

**CORRELATION BETWEEN METACOGNITIVE
STRATEGIES AND LISTENING COMPREHENSION OF 4th
SEMESTER ENGLISH DEPARTMENT STUDENT AT IAIN
PALANGKARAYA**



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STUDY PROGRAM OF ENGLISH EDUCATION**

1440 H / 2018 M

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STRATEGIES AND LISTENING COMPREHENSION OF 4th
SEMESTER ENGLISH DEPARTMENT STUDENT AT IAIN
PALANGKARAYA**

THESIS

Presented to
State Islamic Institute of Palangka Raya
in partial fulfilment of the requirements
for the degree of *Sarjana* in English Language Education



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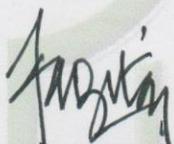
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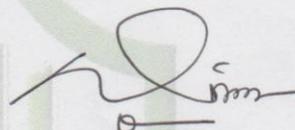
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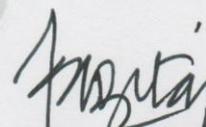
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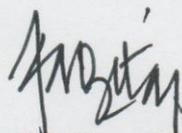
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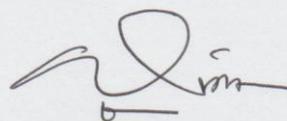
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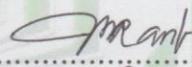
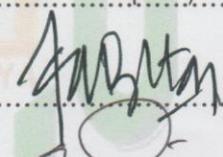
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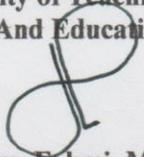
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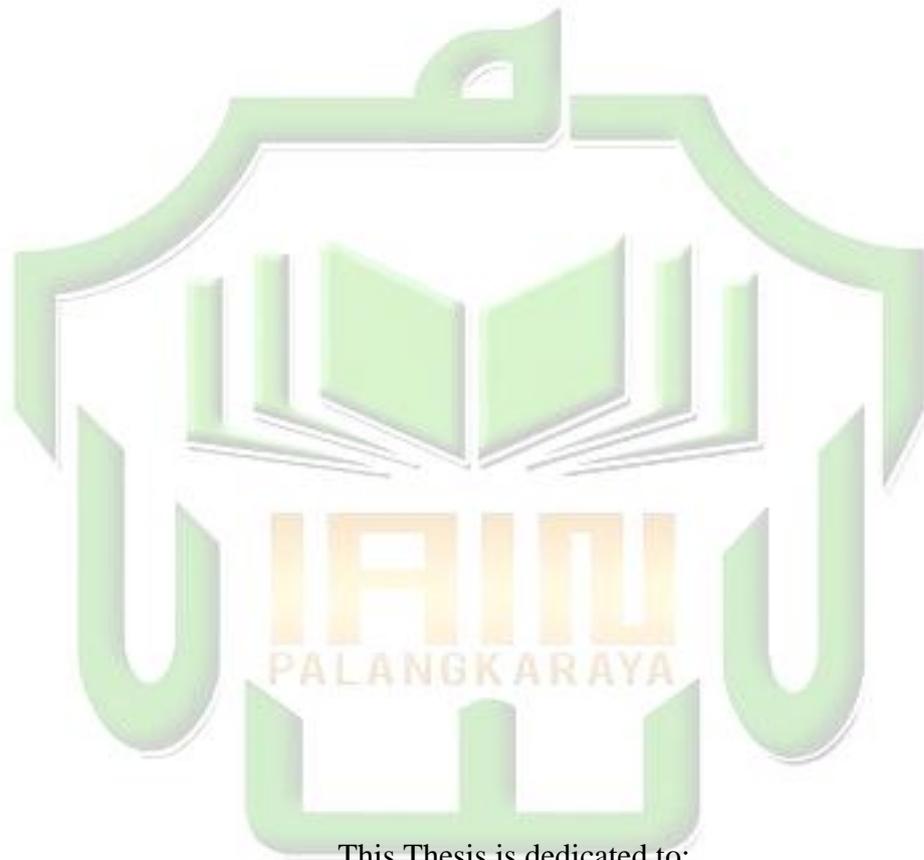
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MOTTO AND DEDICATION

“Man Jadda wa Jada”

Barang siapa bersungguh-sungguh maka dapatlah ia



This Thesis is dedicated to:

My beloved parents Edi wiyana and Sri Nurani for their valuable endless prayer, sacrifice and support. My beloved sister Bhakti Amalia Sintari. My best friend Nikmah Sistia, Allafima Bakti M., Nisfa Nurjanah, Wendy Meika K., Razudin. and Mirnawati for their support and help.

DECLARATION OF AUTHORSHIP

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Yours Faith fully



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ABSTRACT

Agustina. 2018. *Correlation Between Metacognitive Strategies and Listening Comprehension*. Thesis, Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisor: (1) Santi Erliana, M.Pd. (2) Akhmad Ali Mirza, M.Pd.

Keywords: *Correlation Research, Metacognitive Strategies, Listening Comprehension, Mixed method, Triangulation Design.*

The aims of conducting this research were; (1) to find out how Metacognitive awareness strategies are applied by 4th semester students of IAIN Palangkaraya in the learning process; (2) to find out How is the 4th semester students of IAIN Palangkaraya listening ability; and (3) to find out is there the correlation between metacognitive strategy and listening comprehension.

