

STUDENTS' METACOGNITIVE AWARENESS ON LISTENING COMPREHENSION AT SENIOR HIGH SCHOOL STUDENTS

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Abstract

This study is designed to give an understanding about students' metacognitive awareness on listening comprehension at senior high school students. The respondent's report were explored to know how aware the students at senior high school to metacognitive awareness on listening comprehension represented by Metacognitive Awareness and Listening Questionnaire (MALQ) by Vandergrift.et.al., (2006) and which strategy of metacognitive awareness that most and least used by students on listening comprehension. The participants of this study are the students in twelfth grade at MA Mamba'ul Ma'arif Denanyar Jombang in academic year 2018/2019. Total population of this grade are 65 students and there are 40 students involved in this study. It consists of 23 male students and 17 female students that was taken randomly. The data findings show that from 40 participants there are 22 students with percentation 55.0% are aware and 18 students with percentation 45.0% are unaware about the strategies. It means that the students' at MA Mamba'ul Ma'arif are potentially become skillful listeners because they are aware about the strategy. On the other hand, the strategies that are most used by students are planning and evaluation with ($M=36450$, $SD=125026$) and the least used by students are directed attention strategy ($M=33750$, $SD=113410$). In sum, The student at MA Mamba'ul Ma'arif Denanyar Jombang are quite aware on using the metacognitive strategies awareness when they are having listening comprehension class

Keywords: metacognitive awareness, listening comprehension

INTRODUCTION

Nowadays, the important of language learning can not be neglected. It becomes one of the ways to develop automatic cognitive skills. Therefore, language learners must be trained to master language skills such as speaking, writing, reading and listening in order to they can be successful communicator. From the four language skills, listening is the most important, commonly used, and active skill in oral communication (Vandergrift and Goh, 2012). From this skill learners can reinforce language input (Field, 1998). Indeed, it is worth to

remember that the success of spoken communication not only depends on the ability to speak but also on the efficiency of the strategy to listen (Harmer,2007).

On the other hand, listening is the most difficult than other skills (Cross,2010; Siegel,2013; Ngo,2016). Listening is a complicated problem solving where the students must comprehend the meaning of the words, sentences, clauses, phrases and the discourse, it is more than only perceiving the sounds. (Mohaved, 2014). In line with this case, according to Vandergrift, (2010) listening comprehension itself is an active process of learners to construct the meaning, comprehend the context of communication, interaction with a number of sources, and focus their attention on selecting information from the speakers aural input etc.

For native (L1) speakers may seem relatively straightforward but for (L2) second and foreign language it is often a source of frustration because listening is a complicated and unseeable mental process (Vandergrift,2010). The teacher as facilitator in classroom must think deeply to overcome this problem by choosing appropriate strategies to be applied. However, listening is invisible mental process. So, to help the learners understand the process the learners should be taught how to listen by making them aware on it (Goh, 2006). One of strategies that can be applied by teacher is metacognitive awareness because with this strategy the learners can manage their own learning, aware to every process of their learning etc. If the learners can apply this strategy in their learning they will be more skillful listeners.

According to Vandergrift et al.,(2006) as cited in Rahimi and Katal, (2011) the concept of metacognitive can be formulated as learner's cognitive appraisal or metacognitive knowledge about oneself, the understanding, listening needs, their cognitive objectives, and their strategy to the tasks. The strategies classified into five categories including direct attention, mental translation, planning and evaluation, problem solving and person knowledge.

As far as this field is concerned, quite number of studies of metacognitive awareness on listening comprehension have been carried out by many researcher. The first is ch'ng loo-chin et.al.,(2017) from the study revealed that metacognitive awareness strategies influence the students listening performing their listening tasks and to examine the influence of the strategies on their post test. Overall, the findings show an increase in the percentage of correct answer for the listening comprehension task based on the MCQ given.

