

## The Correlation between Self-Regulation Learning and Listening Comprehension of the Eleventh Grade Students

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### Abstract

This research aimed to describe the correlation between self-regulation and listening comprehension. The method which was used in this research was correlational research. The population of the research was the eleventh grade students of *SMA Muhammadiyah 2 Palembang*. There were 105 students from four classes as the population in this research. The sample was taken by using a total sampling which consists of 99 students. Furthermore, there were two variables in this research. The first one was self-regulation (variable X) and the second one was listening comprehension (variable Y). The self-regulation score was taken from the MSLQ questionnaire whereas the student' comprehension in listening was taken from TOEFL Junior descriptive statistics for the MSLQ and listening comprehension. Based on Pearson Product Moment Correlation Coefficient, the result indicated that the pattern of correlation between self-regulation and listening comprehension was negative. The correlation coefficient or the  $r$ -obtained (.300) was higher than  $r$ -table (.0.1663). Then, the level of probability ( $p$ ) significance (sig.2-tailed) was .003. It means that  $p$  (0.03) was lower than .05. Thus, there was a significant correlation between the self-regulation and listening comprehension.

**Keywords:** listening comprehension, self-regulation

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### Introduction

It has been acknowledged that English has been already become an international language. It means that English is a means of communication that is used internationally by people to communicate with others to transfer ideas, thoughts, feelings, attitudes, or messages (Abrar et al., 2018; Erlina et al., 2019; Habibi et al., 2019; Makmur, Mukminin, Ismiyanti, & Verawati, 2016; Marzulina et al., 2019). One of the essential skills is listening (Maimunah et al., 2019). Listening becomes one of important parts in language acquisition. Renukadevi (2014) claims listening has an important place in learning as it is one of the four major skills in language acquisition. According to Gilakjani and Ahmadi (2011), listening plays a significant role in daily communication and educational process. Bozorgian (2012) states listening skill occupies almost 50% of our daily communications. In addition, Tyagi (2013) states that listening is a skill of Language. It requires a desire to understand another human being, an attitude of respect and acceptance, and a willingness to open one's mind to try and see things from another's point of view. It requires a high level of concentration and energy. Listening plays an important role in language teaching. It means that teaching listening becomes an important task for English teachers to conduct. According to Richard (2008), university entrance exams, school exams, and other examinations often include listening component. It indicates that listening skill is one of

main components of second language proficiency, and also reflects that if listening is not tested, teachers will not teach it.

The ability to listen is the most essential skill to ensure a student's success at school in an EFL context. For many students, listening is a difficult skill to improve because in listening, students have to pay much attention, they have to concentrate, and sometimes they feel asleep. It also needs a quiet situation without any noise to do because when there are a lot of noise, listening in English will be hard to do (Faridah, 2014). Malkawi (2010) mentions that there are three listening problem that senior high school students usually face in listening comprehension. 1) Speech speed; 2) limited knowledge of vocabulary and structure of sentences; 3) limited knowledge of topic in question. According to Tyagi (2013), there are some common mistakes which are made by an individual while listening. He describes mistakes as follows; 1) interrupting the speaker; 2) completing the speakers sentences in advance; 3) habit of topping another person's story with your own is demeaning and relegates the speaker's story to something less important; 4) dominating conversations – a person who dominates conversations probably commits all of the above mistakes and is not listening at all. Furthermore, Hamouda (2013) confirms that EFL learners have serious problems in English listening comprehension due to the fact that teachers pay more attention to English grammar, reading, and vocabulary. He also claims that students seem to learn listening, not listening comprehension. Students usually listen to a text, respond to questions, and check their answers. Self-regulation is important for students to improve their motivation in learning. It is supported by Mehdi, Mansoor, and Azzizolah (2014) explained that a self-regulatory approach can also be beneficial to students particularly in the form of improved motivation and better management of their learning.

