

INVESTIGATING THE RELATIONSHIP BETWEEN CULTURAL INTELLIGENCE AND STUDENT'S LISTENING COMPREHENSION

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Revised: 30 October 2021

Accepted: 30 Desember 2021

Online Published: 22 January 2022

doi: 10.26418/jeep.v3i1.50221

URL: <http://dx.doi.org/10.26418/jeep.v3i1.50221>

Abstract

Students' listening comprehension could be affected by several factors, one of the factors is student's cultural intelligence. It is an ability to grasp and reason correctly any problem as education, government, business, and academic research. The purpose of this study was to determine the relationship between students' cultural intelligence and their listening comprehension at Universitas Riau Kepulauan's English Department in the academic year 2020/2021. The data of the research were students' cultural intelligence scores derived from the cultural intelligence scale and students' listening comprehension from IELTS listening tests. The population of the research was 28 students of the first semester of the English Department of Universitas Riau Kepulauan. Before testing the hypothesis, a normality test was conducted by using sapphire wilk to ensure that the data were in a normal distribution. The data of cultural intelligence had a significance value of 0.397 and 0.372 for listening comprehension which is bigger than 0.05 with the degree of freedom 28. Therefore, it can be concluded that the data of listening comprehension and cultural intelligence were normal. After conducting the hypothesis, it was found out that calculated (0.217) is lower than $r_{table}(0.374)$. The study's findings concluded that there was no significant correlation between students' cultural intelligence and students' listening comprehension. However, the positive correlation implied that possessing higher cultural intelligence might be beneficial for students' listening comprehension.

Keywords: Cultural Intelligence, Listening Comprehension, Correlation.

To cite this paper (in APA style):

Dewi, D.S., Wilany, E., Sidabutar, I.S. & Ria, T. N. (2022). Investigating the relationship between cultural intelligence and student's listening comprehension. *Journal of English Education Program*, 3(1), 46-58.

INTRODUCTION

The number of English speakers across the globe has reportedly grown during the years. As Mappiasse (2014, p.113) argued that since the language's usage has moved beyond Britain's boundaries, native speakers are now in the minority as compared to non-native

speakers. The trend is supported by the fact that English is used mostly in publication, research, media, education, business, and commerce around the world. A similar trend has been occurring in Indonesia, in which, English is taught almost at every level of education, including in higher education. It is established as part of the basic curriculum and listed as a compulsory subject in Chapter IX, Section 39, Verse 3 of the 1989 Law. (Lauder, 2008, p.16).

English, as a language, includes the process of language comprehension and language production. Language production occurs when human produces a symbol, known as language, which carries meaning as a means of delivering a message to others. This ability is called productive skills, which include speaking skills and writing skills. On the other hand, language comprehension is the process of absorbing the language received by the human system, in either or both oral and written forms. It is known as receptive skills. While reading comprehension is the ability to understand a language in written form, listening occurs when people heard speech sounds and interpret their meaning.

According to Brown (2006, p.117), listening has frequently taken a back seat if compared to speaking. It shows that listening comprehension is often neglected in learning English as a foreign language. While in fact, listening comprehension is as crucial as productive skills such as speaking. Listening comprehension is defined as, "Methods of comprehending spoken language. These include "understanding the grammar of sentences," "knowing speech sounds," and "understanding the meaning of particular words." (Nadig, 2013 as cited in Pourhosein, Gilakjani, & Sabouri, 2016, p.124). When the listener hears from the speakers, the subject/listeners are supposed to be able to grasp every meaning of the word and implicit meanings. Knowing and understanding are the most important in listening comprehension.

Besides in this modern world, a lot of information worldwide is presented in English, which is one of the reasons why mastering English is important. In conversation, a good listener needs to understand what he will hear from the speakers. To become a good speaker, the first thing the speakers do is to become good listeners. The speakers can improve their speaking ability by improving their listening ability. Some problems that are often encountered by the listeners are the difficulties to understand the word's meaning in a particular context. It is due to the lack of knowledge of the target language. Furthermore, sometimes they are unable to guess the correct word because of the sound similarities of distractors or the speaker's accent or pronunciation. The other reason for guessing the words incorrectly is low grammatical knowledge, in which they cannot differentiate word classes in a sentence, thus, changing the message of the passage.