The second research is carried out by Goh and G.Hu,(2013) the study is designed to give understanding about metacognitive awareness and student listening performance. The result of the study revealed that there is significant relationship between student's score in metacognitive awareness and their listening performance. From the study it can be known that student metacognitive awareness accounted for 22% from the variance on listening performance. The investigation to individual factors revealed there is a significant relationship between listening performance and the directed attention and problem solving strategies as well as an overall moderate-to-low sense of participants' confidence in this study. It also show the amount of interpersonal variation for different aspects in metacognitive awareness

From two previous studies above can be generalized that metacognitive strategies give benefit effect to student's awareness on listening comprehension. The differences among the studies are the focus investigation, the quantity and background of participant. And also from previous studies stated above, it can be known that all research have done in the setting where the participant mostly are ESL students. While in this study, the researcher will conduct in the setting where the participant are EFL students. The participant of this study are senior high school student who are in twelfth grade at MA Mamba'ul Ma'arif Denanyar Jombang in academic year 2018/2019. The reason of taking twelfth grade students in senior high school because the first, they are student that almost complete their study. Right now they are in last grade and normally they have got all the materials in the school. Second, they are having intensive course from the school in order to prepare national examination. So they have more time to study english or in this context, to practice listening than the others. In addition, this research only focus on metacognitive awareness on listening comprehension. In these investigations, listeners were asked to clearly report their awareness about themselves, the comprehension of listening demand, their aim of their cognitive, their strategy to the task, and their step through metacognitive awareness and listening questionnaire (MALQ) developed by Vandergrift et al, (2006).

METHOD

This research used case study research because in this research the respondent's report were explored to know how aware the students at senior high school to metacognitive awareness on listening comprehension represented by (MALQ) and which strategy of metacognitive awareness that most and least used by students on listening comprehension. Case study research focused on, predicting, controlling, describing, understanding, the individual (i.e., people, household, organization, group, industry, animal, culture, process, or nationality) (Woodside, 2010).

On the other hand, this case study was conducted using a quantitative and qualitative content analysis. Quantitative content analysis in communications, the researcher can measure message frequency, type, and variety. While, qualitative content analysis reflects how people interpret their experiences, how they construct their worlds, and what meaning they attribute to their experiences. In this research, the researcher used both of the analyses to present the result of this research. So the result will be presented in the form of descriptive statistic frequency as the data finding and narrative form as the description.

The participant of this study are the students in twelfth grade at MA Mamba'ul Ma'arif Denanyar Jombang in academic year 2018/2019. Total population of this grade are 65 students and there are 40 students involved in this study. It consists of 23 male students and 17 female student that was taken randomly. The instrument of this research is the questionnaire of metacognitive awareness and listening questionnaire (MALQ) adopted from Vandergrift et al., (2006) that consists of 21 questions and reflects the five metacognitive strategies awareness. The five strategies are, a) problem-solving; (b) planning and evaluation; (c) mental translation; (d) person knowledge; and (e) directed attention.

The data were collected through (MALQ) that had been translated by the researcher and validated by the translation expert. Then the researcher distributed the questionnaire to students and before the students answer or response the questions the researcher explain clearly the aim of this research and emphasize that this research didn't affect the students score. The time allocation for the participant in responding the questionnaire is 15 minutes. After answering the questions the researcher collected the questionnaire then input the students report on data base and analyse the descriptive statistic of the data using SPSS.

RESULTS

1. *Student's metacognitive awareness on listening comprehension*

To answer the question about student's metacognitive awareness on listening comprehension, descriptive statistic (mean and standart deviation) of students response were explored at the level of MALQ, the subscales, as well as individual items. After collecting data from 40 participants regarding the student's metacognitive awareness on listening comprehension, it is presented the result of descriptive statistic, of awareness as below:

Table 1.1 The Descriptive Statistic of awareness in general

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Awareness	40	52.00	88.00	74.0750	7.50175
Valid N (listwise)	40				

In term of the metacognitive awareness on listening comprehension, it is known that from 40 participants questionnaire score. It is obtained the minimum score is 52.00 and the maximum score is 88.00 While the mean score of all student's are 74.0750, followed with 7.50175 for their standard deviation. From that score it is used to be tendency to decide the aware or unaware. If the students score in the scale of 52.00 – 74.07 it means that the students are unaware. While if the student's score in the scale of 74.07 – 88.00 it means that the students are aware.

Table 1.2 The Descriptive Statistic of Metacognitive Awareness for five strategies

Metacognitive Awareness					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Unaware	18	45.0	45.0	45.0
	Aware	22	55.0	55.0	100.0
	Total	40	100.0	100.0	

The table 1.1 clearly shows that Results indicate that in general the students had slightly high metacognitive strategies awareness on listening comprehension with the overall (M= 74.0750) and (S.D=7.50175) to the five strategies awareness as indicated in Table 1.1. In addition from table 1.2 it can be generalized that there are 22 students stated aware to the five strategies awareness in MALQ with percentation score 55.0% and there are 18 students stated unaware to the five strategies awareness while having listening comprehension with percentation score 45%.