Self-regulation has become a relatively well-researched area in the field of psychology, pedagogy, social cognitive theory and adjacent disciplines. In addition, Bembenutty (2015) declares that self-regulated learners engage in actions, thoughts, and behaviors in order to pursue determined tasks. They do so by identifying goals and strategies and by monitoring and evaluating them. In learning process, the students can be use metacognitive knowledge for successful listening comprehension and it can be the development of self-regulation. Some researchers have previously explored those related variables; self-regulation and listening comprehension. Lin and Gan (2014) found that there was the relationship between self-regulation and English listening strategies. Moreover, Fatemi, Alishahi, Khorasani, and Seifi (2014) found that there was no relationship between EFL learners' self-regulation and their listening comprehension. The similarity of this study and the previous above was both of them are trying to know the correlation between self-regulation and listening. Besides, this study uses the same questionnaire with the previous to measure self-regulation. The difference of this study and the previous above were the level of the participants and listening test. In the previous study, the instrument was distributed in college level, but this study distributed to senior high school level. In addition, to measure listening comprehension, previous study used Standard Listening Test (SLT), meanwhile this study used TOEFL Junior Standard Test. This current study investigated the link and explored the influence between students' parts of speech mastery and their achievement in writing skill. The problems in this study were: (1) Was there any significant correlation between self-regulation and listening comprehension of the eleventh grade students of *SMA Muhammadiyah 2 Palembang*? and (2) Did self-regulation significantly influence listening comprehension of the eleventh grade students of *SMA Muhammadiyah 2 Palembang*?

## Literature Review

### *The concept of self-regulation*

Self-regulation is the ability to develop, implement, and flexibly maintain planned behavior in order to achieve one's goals. In order to achieve self-regulation there are a few stages that

Zimmerman (2000) proposed the three recurring stages for self-regulation process including forethought (premeditation), performance (implementation) or volitional control (decision making control). The first stage is associated with those activities done earlier than learning; e.g., students' motivation, self-efficacy, goal setting and planning. In the second stage, the learner concentrates upon the task to increase this/her performance; e.g., careful attention, taking notes and monitoring. At this stage, students compare their performance with the standard or goal and try to find the reason of the differences if any. The last stage refers to the results of previous stages. It is the applications of what the students get in order to achieve their goals. Pintrich and De Groot (1990) claim self-regulation of cognition and behavior is an important aspect of student learning and academic performance in the classroom context. Pintrich (2000) state self-regulated learning, or self-regulation, is “an active, constructive process whereby learners set goals for their learning and then attempt to monitor, regulate, and control their cognition, motivation, and behavior, guided and constrained by their goals and the contextual features in the environment”. Zimmerman (2008) state that self-regulation as the degree to which students are metacognitively, motivationally, and behaviorally active participants in their own learning process. Furthermore, knowledge of cognitive and metacognitive strategies is usually not enough to promote student achievement; students also must be motivated to use the strategies as well as regulate their cognition and effort Pintrich (1990). Pintrich (1991) proposed there are two components of self-regulation. They are motivation and learning strategies. First is motivation consist of goal orientation (intrinsic and extrinsic), task value, expectancy components (control of learning belief and self-efficacy for learning and performance), and affective components (task anxiety). Second is learning strategy that involves cognitive or metacognitive strategies (rehearsal, organization, elaboration, critical thinking), resource management strategies (time management, environment management) and resource management (effort regulation, peers, help seeking).

### ***The concept of listening comprehension***

According to Tyagi (2013), listening skill is a key to receiving messages effectively. It is combination of hearing what another person says and psychological involvement with the person who is talking. It involves a sender, a message and a receiver. It is the psychological process of receiving, attending to constructing meaning from and responding to spoken and/or nonverbal messages. Listening is the process of hearing, understanding, and giving respond to the speaker. Good listener can comprehend what the speaker says very well and also they can give respond that appropriate with the context. It is supported by (Moghadam, Ghanizadeh, & Pazhouhesh, 2016). People have to comprehend what their interlocutors say and respond to it. If they are able to listen effectively, then they will have a meaningful communication.

