f_h}}$
1	0	$\frac{3\ x\ 5}{50} = 0{,}3$	-0,3	0,09	0,30
2	0	$\frac{4\ x\ 5}{50} = 0{,}4$	-0,4	0,16	0,40
3	1	$\frac{15\ x\ 5}{50} = 0{,}5$	-0,5	0,25	0,17
4	1	$\frac{3\ x\ 5}{50} = 0{,}3$	0,7	0,49	1,63
5	3	$\frac{25\ x\ 5}{50} = 2{,}5$	0,5	0,25	0,10
6	2	$\frac{3\ x\ 23}{50} = 1{,}38$	0,62	0,38	0,28
7	2	$\frac{4\ x\ 23}{50} = 1{,}84$	0,16	0,03	0,01
8	9	$\frac{15\ x\ 23}{50} = 2{,}1$	2,1	4,41	0,64
9	1	$\frac{3\ x\ 23}{50} = 1{,}38$	-0,38	0,14	0,10
10	9	$\frac{25\ x\ 23}{50} = 11{,}5$	-2,5	6,25	0,54
11	1	$\frac{3\ x\ 22}{50} = 0{,}32$	-0,32	0,10	0,08

The Continuing Worktable to calculate Chi Square (X^2)

12	2	$\frac{4\ x\ 22}{50} = 0{,}24$	0,24	0,06	0,03
13	5	$\frac{15\ x\ 22}{50} = 6{,}6$	-1,6	2,56	0,39
14	1	$\frac{3\ x\ 22}{50} = 1{,}32$	-0,32	0,10	0,08
15	13	$\frac{25\ x\ 22}{50} = 11$	2	4,00	0,36
	N=50		$\Sigma(f_o - f_h) = 0$		$\Sigma \frac{(f_o - f_h)^2}{f_h} = 5{,}12$

Based on the computation in the table above, it is found that the value of Chi Square is 5,12.

Afterwards, the value of Chi Square is used to calculate the data with Contingency Coefficient Correlation formula as follows:

$$CC = \sqrt{\frac{x^2}{x^2 + N}}$$

$x^2 = 5{,}12$ and $N = 50$

$$CC = \sqrt{\frac{5{,}12}{5{,}12 + 50}}$$

$$= \sqrt{\frac{5{,}12}{5{,}12 + 50}}$$

$$= \sqrt{\frac{5,12}{55,12}}$$

$$= \sqrt{0,093}$$

$$= 0,305$$

Based on the calculation above, it is obtained the value of Coefficient Contingency is 0,305.

To interpret the value of Contingency Coefficient Correlation, the result must be changed to Phi value in the computation as follows.

$$P_{hi} = \frac{CC}{\sqrt{1 - CC^2}}$$

$$P_{hi} = \frac{0,305}{\sqrt{1 - 0,305^2}}$$

$$= \frac{0,305}{\sqrt{1 - 0,093}}$$

$$= \frac{0,305}{\sqrt{0,907}}$$

$$= \frac{0,305}{0,952}$$

$$= 0,320$$

Therefore, it is known that the Phi value of the calculation above is 0,320.

B. Discussion

After all obtained data are presented, they are also needed to be analyzed. To analyze the data, the writer divides the description based on the problem statements which are stated on the chapter 1.

1. Kind of Strategies Mostly used by Student in Listening

From the result of questionnaire that have been discussed, the higher frequency of strategy used by student is social strategy. It is indicated by50% audiences use social strategy. The students who use social strategy are the active students. They interact to the speaker. When they have problem in listening classthey make clarification to the speaker. It is related to the theory stated by Richards that social strategies refer to actions take to interact with users of the language. (Richards, 2005. p.65). In line withHelgesen et al. (2003) identifies as strategy that are used by successful listener stems mainly from Rost (2002) who argue that "efficient learners ask questions"

2. Students' Listening Comprehension Ability

Based on the test, the test is listening TOEFL Test consist of 50 questions. From the mean score that have been calculated in the findings, it is found that the students' listening comprehension ability is in poor category with average 45,72. However, mostly students can't get high score from the test.

Based on the result of listening test above the writer aware that students who have listening TOEFL test in this research is the students in

fourth semester that have been intermediate listening subject. Therefore, it is influence to their listening ability.

4. Correlation between Learning Strategies used by the Students on the Fourth Semester of English Department IAIN Antasari Banjarmasin and Their Listening Comprehension Ability

Based on the result above, the Phi value that has been obtained is consulted with the critical value table of r Product Moment. In this research, the number of subjects is 50. By looking at the critical value table of r Product Moment, it is obtained the r value in 5% fault significant is 0,279 and in 1% fault significant is 0,361. Because the Phi value in this research is 0,320 higher than r value in 5% fault significant. That means there is a correlation between students' learning strategies and students' listening comprehension ability.