2. The most and the least metacognitive strategy awareness used by Students

In the next sub chapter the researcher presents the finding of the research from the student response for each question completed with the details of likertscale of agreement that has been processed through SPSS. From this finding it would be used to be tendency in determining the most and the least strategy awareness used by students that reflected from each questions. The data findings as follows:

Table2.1 The Decriptive Statistic of item scale in questionnaire for each question

		Statistics										
		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11
N	Valid	40	40	40	40	40	40	40	40	40	40	40
	Missing	0	0	0	0	0	0	0	0	0	0	0
Mean		3.5250	3.3250	3.7250	3.5500	3.6000	3.3250	3.7500	3.4500	3.5250	4.0250	3.6250
Median		3.0000	3.0000	3.5000	3.5000	4.0000	3.0000	4.0000	3.0000	4.0000	4.0000	4.0000
Mode		3.00	3.00	3.00	3.00	4.00	3.00	3.00	3.00	4.00	5.00	4.00
Std. Deviation		1.21924	1.07148	1.24009	1.03651	1.05733	1.20655	1.21423	1.10824	.96044	1.22971	1.23387
Minimum		1.00	1.00	2.00	1.00	2.00	1.00	2.00	1.00	1.00	1.00	1.00
Maximum		6.00	5.00	6.00	5.00	6.00	5.00	6.00	5.00	5.00	7.00	6.00
Sum		141.00	133.00	149.00	142.00	144.00	133.00	150.00	138.00	141.00	161.00	145.00

a. Multiple modes exist. The smallest value is shown

Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21
40	40	40	40	40	40	40	40	40	40
0	0	0	0	0	0	0	0	0	0
3.4500	3.2750	3.5750	3.6750	3.4000	3.3750	3.4250	3.3750	3.4250	3.6750
3.0000	3.0000	3.0000	4.0000	3.5000	3.0000	3.0000	3.0000	3.0000	4.0000
3.00	3.00	3.00	3.00	4.00	3.00	3.00	3.00 ^a	3.00	3.00 ^a
1.15359	1.10911	1.08338	1.20655	1.10477	1.16987	1.33757	1.29471	1.43021	1.28876
1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
6.00	6.00	6.00	6.00	6.00	6.00	6.00	6.00	6.00	6.00
138.00	131.00	143.00	147.00	136.00	135.00	137.00	135.00	137.00	147.00

The descriptives statistics above presents overall data for each item question of metacognitive awareness and listening questionnaire. The next, the data statistics above will be classified into five strategies based on the classification of Goh, (2008) to answer the objective of this research toward the most and the least strategy used by students on listening comprehension. the classification as follows:

Table 2.2 The classification of five strategies mean scores

NO	TYPE OF STRATEGIES	ITEMS NUMBER	M	S.D	RESULT
1	DIRECTED ATTENTION	2	33250	107148	LOWEST
		6	33250	120655	
		12	34500	115359	
		16	34000	110477	
AVERAGE SCORE			33750	113410	
2	MENTAL TRANSLATION	4	35500	103651	
		11	36250	123387	
		18	34250	133757	
AVERAGE SCORE			35333	120265	
3	PLANNING & EVALUATION	1	35250	121924	HIGHEST
		10	40250	122971	
		14	35750	108338	
		20	34250	143021	
		21	36750	128876	
AVERAGE SCORE			36450	125026	
4	PROBLEM SOLVING	5	36000	105733	
		7	37500	121423	
		9	35250	96044	
		13	32750	110911	
		17	33750	116987	
		19	33750	129471	
AVERAGE SCORE			34833	113428	
5	PERSON KNOWLEDGE	3	37250	124009	
		8	34500	110824	
		15	36750	120655	
AVERAGE SCORE			36167	118496	
OVERALL AVERAGE SCORE			35307	118125	

From the data above it presents about the accumulation mean scores from each number item in questionnaire. The researcher have classified the item into the group of five strategies based on (Goh, 2008) classification to answer which strategies is the most and the least used by student on listening comprehension. From the data above it can be known that, for strategy directed attention the total average score is 33750, for strategy mental translation the total average score is 35333, for strategy planning and evaluation the total average score 36450, for strategy problem solving the total average score 34833, for strategy person

knowledge the total average score 36167. In sum, the most strategy used is planning and evaluation and the least strategy used is directed attention

DISCUSSION

1. *Student's metacognitive awareness on listening comprehension*

The Results indicate that in general the students had fairly high metacognitive strategies awareness on listening comprehension with the overall ($M=74.0750$) and ($S.D=7.50175$) to the five strategies awareness as indicated in Table 4.11. In addition from table 4.12 it can be generalized that there are 22 students stated aware to the five strategies awareness in MALQ with percentation score 55.0% and there are 18 students stated unaware to the five strategies awareness while having listening comprehension with percentation score 45%. From this result indicates that the students at MA Mamba'ul Ma'arif are potentially become skillful listeners because most of the students there are aware about their own learning, they manage their own learning and they evaluate their own learning.