Furthermore, listening comprehension is also influenced by several factors. There are varieties of factors that determine the success or failure to comprehend listening, known as external factors and internal factors. Internal factor is a factor that comes within the learner's self, such as affective factor and intelligence factor. On contrary, the external factor is a factor from the surrounding environment of the teaching and learning process, including the teacher, classroom management, teaching method and media, peers, the difficulty level of the material, and so on.

As mentioned in the paragraph above, the internal factor comes from the learner itself. Affective factor such as motivation, self-confidence, and anxiety is said to be the factor that could support or hinder the ability to learn a foreign language. Besides, the learner's intelligence is also believed as the determinant of someone's ability in learning a language. However, a new issue of intelligence proposes that the affective factor is as crucial as intelligence.

Therefore, cultural intelligence could be related to listening comprehension as cultural intelligence includes a human's consciousness of different cultural knowledge when interacting with people from different cultural backgrounds. The knowledge of cultural differences helps people to connect to the topic delivered by the other speakers. Furthermore, cultural intelligence includes the knowledge of rules such as grammar and vocabulary of other languages, therefore, people with higher cultural intelligence could comprehend listening better.

Schmidt and Hunter (2000, p.3) stated that cultural intelligence refers to the capacity of someone to adapt to and thrive in a variety of cultural environments. Earley and Ang (2003) describe cultural intelligence as the ability of a human being to interact effectively in multicultural and cross-cultural settings, while being able to collect, infer, and respond intuitively to varied cultural cues and subtleties (Mahasneh, Gazoa, Al-Adamat (2019, p.304).

Crowne (2008) in Mahasneh, Gazoa, Al-Adamat (2019, p.304) stated that cultural intelligence is a complex capability in any situation and context using a combination of deeply understood and acquired knowledge, being aware and mindful of cultural mores and taboos, and processing a wide range of interaction and communication skills. Meanwhile, Peterson (2004) defined cultural intelligence as the capacity to display behavior using competence including language or interpersonal relationships, as well as qualities such as tolerance for ambiguity and versatility that are adapted to culture-based values and attitudes with whom one interacts, according to Koc and Turan (2018, p. 241-242).

It is supported by Earley and Mosakowski (2004) in Vural and Peker (2019, p.331) that cultural intelligence is the ability to understand, evaluate, and interpret the characteristics of humans such as the moves, behaviors, voices, mimics, manners, and emphasis of people from different cultures as people from the same culture.

Based on the definitions above, cultural intelligence, it is argued, is an individual's capacity to adapt and absorb cross-cultural knowledge as well as adjust to the attitudes of others with whom one encounters by possessing attributes such as ambiguity tolerance, and flexibility in varied cultural signals and subtleties. Ang and Dyne (2008) mention that there are four dimensions of cultural intelligence namely metacognitive, cognitive, motivational, and behavioral cultural intelligence. The descriptions of the four dimensions are as follows:

1) Metacognitive Cultural Intelligence

According to Earley and Ang (2003), metacognitive refers to a person's cultural consciousness and awareness in interacting with others from diverse cultures. When

individuals are given the opportunity to contrast distinct cultural values, beliefs, and customs by working in other nations or cultures, they develop inimitable cultural consciousness, awareness, and knowledge. It is backed up by Ang and Dyne (2008, p.44), who describe cultural intelligence as people's experiences of questioning cultural assumptions, thinking about cultural preferences, and analyzing other cultural norms from other cultural backgrounds before and during encounters.

2) Cognitive Cultural Intelligence

While Earley & Ang (2003) define cognitive cultural intelligence as an individual's knowledge of specific norms, practices, and conventions in various cultural settings, Ang and Dyne (2008, p.43) define it as an individual's knowledge of specific norms, practices, and conventions in various cultural settings. Cognitive cultural intelligence, according to Ang and Dyne (2008, p.17), refers to awareness of cultural universals and distinctions. It is crucial as the knowledge of cultural differences and similarities is used when someone decides to do something in cross-cultural interaction. On the other hand, Brislin, Worthley, & Macnab (2006) define cognitive cultural intelligence as an awareness of how cultures differ or are similar to one another.

