

## The Listening Comprehension Level of the Senior High School Students

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**ABSTRACT:** The study examined the listening comprehension levels of the senior high school students and investigated the factors that influence their performance across the stages of listening. The study utilized descriptive research design and used stratified random sampling in selecting the 506 Grade 12 respondents of the academic year 2019-2020. The independent variables present are gender, attitude towards listening, status of the learning environment, and exposure to listening activities, and the dependent variable is based on the listening comprehension level of DeVito's stages of listening.

The findings showed that respondents are generally described as Intermediate in terms of the level of listening comprehension, with higher performance in the level of receiving and responding, and lower performance in the understanding and evaluating stage. The respondents were mostly female who showed a very positive attitude toward listening, perceived their learning environment as excellent, and described their exposure to listening as moderate. Furthermore, t-test and F-test was used that showed listening comprehension levels significantly differed when grouped according to gender and attitude towards listening, while there are no significant differences found when grouped according to the status of learning environment and exposure to listening activities.

The findings suggest that listening comprehension can be influence more by internal factors than external factors. The study highlights that there is a need to focus on developing instructional strategies for higher-order listening skills to enhance students' communicative competence.

**KEYWORDS:** Listening Comprehension, Stages of Listening, Senior High School Students, Attitude toward Listening, Language Learning

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### INTRODUCTION

Listening is a vital component in language acquisition because this provides the primary aural input that is necessary for learners to process and internalize a second language (Renukadevi, 2014). Listening plays a crucial role in the development of communicative competence because this will enable learners to comprehend spoken discourse and to respond appropriately in different communicative contexts. Despite its significance, listening has been regarded as a passive skill and still receives less attention in the instructional process compared to other macro skills.

Language learning is a complex process that involves the integration of listening, speaking, reading, and writing skills. Among these mentioned, listening is considered as the foundation of the development of other language skills Effective listening goes beyond auditory perception because it involves interpreting meaning, processing linguistic input, and constructing understanding (Lalande, 1982). Moreover, listening and speaking are interdependent processes essential for meaningful communication (Firth & Wagner, 1997).

Existing literature shows the importance of listening comprehension in academic and social contexts. Studies have shown that learners with strong listening skills are better in their reading comprehension, vocabulary acquisition, and overall language proficiency (Brown, 2014). Moreover, listening as a skill is important in facilitating effective interpersonal communication and workplace readiness (Wolvin & Coakley, 2012). However, even if there is a recognized importance, the teaching of listening instruction remains unnoticed in language classrooms because listening is often integrated into activities only rather than teaching it explicitly (Goh & Taib, 2016).

There might be prior studies that shows the importance of listening but there are less studies that show how listening comprehension is developed and assessed in the Philippine educational contexts

In the Philippine setting, English is used as a medium of instruction but there are still challenges in the development of proficiency among learners. Studies showed that even with the use of English language, students show difficulties in comprehension and effective communication (Cabigon, 2015). These challenges show that listening as a skill may not be given enough sufficient attention in the in current instructional practices.

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Hence, this study aimed to examine the listening comprehension level of students and describe the factors that affect their listening skills in the context of language learning.

### METHODOLOGY

This study utilized a descriptive research design to examine the listening comprehension level of senior high school students and to describe the factors influencing their listening performance. The design determined was appropriate to describe the characteristics of the participants and analyzing their differences based on the variables.

The study was conducted at the Senior High School Department of a University in Cagayan de Oro City. The respondents were Grade 12 students enrolled during the academic year. The respondents were selected through stratified random sampling to ensure the representation of the students among the academic strands. The sample size was determined using Cochran's formula with a 0.05 margin of error and a 95% confidence level.

The data were collected using researcher-developed instruments, which included a survey questionnaire and listening comprehension exercises. The four-point Likert scale questionnaire was used to gather information on the respondents' profile, attitude towards listening, learning environment, and exposure to listening activities.