2. *The most and the least metacognitive strategy awareness used by Students*

The result of the present study show that the twelfth grade learners possess a moderate level ($M=35307$; $SD=118125$) of metacognitive awareness in listening. This level can be considered as satisfactory because according to Oxford (2002), a threshold level of metacognitive awareness is needed for learners to manage a specific learning task and language learning in general.

The items of MALQ question is classified into the five strategies of metacognitive awareness in order to know which strategies is the most and the least used by the students. Here from the mean score of strategy directed attention is accumulated from the items number of questionnaire number 2, 6, 12, 16 and the results show the average score for the strategies ($M=33750$) With ($SD=113410$). Then for the strategy of mental translation the means score is accumulated from the items number 4, 11,18 and the results show that the average score for the strategies ($M=35333$) with ($SD=120265$). Next for the strategy of planning and evaluation, the mean score is accumulated from the items number 1,10,14,20,21 and the issue shows the average score to the strategies ($M=36450$) with ($SD=125026$). For the following strategy of problem and solving the mean score is accumulated from the items number 5,7,9,13,17,19 the result shows the average score ($M=34833$) with ($SD=113428$). And the last strategy is person knowledge, the mean score is accumulated from the items number 3,8,15 the result shows the average score ($M=36167$) with ($SD=118496$).

At the level of subscales, learners responses reveal that the highest mean result refers to Planning and Evaluation strategy ($M=36450$, $SD=125026$) this result shows that the learners are aware not only using what they already know to the strategy but also they applied in their learning listeners use to get ready themselves for listening, and assess their listening efforts result. It shows the strategies which listeners used to get ready themselves for listening comprehension, and to evaluate the result of the efforts on their listening. In this factor the four items of the strategies include deciding a plan for listening, thinking about the same text for guidance in listening, deciding the objective in the mind while listening,

regularly check own satisfaction toward the interpretation while having listening and assessing the effectiveness from one's listening efforts. These strategies show that the aim of the nature comprehension process and the on-line evaluation of whether the comprehension of the aim were being realized.

The lowest mean response refers to directed attention ($M = 33750$, $SD = 113410$), the strategy which represents a type of strategy listeners need to be emphasized. The difference reached significant level. The students understand well about the importance of keeping the attention, because the input of information move in a flash in listening comprehension. The reports of the questionnaire also show that the students who get low score in the likertscale rubric are very anxious because there are too many problems in completing the task. Thus, they are easy to lose their focus and give up in the process of listening. On the other side, It also shows the strategies that listeners used to focus and to keep on the task. The four items under this factor incorporate strategies for example getting back on track when losing the focus. Try to be more concentrate while having difficulties on comprehending, refocusing, when one's mind unfocused and not give up when the experiences are difficult to understand. These strategies show up the important role played by considering and maintaining the attention and to focus on the incoming information or on their line of thought while setting the other metacognitive processes and continuing regardless of the troubles.

CONCLUSION

Based on the research finding and discussion provide the important information for the researcher and the teacher about the students awareness on listening comprehension with their own metacognitive listening strategies. The following draws the conclusion that the student of MA Mamba'ul Ma'arif Denanyar Jombang are quite aware about the metacognitive strategies awareness when they are having listening comprehension class. as a result the students at MA Mamba'ul Ma'arif is potentially become skillful listeners because most of the students there are aware about their own learning, they manage their own learning and they evaluate their own learning. in addition the students who aware about the metacognitive strategies awareness is more than the students who unaware.

On the other hand from the data finding and discussion it can be generalized that the most strategies used by students at MA Mamba'ul Ma'arif Denanyar Jombang are planning and evaluation. It reflected that the students there in listening comprehension most of them aware and apply the strategy on their listening comprehension. While the least strategy used by the students are directed attention it reflected the the students did not apply the strategies on their listening comprehension.

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