3) Motivational Cultural Intelligence

Ang and Dyne (2008, p.73) define motivational cultural intelligence as In cross-cultural contexts, intrinsic motivation (i.e., drivers of performance that come from inside a person), and self-efficacy (i.e., one's conviction that one can be effective on a particular task) are understood as an individual's desire to adapt to diverse cultural conditions. Next, motivational cultural intelligence affects someone's performance in different cultures because motivational states of cultural intelligence include task-specific self-efficacy and intrinsic motivation in cross-cultural settings that can improve the ability of an individual for completing their tasks.

4) Behavioral-Cultural Intelligence

Lastly, Ang and Dyne (2008, p.73) define behavioral cultural intelligence as a reflection of one's capacity to communicate and behave in a culturally sensitive manner while engaging with persons from cultures other than one's own. It may be defined as the capacity to adapt and act in different cultures with whom someone interacts in cross-cultural communication. For example, some Asian cultures tend to be insensitive to ask about personal matters such as age and family to a stranger, while the case would be different in European culture. Thus, people with high behavioral Cultural Intelligence will adjust themselves to this different culture and situation.

In assessing Cultural Intelligence, Cultural Intelligence Scale was used. The scale intent to assess four dimensions of cultural intelligence, namely: metacognitive, cognitive, motivational, and behavioral cultural intelligence. The scale was developed by Ang and Dyne (2008), and it consists of 20 statements. Ang and Dyne (2008) developed the scale by reviewing the existing theories of intelligence and intercultural competency. They interviewed eight executives with extensive global work experience.

Brown (2000, p. 249) stated that the psychomotor process of receiving sound waves through the ear and transferring nerve signals to the brain is one of the numerous facets of listening comprehension. It is supported by Lynch and Mendelsohn (2002, p.194) in Nation and Newton (2009, p. 39) that defined listening comprehension as traditionally viewed, the process by which both a listener and a speaker receive information supplied

by a speaker through a passive procedure by the listener. In the new model, the listener listens to messages from speakers with messages that are understood through the act of interpreting based on meaning in form by context.

Next, Nadig (2013) as cited in Pourhosein Gilakjani & Sabouri (2016) suggested that as listeners, we grasp the diverse processes of knowing speech sounds, comprehending the meaning of individual words, and understanding the syntax of sentences. Early and Mosakowski (2004) in Vural and Peker (2019, p.331) define listening comprehension as the speaker's ability to listen to a variety of things in a variety of ways, including knowing and understanding intonation to understand mood and meaning, specific details (such as times, platform numbers, and so on), and sometimes for more common overview (when they are listening to a story or interacting in a sociocultural conversation). Based on the definitions above, it is concluded that listening comprehension is a process of receiving sound waves through the ear and transmitting nerve impulses to the brain to get the meanings of the discourse that are shaped by context and interpret it to identify specific information and a more general understanding such as listening to a story or interacting in a social conversation.

According to Brown (2006, p.6), there are 3 indicators of the listening test. These indicators are what listening assessment expected from the test-takers, they are: (1) listening to obtain the main idea, (2) listening to get details, and (3) listening to produce inferences.

Brown (2003, p.116-139) suggests that listening objectives are varied depending on the types of listening comprehension tasks or performances. Thus, he classifies listening comprehension tasks into four categories as follows:

a) Intensive Listening

Listening for comprehension of the smaller parts of a larger component of spoken language that includes phonemes, morphemes, intonation, command, comprehension check, etc.

b) Responsive Listening

Listening to a short sentence such as greeting, question, command, and comprehension check, and an equally short response.

c) Selective Listening

Selective listening tends to assess scanning abilities towards the passage and not necessarily find out the general message of the text. Kinds of selective listening are listening for names, numbers, a grammatical category, directions (in a mapping exercise), and facts.

d) Extensive listening

Extensive listening refers to the use of a top-down strategy in listening in which understanding the global understanding of a spoken language. It includes listening for gist, looking for the main idea, and finding out the implied meaning of a lengthy text or conversation.