The listening exercises were constructed based on DeVito's stages of listening, consisting of two parts: (1) a performance-based task that assessed receiving and responding skills, and (2) a multiple-choice test that examined the students' understanding, remembering, and evaluating skills through audio-recorded passages.

The instruments were validated through expert evaluation, while the instruments' reliability was determined with the use of Kuder-Richardson Formula 20 (KR-20) which yielded with a coefficient of 0.91 which indicated a high reliability. Before the data collection, permissions and informed consent were obtained from the institution and participants, with parental consent obtained for minors.

The data were analyzed using descriptive and inferential statistics. Frequency, mean, and standard deviation were used to describe the respondents' profile and listening comprehension levels, while t-test and analysis of variance (ANOVA) were employed to determine significant differences across variables.

### RESULTS AND DISCUSSION

This section presents the results with the analysis, interpretation, implications, and support. The presentation is according to the objectives of the study.

#### Profile of the Respondents

Most of the respondents were female (53.75%), while 46.25% were male, which indicates relatively balanced gender distribution. This finding is consistent with previous studies suggesting higher female participation in academic settings (Estrada, 2016).

In terms of attitude towards listening, most respondents (79.05%) were classified as *very interested*, while 20.95% were *interested*, with an overall mean of 3.51, interpreted as *Very Interested*. This data suggests that students demonstrate strong positive attitude towards listening where respondents recognize its importance and role in communication. Previous studies have shown that a positive attitude toward learning significantly contributes to academic success (Casmir et al., 2019).

With the status of the learning environment, half of the respondents (50.00%) rated it as *satisfactory*, while 49.01% perceived it as *excellent*, and only 0.99% rated it as *poor*. These findings revealed that the learning environment is generally conducive to listening. Particularly, the teacher-related factors such as clarity of instruction and classroom atmosphere were rated highly, highlighting the significant role of teachers in facilitating effective listening (Khan et al., 2017).

In terms of exposure to listening activities, most respondents (43.68%) reported being *moderately exposed*, while 29.25% were *highly exposed*, and 26.28% were *less exposed*, with an overall mean of 2.90, interpreted as *Moderately Exposed*. This suggests that even if listening activities are conducted in classroom instruction, they are not totally given attention, particularly in the use of audio-visual resources and recorded materials.

Overall, the findings indicate that even if students show a positive attitude towards listening and experience a supportive learning environment, their exposure to listening activities are only moderate. This highlights the need to strengthen instructional practices that explicitly develop listening skills.

#### Listening Comprehension Level of the Respondents

The listening comprehension level of the respondents was examined based on DeVito's stages of listening, namely receiving and responding, remembering, understanding, and evaluating.

In terms of the receiving and responding stages, the respondents demonstrated a relatively high level of performance, with 45.65% classified as *Advanced* and 45.06% as *Intermediate*, that resulted in an overall mean of 2.69, interpreted as *Advanced Level*. This indicates that the students can follow verbal instructions and responding appropriately, this shows that the respondents are familiar with tasks that involve listening to directions.

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In the remembering stage, most respondents (69.37%) were described as *Advanced*, while 30.63% were at the *Intermediate* level, where respondents are generally described in the Advanced Level with the overall mean of 2.69. This finding implied that students perform better in recalling information from spoken texts which reflects their ability to retain details from an aural input.

However, data shows that respondents' performance declined in the higher order of listening skill. In the understanding stage, most respondents (63.83%) were classified as *Intermediate*, while 28.06% were at the *Beginner* level, and only 8.10% reached the *Advanced* level. The overall mean of 1.80 indicates an *Intermediate Level*, this suggest that even if students can process basic meaning, they might have problems in interpreting and constructing deeper understanding from spoken discourse.

