

## **THE EFFECTIVENESS OF COGNITIVE STRATEGY TO IMPROVE STUDENTS' LISTENING COMPREHENSION ACHIEVEMENT**

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### **Abstract**

Listening plays an important part of the learning process because it can help students understand and respond according to the material presented by the teacher. According to Lafi (2001) a highly integrative talent is listening comprehension. It is crucial to the process of learning or acquiring a language since it helps the development of other language abilities. Thus, the purpose of this study is to find out the use of cognitive strategies on students' listening comprehension and also to find the average difference between students who are taught by using cognitive strategies and those who are not. The purpose of this study is to see how the cognitive process affects students' progress in listening comprehension. This research uses quantitative methods with a research sample used as many as 67 people. 33 people in the experimental class and 34 people in the control class who are students from SMP N 38 Palembang using purposive sampling. Based on the results of research conducted by researcher, researcher found a significant difference in student learning outcomes in classes taught using cognitive strategy methods (experimental class) and classes that were not taught using cognitive strategy methods (control class). Testing to find problems in this study using the Mann-Whitney and Wilcoxon tests. In conclusion, cognitive strategies allow students, especially in SMP N 38 Palembang to effectively improve their listening skills.

**Kerwords :** Effectiveness, Listening comprehension, Cognitive strategy.

## **1. INTRODUCTION**

English is a language that is widely studied in the world. English is a language that people use all around the world to interact with one other to exchange ideas, thoughts, feelings, attitudes, and messages (Yuliana, Iman and Angraini, 2022). From these several things that learning English is very important for everyone. According to Lauder (2020), the only foreign language taught in schools as a required subject is English. Therefore, in order to spend the time, you need to learn English, you must be able to learn the basics and skills of the English language you are about to learn.

There are four skills in English. There are listening, speaking, reading and writing. Studying the four fundamental language skills—speaking, listening, reading, and writing—is an integral part of learning a foreign language (Surayatika, 2019). Listening is a method of communicating with people. Wah (2019) asserts since we cannot connect with one another verbally unless we hear and comprehend what is being said, listening is an essential skill. In other word, to assist in interacting or communicating with other people we need to listen to understand what that person will say. Adults spent 40-50% of communication time listening, 25-30% speaking, 11-26% reading and around 9% writing (Rivers Gilman and Moody, 1984). Listening comprehension is a skill that means the ability to listen to material conveyed through audio or video. According to Ur (1999), the students have trouble in catching the actual sound of the foreign language. The students have to understand every word make the students feel failing and get worried and stressed. The listening goes on a long time the student get tired and find it more and more difficult to concentrate.

Learning strategy is a method that is referenced when leading students. According to Shi (2017), the actions that learners do to improve their learning are called learning strategies. However, it would be preferable if you could

identify the objective first before deciding on the approach to take. Prior to using learning methodologies, objectives can be identified and measured for success. Selection of goals that will help you attain your learning goals. In other words, student's engage in both physical and psychological activities at the same time.

The ability of students to construct knowledge based on well-known facts or ideas is known as cognitive strategy. Students' cognitive strategies are their thinking abilities, and they can be used in many different scientific domains. This cognitive technique is a crucial component that a learner needs to grasp. According to Gilakjani and Sabouri (2020) mention that cognitive strategy is a form of unique intellectual skill that is crucial for the learning and thinking processes. Students utilize cognitive techniques to address challenges in the learning process, particularly when it comes to listening. Thus, the researcher would like to find out significant improvement on students' listening comprehension achievement after being taught by using cognitive strategy and significant mean difference between the students who were taught by using cognitive strategy and those who were not taught by using cognitive strategy.

## **2. METHOD**

The experimental group and the control group were the two groups that the researcher employed in a quasi-experimental setup. The experimental group received a pretest, a cognitive strategy therapy, and a posttest from the researchers. The control group did not get any cognitive strategy instruction; they only got the pretest and posttest.

### **Respondent**

Students from SMP Negeri 38 Palembang in the eighth grade made up the study's population. With 10 classrooms and a total enrollment of about 270 pupils, the eighth graders were divided into VIII.1 through VIII.8. The research sample was selected using the purposive sampling approach. Based on the criteria of eighth graders who were thought to be capable of exhibiting the proper sample characteristics, the researcher chose classes 8.1 and 8.4 as the focus of the study.

### **Instrument**

Tests were used as research instruments in this study. The purpose of the test was to determine how well students understood the lesson and how well they learnt or understood the material. The test consisted of 50 multiple choice questions. The questions were taken from reliable sources such as the British Council and Grafindo textbooks for SMP/MTs. Researchers gave pre-test questions to measure students' understanding of listening comprehension before starting treatment with cognitive strategies. After several meetings, cognitive strategies were used to improve students' understanding. The post-test was given to assess the effectiveness of cognitive strategies in teaching simple present tense. teaching listening comprehension.

### **Procedures**

The researcher conducted a pretest before starting the treatment process. The purpose of the pretest is to determine how far students understand listening comprehension before using the cognitive strategy method. During the cognitive strategy treatment, 13 meetings were held. The first meeting was the pretest. Then the researcher provided material on listening comprehension for eleven meetings. After all meetings, the students took the posttest to assess their ability after learning listening comprehension by using cognitive strategies and applying them in the posttest.