The Effect of Cultural Intelligence and Creative Thinking on the Practical Technical Capabilities of Trabzon University Physical Education Students were prior research done by Aydin (2019). The goal of this study was to see how cultural intelligence and creative thinking affected Trabzon University Physical Education students' practical technical abilities. The Standard questionnaires of Early and Ang (2003), Torrance (2000), and Behringer et al. (2011) were used to assess cultural intelligence, creative thinking, and technical abilities in sport, respectively. A total of 120 students received questionnaires (40 for football, 40 for volleyball, and 40 for badminton classes). In all three football sessions

(foot technical capability), volleyball, and badminton, the data revealed that cultural intelligence and creative thinking have a considerable favorable influence on the technical skills of Trabzon University Physical Education students (hand technical capability). Furthermore, cultural intelligence and creative thinking have a substantial-good impact on football courses' technical abilities (foot technical capability).

The second study is Vural and Peker's "Study on the Relationship Between Cultural Intelligence Level and Academic Self-Efficacy of Undergraduates" (2019). The purpose of this study is to see if there is a link between cultural intelligence and undergrads' academic self-efficacy. The "Cultural Intelligence Scale" and the "Academic Self-Efficacy Scale" were used to collect data. To assess the link between the variables, the data were examined using the Spearman correlation test. The findings of the study revealed that there was a substantial and favorable link below the medium level.

Therefore, this study was intended to investigate whether there was a positive and significant relationship between student's cultural intelligence and student's listening comprehension.

RESEARCH METHOD

The research is quantitative. Quantitative research is predicated on the measurement of quantity or amount. (Kothari, 2004, p.3). It can be used to describe phenomena that have a numerical value. The research's design is correlational. The correlation research describes a general approach to research that focuses on assessment toward correlated variation among variables that arise naturally (Emzir, 2008, p.37). The research took place in Universitas Riau Kepulauan, which is located in Jl. Batuaji Baru no. 99 Batam. The research was conducted in January 2021.

According to Siregar (2013, p.10), the independent variable is the variable that is the cause or change or affects the other variables. In this research, cultural intelligence is the independent variable. A dependent variable is one that is influenced by or becomes dependent on another variable. The dependent variable in this study is listening comprehension (Siregar, 2013, p.10). The population is a generalization region made up of items or people with certain attributes and characteristics that researchers specify to learn and make conclusions (Sugiyono, 2012, p. 117). The participants in this study were English Department students at the University of Riau Kepulauan in the academic years 2020/2021. A total of twenty-eight people responded to the survey. A sample is a portion of a larger amount or a characteristic of a population (Sugiyono, 2012, p.118). The sampling technique that was used in this research is total sampling. Sugiyono (2009, p.120) defines a total sampling technique as a sampling technique in which the number of population and sample that were used in the study is equal. It means that the total number of the population is selected into the sample.

In assessing Cultural Intelligence, Cultural Intelligence Scale was used. The scale was developed by Ang and Dyne (2008), and it consists of 20 statements. The questionnaire was on the Likert scale. The scale intent to assess four dimensions of cultural intelligence, namely: metacognitive, cognitive, motivational, and behavioral cultural intelligence. In assessing the questionnaire, the highest score that the respondent could get is one hundred. It is derived from the highest score on Likert scale (5) and multiplied by the numbers of the item (20). While the lowest score possible is twenty (20). In measuring the validity of the questionnaire, Ang and Dyne (2008) employed Campbell and Fiske's

Multitrait-Multimethod Matrix (MTMM) analysis (1959). It's a technique for determining construct validity. The strategy necessitates the researcher measuring a collection of qualities in a single study using several methodologies. Each measure should be loaded on its trait and method component in the MTMM analysis (Kenny, 2012). Brown (2003, p.20) defines reliability as an instrument that is consistent and dependable. It means that a reliable instrument offers consistent results. Ang and Dyne (2008, p.21) tested the reliability of the four dimensions of the cultural intelligence scale by using the alpha Cronbach formula to ensure the consistency of the scale. According to Arikunto (2014:239), the Alpha Cronbach formula can be used to obtain the reliability of the instrument which is formed on a scale, like from 1 to 5.