## **Methods**

### ***Research design***

In conducting this study, correlational research was used to find out the correlation between variables and to explain and interpret the results that appeared. The procedures were that first; the students' self-regulation were identified by using questionnaire. Second, by using TOEFL Junior Listening Test, the students' listening comprehension were obtained. Then the correlation and influence between variables were analyzed through Statistical Package for Social and Science (SPSS) based on the results of the questionnaire and listening comprehension test.

### ***Site, sampling, and participants***

The population of this study was all of eleventh grade students of SMA *Mubammadiyah 2* in South Sumatera. I drew the sample by using total population sampling technique. Total population sampling is a technique where the entire population that meet the criteria (e.g.

specific skill set, experience, etc.). The eleventh grade students are grouped into four classes that consist of two classes for science and two classes for social classes. There were 105 students (none of the students was absent).

### ***Data collection and analysis***

There are two kinds of instruments was used to collect the data in this study. The instrument includes questionnaire and a test. The questionnaire was used to collect the data about students' self-regulation, and TOEFL junior test was used to collect the data about students listening comprehension. To obtain the information of students' self-regulation, the MSLQ (Motivated Strategies for Learning Questionnaire Manual) questionnaire developed by Pintrich, Smith, Garcia, and McKeachie (1991) was distributed to the students. The questionnaire was translated into Indonesian to help the students feel easy when they answered the questionnaire. To know the translation was appropriate or not, the researcher asked expert judgment as validator. The researcher asked three validators to evaluate the translation.

The questionnaire consisted of 81 items. Responses were scored using a 7 point Likert scale ranging from "Not at all true of myself" to "True of myself". The difficult items of the questionnaire are explained by the researcher. Participants have to complete the questionnaire in 25 minutes. The following table is the self-regulation's components (Pintrich, Smith, Garcia, & McKeachie, 1991). The test was be taken from TOEFL Junior Listening Comprehension Section. It consists of 42 items in multiple choice form. The time for administration the test is 40 minutes. TOEFL Junior test scores were determined by the number of questions a student had answered correctly. There is no penalty for wrong answers (TOEFL Junior Handbook, 2015). Furthermore, to analyze the data obtained from the multiple choice test and the student's writing test, the Statistical Package for Social and Science (SPSS) computer program was employed in order to see the correlation and to know the significant influence between the two variables. To find out the correlation between self-regulation and listening comprehension, Pearson-Product Moment Correlation Coefficient was used. Besides, regression analysis was used in order to know the contribution of self-regulation to the students' listening comprehension.

## **Findings**

### ***The result of self-regulation***

The descriptive statistical analysis of parts of speech mastery showed that the minimum score was 1.90 and the maximum score was 6.00. Meanwhile, the mean of the self-regulation was 4.1384 and the std deviation was .80213. The descriptive statistics of students' self-regulation can be seen in the table below.

**Table 1.** Descriptive statistics of students' self-regulation

	<b>N</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
SR	99	1.90	6.00	4.1384	.80213
Valid N (listwise)	99				

### ***The result of listening comprehension***

The descriptive statistical analysis of parts of speech mastery showed that the minimum score was 21.00 and the maximum score was 74.00. Meanwhile, the mean of the listening comprehension was 46.3434 and the std deviation was 12.69273. The descriptive statistics of student's listening comprehension score could be seen in Table 2.

**Table 2.** Descriptive statistics of students' listening comprehension

	N	Minimum	Maximum	Mean	Std. Deviation
Listening	99	21.00	74.00	46.3434	12.69273
Valid N (listwise)	99				

***The result of normality and linearity***

The data were interpreted normal if  $p > 0,05$ . If  $p < 0,05$ , it means the data are not normal. Kolmogorov-smirnov was used to see the normality. The results of normality test indicated that the data from each variable were all normal and appropriate for data analysis with coefficients .442 for self-regulation and .921 for listening comprehension. For linearity test, deviation of linearity was obtained. If probability is more than .05, the two variables are linear. The results showed that the deviation from linearity between self-regulation and listening comprehension was .896. To sum up, all the data were linear for each correlation and regression.