The result also is apparent in the evaluating stage, where 46.05% of respondents were at the *Intermediate* level and 44.66% at the *Beginner* level, with only 9.29% reaching the *Advanced* level. The overall mean of 1.65 is described as *Intermediate Level*. This indicates that students have problem in critically assessing and evaluating spoken information.

Overall, the findings reveal that even if students demonstrate strong performance in lower-level listening skills particularly the receiving and responding, and remembering stage, their proficiency declines in higher-level of listening skill particularly in understanding and evaluating stages. This suggests that there is a need for instructional strategies that focus on developing higher-order listening comprehension skills.

### Significant Difference of Students' Listening Comprehension and Profile

#### Gender and Listening Comprehension Level

**Table 1: Test of Significant Difference of Respondents' Listening Comprehension and Gender**

STAGES OF LISTENING	MALE		FEMALE		t Value	p value	Remarks
	(n=234)		(n=272)				
	MEAN	INT.	MEAN	INT.			
Receiving and Responding	2.41	A.L	2.30	I.L	1.81	0.03	Significant
Remembering	2.60	A.L	2.80	A.L	4.79	0.00	Significant
Understanding	1.93	I.L	1.64	I.L	6.06	0.00	Significant
Evaluating	1.93	B.L	1.31	B.L	12.33	0.04	Significant

Legend: A.L. = Advanced Level  
I.L. = Intermediate Level  
B.L. = Beginner Level

The results show that there is a significant difference in the listening comprehension level of the respondents when grouped according to gender ( $t = 7.58$ ,  $p < 0.05$ ), hence, this leads to the rejection of the null hypothesis. This indicates that listening comprehension of male and female are significantly different. Male respondents have higher mean scores compared to female respondents in the stages of listening, specifically in understanding and evaluating. This suggests that male students are better listeners in terms in processing and responding to spoken information. This is consistent with the study of Roebuck (2015), which suggests that males are task-oriented listeners who focus on identifying information from spoken discourse.

### Attitude Towards Listening and Listening Comprehension Level

**Table 2: Test of Significant Difference of Respondents' Listening Comprehension and Attitude Towards Listening**

STAGES OF LISTENING	Very Interested		Interested		t Value	p value	Remarks
	(n=400)		(n=106)				
	MEAN	INT.	MEAN	INT.			
Receiving and Responding	2.39	I.L	2.25	I.L	1.96	0.02	Significant
Remembering	2.69	A.L	2.69	A.L	0.23	0.51	Not Significant
Understanding	1.82	I.L	1.74	I.L	1.32	0.09	Not Significant
Evaluating	1.67	I.L	1.58	I.L	1.27	0.10	Not Significant

Legend: A.L. = Advanced Level  
I.L. = Intermediate Level  
B.L. = Beginner Level

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Table 2 presents the differences in the listening comprehension level of the respondents when grouped according to their attitude towards listening.

The results showed a statistically significant difference in the overall listening comprehension level of the respondents when grouped according to attitude toward listening ( $t = 2.20$ ,  $p < 0.05$ ), leading to the rejection of the null hypothesis. This indicates that listening comprehension varies based on the students' level of interest in listening.

A significant difference was observed in the receiving and responding stage, students who were classified as *very interested* demonstrated higher performance compared to those who were classified as *interested*. However, there were no significant differences found in the remembering, understanding, and evaluating stages of listening ( $p > 0.05$ ), indicating that students perform similarly in these higher-order listening skills regardless of their attitude.

This implies that even if attitude towards listening influences basic listening skills such as receiving and responding, this has limited effect to a complex process such as understanding and evaluating. This finding is supported by the study of Owolewa (2017) that emphasizes that students' attitudes toward listening can influence their listening performance that requires attention and engagement.