The type of listening comprehension task given to the students was the Communicative Stimulus-Response Task since this kind of test is appropriate with university students due to their level of knowledge. The test is adapted from International English Language Test System (IELTS) as the international standard. According to Brown (2006:6), there are 3 indicators of the listening test. These indicators are what listening assessment expected from the test-takers, they are: (1) listening to obtain the main idea, (2) listening to get details, and (3) listening to produce inferences. Before the test was given to the sample of the research, the validity and reliability of the test has been ensured in advance.

The validity, according to Gronlund (1998, p.226) in Brown (2003, p.25), is the degree to which conclusions drawn from assessment findings are relevant, meaningful, and beneficial in terms of the assessment's aim. It means that a valid test is a test that measured what should be measured correctly. A listening comprehension test should measure listening comprehension, neither previous knowledge in a subject nor some other variable. (Brown, 2003, p. 22)

In measuring the reliability of the listening test, the researcher conducted two kinds of reliability testing, namely:

1) Test Reliability

Brown (2003, p.22) mentions that the nature of the test itself can cause measurement errors. Test reliability, thus, refers to the reliability of the test based on the nature of the test itself. Brown (2003, p.22) adds that test reliability is influenced by some criteria such as the length of a test, time allocation, the way the test is written, ambiguousness of the test, and the answer choices.

2) Test Administration Reliability

Test administration reliability is the consistency of the test because of the way the test is administered (Brown, 2003, p. 21). It means that the test reliability could depend on the condition in which the test is conducted. There are some sources of test administration reliability such as the quality of the worksheet, the quality of the audio recording in a listening test, the amount of light in different parts of the room, variation in temperature, even the condition of the chair, desk, and other equipment as well.

Before analyzing the data, the researcher ensures that the data is in the normal distribution. Then, a prerequisite test to test whether the data is in the normal distribution or not. The normality test will be conducted by using Saphiro-wilk (1965). If the data of cultural

intelligence and listening comprehension has a significance value than 0.05 with the degree of freedom 28. It can be concluded that the data of listening comprehension and cultural intelligence were in the normal distribution.

After conducting the normality testing, the researcher does testing the hypothesis. To test the hypothesis, the researcher conducted a Pearson product-moment test as the data were in the normal distribution. After finding the r_{count} , it was then compared to the r_{table} with the level of significance 5% and degree of freedom 28 (the number of respondents). Therefore, it can be concluded that there is no significant correlation between cultural intelligence and listening comprehension if r_{count} is smaller than r_{table} . It means that the null hypothesis is accepted and the alternative hypothesis is rejected.

RESULT

A. Data Description

There were two kinds of data in this research, they were: students' cultural intelligence score which was obtained by using Cultural Intelligence Scale by Ang and Dine (2008), and student's listening comprehension score that was obtained by using the IELTS listening test.

1. Data of students' cultural intelligence

Data on students' cultural intelligence was obtained by using a questionnaire. There were 20 items of the questionnaire given to the students (see in appendix 1). Five answer options were provided for every single questionnaire item as follows:

a) Frequency Distribution of Students' Cultural Intelligence

The distribution of student's scores in cultural intelligence could be seen in the following table:

Table 1. Frequency Distribution

Interval	Frequency	Percentage (%)
78-82	7	25
73-77	3	10.7
68-72	7	25.0
63-67	6	21.4
58-62	3	10.7
53-57	2	7.1
	28	100

The data were distributed into six interval classes with the interval range of each class was seven. The range of the data was 30, that was derived from the distance of highest and lowest scores. Overall scores are in the range of 53-82. The lowest score of the student's cultural intelligence was 53 and the highest score was 82.

2. Data of students' Listening Comprehension

The data of students' listening comprehension were obtained by using the listening test. There were 40 questions of the listening test (IELTS TEST) given to the students (see appendix 2). The scores were given by multiplying the correct answer by two and a half to get the final score.