### **Data Analysis**

The t-tests used in this study were the Wilcoxon test and the Mann Whitney test. The use of the Wilcoxon test is used to find out if there is a significant increase in student achievement in understanding listening comprehension after being taught with the Wilcoxon test and the Mann Whitney test taught with cognitive strategies. The Mann Whitney test is used to find out if there is a significant average difference between students who are taught using cognitive strategies and those who are not taught using cognitive strategy methods. Wilcoxon and Mann Whitney tests were used because the results of the homogeneity test showed that the data was not homogeneous. The Wilcoxon

Signed Rank Test non-parametric test is used to assess the significance of the difference between two pairs of ordinal scale data that are not normally distributed (Sugiyono, 2017). Siregar (2015) asserts that Mann-Whitney analysis is used to test the average of two samples that are not homogeneous in terms of number or composition. The pre-test and post-test scores of each student were calculated and compared using SPSS Version 25.

### 3. FINDINGS AND DISCUSSIONS

#### Findings

#### Distribution Data of Experimental and Control Classes

##### *Experimental class*

Variable	Achievement Level	Pretest Experimental Group			Posttest Experimental Group		
		Mean Score	SD	Frequency and Percentage	Mean Score	SD	Frequency and Percentage
EWA	Very Good (93-100)	-	-	-	95.43	1.902	7 (21.2%)
	Good (84-92)	-	-	-	87.64	2.660	25 (75.8%)
	Average (75-83)	-	-	-	82.00	-	1 (3.0%)
	Poor (<75)	37.94	8.208	33 (100%)	-	-	-
Total		37.94	8.208	33 (100%)	89.09	4.275	33 (100%)

The results of the exposure that could be seen from the data distribution table above are the average number of mean scores, Std. Deviation for the Experiment posttest class looks higher than the experimental pretest class. So it can be said that, the use of cognitive strategies as a learning strategy showed evidence that these strategies can improve listening comprehension skills in experimental classes at SMP N 38 Palembang.

##### *Control Class*

Table 2. Distribution Data Control Class

Variable	Achievement Level	Pretest Control Group			Posttest Control Group		
		Mean Score	SD	Frequency and Percentage	Mean Score	SD	Frequency and Percentage
EWA	Very Good (93-100)	-	-	-	-	-	-
	Good (84-92)	-	-	-	-	-	-
	Average (75-83)	78.00	.000	2 (5.9%)	-	-	-
	Poor (<75)	42.56	11.178	32 (94.1%)	42.00	12.000	34 (100%)
Total		37.94	8.208	33 (100%)	42.00	13.749	34 (100%)

From the number of frequency or percentage, standard deviation and mean score in the control class, the results obtained are all the values obtained based on the table above there is no increase in the control class that does not use cognitive strategies.

**The Significant Differences between the Score of Pretest and Posttest  
Wilcoxon test of Experimental Class**

Table 3. Wilcoxon Test Experimental Class

Wilcoxon Test	
	Posttest – Pretest
Z	-5.022 <sup>b</sup>
Asymp. Sig. (2-tailed)	.000

From the results of the Wilcoxon signed test calculation, the Z value is -5.022 and the asymp value. Sig. (2-tailed) .000 is smaller than 0.05. thus rejecting Ho and Ha is accepted, so the conclusion is that there is a significant difference in the experimental class scores on the pretest and posttest.

**Control Class**

Table 4 Wilcoxon Test Control Class

Wilcoxon Test	
	Posttest– Pretest
Z	-1.168
Asymp. Sig. (2-tailed)	.243

Based on the results of reading the table above, it can be concluded that the Z value obtained in the control class is -1.168 and Asymp. Sig. (2- tailed) for control class is .243. Which, the value of Asymp. Sig. (2-tailed) is greater than 0.05. This value indicates that there is no significant improvement in the control class in the pretest and posttest

**The Results of Mann Whitney Test in Experimental and Control Classes**

Table 5 Mann-Whitney

Test Statistic	
	Students Learning Score
Mann-Whitney U	.000
Wilcoxon W	595.000

Z	-7.048
Asymp. Sig. (2-tailed)	.000

Based on the results of the Mann-Whitney statistical test above, it is known that the Asymp value. Sig. (2-tailed) of .000 is smaller than the probability value of 0.05. Therefore, as the basis for taking the Mann-Whitney test above, it can be concluded that  $H_a$  is accepted and there is a significant difference in learning outcomes between the experimental class posttest and the control class posttest

### **Discussion**

In relation to the findings above, there are some discussions that are illustrated. Cognitive strategies significantly improved students' understanding of listening comprehension and this can be seen in the Wilcoxon test. The improvement is supported by various reasons. The improvement is supported by various reasons. Firstly, repeated practice makes students master the information related to. Second, teaching simple information in order makes listening comprehension easier and less confusing for students. Third, students who have learned listening comprehension have a better understanding of how to use it correctly and can apply it in daily activities. Finally, cognitive strategies also make students more courageous and confident in expressing their point of view, increasing their ability to participate in learning activities.

The Mann Whitney test showed a significant average difference in student learning outcomes between the experimental class taught with cognitive strategies and the control class. Cognitive strategies ensure each student understands the learning correctly. This strategy has been shown to have a positive influence on student learning, problem solving, and social interaction, improving students' recall ability. Overall, cognitive strategies significantly contribute to students' success in learning listening comprehension, showing their effectiveness in improving listening, showing their effectiveness in improving their understanding and skills.

### **4.CONCLUSION**

Calculations using data from the Wilcoxon and Mann Whitney tests showed that using a cognitive strategy teaching style significantly improved students' understanding of the listening comprehension. It was also found after comparing the learning outcomes between the experimental class and the control class that there was a significant mean difference between students who were taught using the cognitive strategy method and those who were not. Thus, it can be said that cognitive proved effective in improving listening comprehension achievement in SMP Negeri 38 Palembang.

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