### Status of the Learning Environment and Listening Comprehension Level

**Table 3: Test of Significant Difference of Respondents' Listening Comprehension and Status of the Learning Environment**

STAGES OF LISTENING		Excellent (n=248)		Satisfactory (n=253)		Poor (n=5)		f Value	p value	Remarks
		MEAN	INT.	MEAN	INT.	MEAN	INT.			
Receiving and Responding		2.31	I.L	2.42	I.L	2.20	I.L	2.20	0.11	Significant
Remembering		2.73	A.L	2.65	A.L	2.40	I.L	2.60	0.07	Not Significant
Understanding		1.79	I.L	1.81	I.L	1.60	I.L	0.36	0.69	Not Significant
Evaluating		1.58	I.L	1.70	I.L	2.00	I.L	2.77	0.06	Not Significant

Legend: A.L. = Advanced Level  
I.L. = Intermediate Level  
B.L. = Beginner Level

Table 3 shows the differences of the respondents listening comprehension level when grouped according to the status of the learning environment.

The results reveal no statistically significant differences in the listening comprehension level of the respondents across all stages when grouped according to the status of the learning environment ( $p > 0.05$ ), which leads to the acceptance of the null hypothesis. Hence, this indicates that there is a consistent listening comprehension performance of the students whether the learning environment is perceived as excellent, satisfactory, or poor. This further suggests that the status of the learning environment does not significantly influence the listening comprehension skills of the respondents. Thus, this finding implies that listening comprehension may not be strongly influenced by external classroom situations.

### Exposure to Listening Activities and Listening Comprehension Level

**Table 4: Test of Significant Difference of Respondents' Listening Comprehension and Exposure to Listening Activities**

STAGES OF LISTENING		Highly Exposed (n=148)		Moderately Exposed (n=221)		Less Exposed (n=133)		Not Exposed (n=4)		f Value	p value	Remarks
		MEAN	INT.	MEAN	INT.	MEAN	INT.	MEAN	INT.			
Receiving and Responding		2.26	I.L	2.46	I.L	2.30	I.L	2.25	I.L	2.25	0.03	Significant
Remembering		2.78	A.L	2.67	A.L	2.61	A.L	3.00	A.L	3.00	0.01	Significant
Understanding		1.76	I.L	1.81	I.L	1.83	I.L	1.5	I.L	1.5	0.53	Not Significant
Evaluating		1.55	I.L	1.65	I.L	1.74	I.L	2.00	I.L	2.00	0.07	Not Significant

Legend: A.L. = Advanced Level  
I.L. = Intermediate Level  
B.L. = Beginner Level

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Table 4 presents the differences in the listening comprehension level of the respondents when grouped according to their exposure to listening activities.

In the listening stages of receiving and responding ( $F = 2.96, p < 0.05$ ) and remembering stages ( $F = 3.68, p < 0.05$ ), there were significant differences. However, in the listening stages of understanding and evaluating stages ( $p > 0.05$ ), there were no significant differences. The results suggests that students perform the same particularly in the higher order stages of listening skill regardless of their level of exposure.

The result implies that exposure to listening activities can develop listening skills but has limited influence on complex listening process like understanding and evaluating. Hence, there is a need to establish instructional strategies that go beyond to exposure.

### CONCLUSION

The findings of the study showed that the listening comprehension level of the senior high school students is generally described as Intermediate Level. Students perform better in the listening stages of responding and remembering and they have lower performance in the understanding and evaluating stages of listening.

Moreover, in the study, listening comprehension was found to be influenced by gender and attitudes which shows that listening performance is shaped by learner-related factors. On the other hand, exposure to listening activities, and the status of the learning environment is not directly affecting students listening comprehension. Hence, listening performance of the students is not solely dependent on external factors but more on the internal related factors.

Anchored on DeVito's stages of listening, the results show that listening is a process that progress from basic recognition of details and information to higher-order interpretation and evaluation. This finding shows that there is a gap of students' ability to recall information and their performance to process spoken messages.

With the results, the study implies that language instruction should not only focus on the exposure to listening activities but also focus on developing higher-order listening skills so that this may enhance their overall communicative competence and academic performance.

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