After doing the calculation, the researcher finally obtained the listening comprehension score of the research sample. Below is the description of the data:

a) Frequency Distribution of Student's Listening Comprehension

The distribution of student's scores in listening comprehension could be seen in the following table:

Table 2. Frequency Distribution

Interval	Frequency	Percentage (%)
86 - 99	1	3.57
72.5 - 85.5	1	3.57
59 - 72	1	3.57
45.5 - 58.5	4	14.29
32 - 45	9	32.14
18.5 - 31.5	6	21.43
5 - 18	6	21.43
	28	100

The data were distributed into seven interval classes with the interval range of each class being fourteen. The range of the data was 30, which was derived from the distance of highest and lowest scores. Overall scores are in the range of 5 - 87.5. The lowest score of the student's listening comprehension was 5 and the highest score was 87.5

B. Validity and reliability of the instruments

1. Validity and Reliability of Cultural Intelligence Scale

In analyzing the validity and reliability of the cultural intelligence scale, it was expected to confirm a four-factor structure since it designed the measure to reflect the four theoretical dimensions of cultural intelligence. As a result, it used confirmatory factor analysis to determine dimensionality (CFA). The validity of cultural intelligence was next investigated using Multi Trait Multi-Method Analysis, with each trait (indicator) of the scale being assessed. The validity test demonstrates that the correlations between self-ratings and peer-ratings are all significant (0.45). Each one is a considerable deviation from zero, suggesting convergent validity, and is significant enough (Ang and Dyne, 2008, p.25). Then, with acceptable variances (0.75-1.03), the four components were significantly associated (0.21-0.45). Internal consistency was supported by the adjusted item-to-total correlations for each subscale (0.47-0.71), which revealed robust links between items and their scales. As a result, the instrument was determined to be reliable.

2. Construct Validity of Listening Test

Based on the analysis of construct validity of the listening test, it was found out that the test's construct was in accordance with the construct of listening comprehension. Listening comprehension is the process of obtaining audio signals through the ear and transferring impulses to the brain to interpret the meanings of the conversation that are molded by a specific situation and recognize detailed information and a more general idea, such as listening to a story or engaging in a social conversation. Then, the validity was measured by using the assessment of listening comprehension, namely: main idea, details, and inference (Brown, 2003). The test was valid as it could measure all of those indicators in the tests. Below are the explanation of indicators and descriptors of the listening comprehension test:

- Ideas: generate ideas or general understanding of the discourse
 - Details: understanding detailed information by the meaning of the discourse convey the intended message
 - Inference: interpreting the specific information that is shaped by the context
- Thus, the item distribution of listening comprehension were as follows:

Table 3. Item Distribution of Listening Comprehension

Variable	Indicators	Numbers of Item
Listening	1. Listen to obtain main idea	21, 26, 29
Comprehension	2. Listen to get details	1, 2, 3, 4, 5, 8, 9, 10, 11, 13, 14, 15, 16, 17, 18, 19, 20, 22, 27, 28, 30
	3. Listening to produce inferences	6, 7, 12, 23, 24, 25

Reliability of Listening Test

a. Test Reliability

The test that was derived from the IELTS for Academic Purposes Test by Mann and Knowles (2009) consisted of four sections and ten questions for each section. The test was reliable as it was well designed and has been used internationally. From the total number of forty questions, there were neither ambiguous questions nor answers. Furthermore, the directions of the test were clear and unambiguous. The test was in multiple forms; multiple-choice questions, completing a sentence, table, and chart. Alternatives and the distractors in the multiple-choice items were well designed. The type of the test was the objective test, in which there were predetermined fixed answers, so it was not inconsistent or unreliable due to the rater's bias.

b. Test Administration Reliability

Unreliability also could be resulted from the way the test was administered. The listening test was reliable as it had clear audio recording. The test takers were equipped with similar qualities of headphones that had been checked and worked well. Then, there was no issue with noise from outside the room as the test was conducted in a soundproof room. The distance of one respondent to another was almost the same, and all respondents had the same worksheets with no variations of printing conditions.