***The correlation between self-regulation and listening comprehension***

In this section, I tried to answer the first study problem by analyzing the result of descriptive statistics for parts of self-regulation and listening comprehension. Based on Pearson Product Moment Correlation Coefficient, the result indicated that the pattern of correlation between self-regulation and listening comprehension was negative. The correlation coefficient or the  $r$ -obtained (.300) was higher than  $r$ -table (.0.1663). then the level of probability ( $p$ ) significance (sig.2-tailed) was .003. It means that  $p$  (0.03) was lower than .05. Thus, there was a significant correlation between the self-regulation and listening comprehension.

**Table 3.** Correlation between self-regulation and listening comprehension

		SR	Listening
SR	Pearson Correlation	1	.300**
	Sig. (2-tailed)		.003
	N	99	99
Listening	Pearson Correlation	.300**	1
	Sig. (2-tailed)	.003	
	N	99	99

\*\* . Correlation is significant at the 0.01 level (2-tailed).

***The influence of parts of self-regulation and listening comprehension***

The results indicated that the self-regulation influenced listening comprehension significantly with  $t_{\text{value}}$  (3.103) was higher than  $t_{\text{table}}$  (1.984) with sig. value (.003) was lower than probability (.05). Therefore, there was a significant influence between self-regulation toward listening comprehension. Therefore, there was a significant influence of self-regulation on listening comprehension.



**Table 4.** The Regression Analysis of Self-Regulation and Listening Comprehension

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	26.667	6.459		4.129	.000
	SR	4.755	1.532	.300	3.103	.003

a. Dependent Variable: LISTENING

Based on the result of the analysis, it revealed that the R Square ( $R^2$ ) was .090. It means that self-regulation gave significant effect in the level of 9 % toward listening comprehension, and 91% was unexplained factors value. The details were as follows.

**Table 5.** Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.300 <sup>a</sup>	.090	.081	12.16846

a. Predictors: (Constant), SR

## Discussion

Based on the result of Pearson product moment correlations, it was found that there was a significant correlation between self-regulation and listening comprehension of SMA Muhammadiyah 2 Palembang. Having analyzed the data collected from the instruments, it was found that there was a statistically significant relationship between the above mentioned variables ( $p=.003$ ). This means that self-regulation had relation to their performance in listening comprehension. The result can happen since self-regulation was one of the dominant factors that effected listening comprehension. The explanation to support this finding is that from the beginning of the first grade the participants had been involved in English listening practices and assignments or explores to English listening materials and interactions from printed textbooks, online media, and social networks and most of the students like listening English songs. It is supported by Richards (2008) indicated that earlier views of listening showed it as the mastery of discrete skills or micro skills, such as recognizing reduced forms of words, recognizing cohesive devices in texts, and identifying key words in a text, and that these skills should form the focus of teaching.

In addition, since there was a significant correlation between the self-regulation and listening comprehension, it can be inferred that self-regulation has significant influence on listening comprehension. According to this finding, it can be concluded that the participants with high level of self-regulation have achieved high listening scores. The result of this study is similarly of the correlation between self-regulation and listening comprehension, by Gan and Lin (2014) also found there is a significant correlation and strong relationship between metacognitive awareness of listening and self-regulated learning was observed. It implied that those with high metacognitive awareness of listening efficiently controlled their self-regulated learning.

The findings are also supported by the result of research by Mehdi, et. al (2014) on his study showing that there were effects of a self-regulatory approach on the listening comprehension achievement of EFL learners. Additionally, Fatemi et al. (2014) also supported the result. They found that there was significant relationship between self-regulation, and students listening comprehension. In short, the total contribution of students' self-regulation and their writing listening comprehension showed significant correlation and influence. However, the unexplained factors also had contribution on students' listening comprehension. The findings of the study may have some benefits for students, teacher of English, and next researchers.

## Conclusion

Based on the finding it could be concluded that, first, there was a weak correlation between two categories of the variables meaning that students' self-regulation had a correlation with their listening comprehension. Second, based on form the regression analysis, it was found that there was a significant influence of students' self-regulation and listening comprehension. Also this study had some pedagogical implications for foreign language teacher, students, and next researchers.

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