

**THE EFFECT OF LANGUAGE LEARNING STRATEGIES  
ON ENGINEERING STUDENTS' LISTENING  
COMPREHENSION**

**A THESIS**



**By**

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SURABAYA  
2016**

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**A THESIS**

Presented to Widya Mandala Catholic University Surabaya  
in partial fulfillment of the requirement for  
the Degree of  
Magister in Teaching English as a Foreign Language

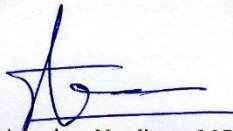


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## Advisor's Approval

This thesis entitled **The Effect of Language Learning Strategies on Engineering Students' Listening Comprehension** prepared and submitted by Lilik Handayani 8212712032 has been approved to be examined by the Thesis/Dissertation Board of Examiners.

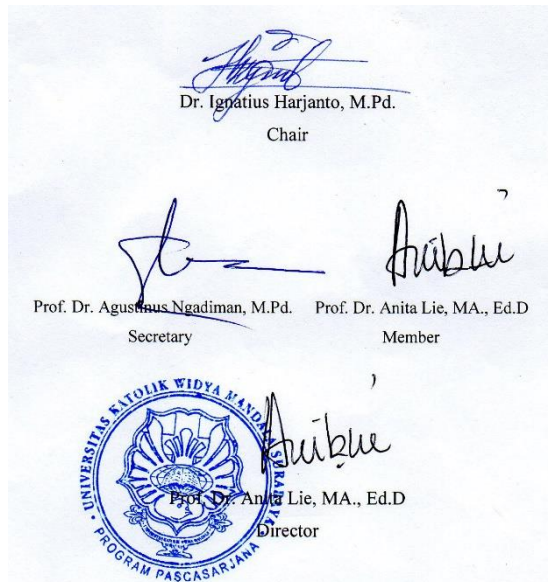
A handwritten signature in blue ink, consisting of a stylized 'A' followed by a horizontal line and a small flourish.

Prof. Dr. Agustinus Ngadiman, M.Pd.

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## Thesis Examiner Board's Approval

This thesis entitled **The Effect of Language Learning Strategies on Engineering Students' Listening Comprehension** prepared and submitted by Lilik Handayani 8212712032 has been approved and examined by the Thesis/Dissertation Board of Examiners.



## Statement of Authenticity

I declare that this thesis is my own writing, and it is true and correct that I did not take any scholarly ideas or work from others dishonestly. That all the cited works were quoted in accordance with the ethical code of academic writing.

I also declare that I agree to submit my thesis entitled “The Effect of Language Learning Strategies on Engineering Students’ Listening Comprehension” to Widya Mandala Catholic University library and fully understand that it will be made public via Internet and other uses of online media.



## **Acknowledgement**

All praises to Allah, the Universal Lord who has bestowed His blessing upon the writer in completing this thesis. Peace and Blessing be upon Prophet Muhammad, his families, his companions, and his followers.

The writer would be delighted to express her sincere gratitude to International Test Center (ITC) Indonesia for being granted the FAS Scholarship 2015. Her deepest gratitude and appreciation goes to Prof. Dr. Agustinus Ngadiman, M.Pd. as her thesis advisor for his valuable guidance, inspiring suggestion and great patience in motivating the writer to accomplish this thesis.

The writer is also deeply grateful to the examiners; Prof. Dr. Anita Lie, MA., Ed.D, and Dr. Ignatius Harjanto, M.Pd. for their inspiring, positive and constructive feedbacks to improve the thesis. Great gratitude is also given to all of the lecturers and all staffs at English Education Department of Graduate School at Widya Mandala Catholic University who have taught and given their valuable knowledge and attention to the writer during her long academic years.

The writer would like to thank all of her MPBI18 classmates especially Bu Titin, Bu Nina, Pak Satria and Pak Yerly. Special thanks are also owed to Pak Farizi Rahman for his help in handling statistics solution, Bu Desi Tri, Bu Perwi, Bu Lusia, Bu Weni, Ashari, Pak Miftah, Bu Ika and English lecturers at Shipbuilding Institute of Polytechnic Surabaya (SHIPS) for their great support in conducting her research.

Last but not least, the writer lovingly acknowledges her parents, beloved brother Cak Fahrudin, beloved sisters Mbak Rumi, Mbak Is, and Yuk Yun whose love and prayers never end. Special unconditional love and gratitude expressed to her beloved son and husband, Faishal and Aa' Ma'in for their prayers. The writer also gives appreciation to her mother in-law for her support in taking care of her son while finishing her study. Special thanks to her best friend on the street, Mas J Restu for always sharing the spirit and motivating to study and accomplish her thesis. May Allah, the Almighty bless them all, Amin.

Finally the writer realizes that this thesis is not perfect yet. Therefore, the writer would be delighted to welcome any constructive suggestion and criticism to make this paper better.

# **The Effect of Language Learning Strategies on Engineering Students' Listening Comprehension**

Lilik Handayani

Listening comprehension was found to be among the most difficult tasks for the learners of English for specific purposes (ESP) since they were rarely exposed to the comprehensible input of authentic listening materials. In the real ESP classroom, teachers tend to test students' listening comprehension while they are teaching listening, thus students often feel anxious and confused what to do with the listening tasks. Moreover, many students were not aware that they have to use specific learning strategy relevant to their learning style to be successful in learning a language particularly listening. Therefore, this ex post study was designed to find out the correlation and the effectiveness of the language learning strategies on engineering students' listening comprehension. Further, it was expected to figure out the most effective learning strategies in improving their listening comprehension.

The research was conducted at Shipbuilding Institute of Polytechnic Surabaya (SHIPS). Two classes of Design and Construction Engineering were purposefully selected as the samples. They were asked to answer both Strategy Inventory for Language Learning (SILL) Questionnaire (Oxford, 1990) and ESP Listening Comprehension Test as the research instruments. The data findings were then classified and analyzed by applying quantitative methods including Correlational Analysis, Analysis of Variance (ANOVA) and Tukey's HSD test. To explore and reveal the research findings, both language learning strategies schema and metacognitive instruction for second language listening development were used as the underlying theories.

The research findings reveal that there is correlation between language learning strategies and engineering students' listening comprehension. The highest correlation can be gained by



compensation strategy (with correlation value 0,16) and cognitive strategy group (with correlation value -0,14), then followed by metacognitive (0.12) and the least correlation is affective (0,01). This finding can be logically understood since compensation strategy group tend to guess intellegently when confronted with unknown expressions to overcome the listening difficulties. Most students who applied compensation strategy usually guess the general meaning by using wide variety of clues. Remarkably, cognitive strategy has the highest negative correlation with listening comprehension achievement since students employing this strategy often focus on perception of sounds rather than on comprehension of meaning. Meanwhile, the effectiveness of diverse learning strategies on engineering students' listening comprehension has been proven through ANOVA calculation (F-ratio 2,85 higher than F table 2,00 and p-value 0,007 less than  $\alpha$  0.05). A combined metacognitive and affective strategy is revealed as the most effective learning strategy to improve engineering students' listening comprehension. As a pedagogical implication, English teachers are recommended to motivate students to be aware of learning strategies and be affective learners as well. Both metacognitive and affective strategies will be powerful when they are orchestrated in harmony, since the awareness of learning process within affective variables including high motivation, self-confidence and low anxiety relate to success in second language acquisition (Krashen, 2003, p. 31).

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