C. Testing Hypothesis

1. Normality testing

Before testing the hypothesis, the researcher had to make sure that the data was in normal distribution. Therefore, a normality test was conducted. To test the normality of the data, the researcher used saphiro wilk as the number of the data was less than fifty. The result of the normality test can be seen in Table 4.

Table 4. Normality test

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
Cultural Intelligence	.091	28	.200*	.962	28	.397
Listening Comprehension	.094	28	.200*	.961	28	.372

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

In the table above, it can be seen that the data of cultural intelligence has a significance value of 0.397 and 0.372 for listening comprehension which is bigger than 0.05 with the degree of freedom 28. Therefore, it can be concluded that the data of listening comprehension and cultural intelligence were in normal distribution. Then, the data was analyzed by using pearson product moment correlation to see the significance of the correlation between those variables.

1. Testing Hypothesis

To test the hypothesis, the researcher conducted a pearson product moment test as the data were in normal distribution. After finding r_{count} , then it was compared with r_{table} (significance level 0.05; $n = 28$). Therefore, it can be concluded that there is no significant correlation between cultural intelligence and listening comprehension because r_{count} is smaller than r_{table} ($0.251 < 0.374$). It means that null hypothesis is accepted and alternative hypothesis is rejected.

Based on the results of hypothesis testing, it was found that there was no significant correlation between cultural intelligence and listening comprehension ($r_{\text{count}} = 0.251$). The correlation degree was categorized into low level of correlation because it was lower than r_{table} (0.371). The correlation is not significant probably because listening comprehension could be affected by the other factors as well, such as linguistic intelligence.

DISCUSSION

The result of data analysis reveals that there was no significant correlation between cultural intelligence and listening comprehension. The correlation is not significant probably because listening comprehension could be affected by the other factors as well, such as linguistic intelligence. On the other hand, cultural intelligence could affect their ability in understanding a narration or conversation which is usually given while a listening comprehension test. The student's ability in understanding main idea, listening to get details, and listening to produce inferences which are the listening test indicator could determine how they would deal with the problem, their motivation, and whether they need achievement or not which are the parts of cultural intelligence indicators.

Besides, some students with low listening experience found difficulties to understand the meaning of word, pronunciation, grammar in listening because of lack of knowledge in target language. Then hypothesis testing result revealed that students' cultural intelligence has no significant relationship with listening comprehension.

However, it also indicated that there was a positive correlation that means that higher cultural intelligence respondents would have a higher listening comprehension, and vice versa. The data showed that some students who have higher cultural intelligence also possess higher listening comprehension as they scored 87.5 and 75 in their listening tests. On the other hand, students who have lower cultural intelligence might have low listening comprehension as they got 7.5 and 5 on their listening comprehension test. People who have high motivational cultural intelligence are enthusiastic about intercultural connection because they see the positives and are competent to succeed in the setting. All three distinct of motivational cultural intelligence ignite energy that helps a person to operate well in a varied cultural milieu, even in tough situations.

CONCLUSION

The result of the study concluded that there is no significant correlation between students' cultural intelligence and students' listening comprehension. The lecturer can use this research result to help them in understanding the varieties of the student's cultural intelligence level differ one and another. Thus, it influences the teaching materials and teaching technique listening. As it was found out that there was a correlation between cultural intelligence and students' listening comprehension although it is not significant hence knowing students' cultural intelligence level is important in term of their listening comprehension ability. Teacher needs to remind the students the importance of cultural intelligence, so the teacher could instill cultural knowledge in learning. A high cultural intelligence can help and improve the students' ability in learning listening.

Even the result of the research though cultural intelligence has no significant correlation with listening comprehension, students could manage their cultural intelligence aspect which might has correlation with other learning subjects. They have to understand their own self including their problem when follow some test and ask to their lecturer how to solve their problem in order to get better result in learning achievement. It is suggested to other researchers that will conduct a correlational research to make sure that the samples have homogeneous ability so the correlation that found truly reflect the relationship between cultural intelligence and listening comprehension. This research finding can be used as starting point to start another related research.

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