The research used correlation research. There were 66 students of 4th semester students from English Education study program at IAIN Palangkaraya as the population of this research. There were 63 students participated in this research and the other were absent when conducting this research. The sample of this study was taken by using total population sampling and purposive sampling technique. Data were collected using three instruments; MALQ (Metacognitive Awareness Listening Questionnaire), Listening TOEFL test core and interview. The data were analyzed by using pearson product moment correlation coefficient. The result showed that $r_{\text{obtained}} (-0.127)$ was lower than $r_{\text{table}} (0.248)$, then the level of probability (p) significance (sig.2-tailed) was .321. subsequently, p value (.321) was higher than 0.05. it means that the Null Hypothesis is accepted and the Alternative Hypothesis is rejected.

From the research findings showed that there is no correlation of metacognitive strategies on listening comprehension. It means that students' metacognitive strategies is not a dominant factor that affect listening comprehension.

ABSTRAK

Agustina. 2018. *Hubungan Antara Strategi Metakognisi dan Pemahaman Mendengarkan Mahasiswa Jurusan Bahasa Inggris di IAIN Palangkaraya*. Skripsi, Jurusan Pendidikan Bahasa, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing: (1) Santi Erliana, M.Pd. (2) Akhmad Ali Mirza, M.Pd.

Kata Kunci: *Penelitian Korelasi, Strategi Metakognisi, Pemahaman Mendengarkan, Metode Campuran, Design Triangulasi.*

Tujuan dari dilakukannya penelitian ini adalah; (1) untuk mengetahui bagaimana strategi kesadaran metakognisi yang diterapkan oleh mahasiswa semester 4 IAIN Palangkaraya dalam proses pembelajaran; (2) untuk mengetahui bagaimana pemahaman mendengarkan mahasiswa semester 4 IAIN Palangkaraya; dan (3) untuk mengetahui hubungan antara strategi metakognisi dan pemahaman mendengarkan.

Penelitian ini menggunakan penelitian korelasi. Terdapat 66 mahasiswa semester 4 dari Program Studi Pendidikan Bahasa Inggris di IAIN Palangkaraya sebagai populasi penelitian ini. Ada 63 siswa yang berpartisipasi dalam penelitian ini dan yang lainnya tidak hadir ketika melakukan penelitian ini. Sampel penelitian ini diambil dengan menggunakan total populasi sampling dan teknik purposive sampling. Data dikumpulkan menggunakan tiga instrumen; MALQ (Metakognitif Awareness Listening Questionnaire), skor tes TOEFL dan tes wawancara. Data dianalisis dengan menggunakan koefisien korelasi product moment Pearson. Hasil r -diperoleh menunjukkan (-0,127) lebih rendah dari r -tabel (0,248), maka tingkat probabilitas (p) signifikansi (sig.2-tailed) adalah .321. selanjutnya, nilai p (.321) lebih tinggi dari 0,05. itu berarti bahwa Hipotesis Null diterima dan Hipotesis Alternatif ditolak.

Dari temuan penelitian tentang pemahaman mendengarkan, berarti bahwa strategi metakognisi mahasiswa bukanlah factor dominan yang mempengaruhi pemahaman mendengarkan mahasiswa.

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Her appreciation is addressed to:

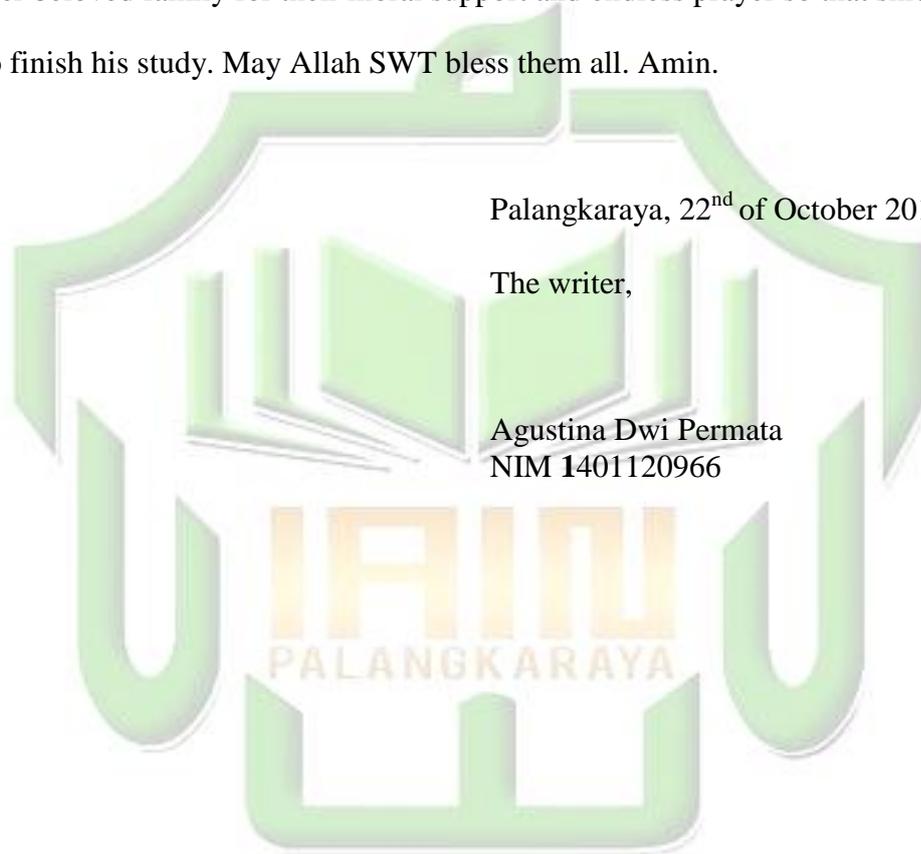
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Palangkaraya, 22nd of October 2018

The writer,

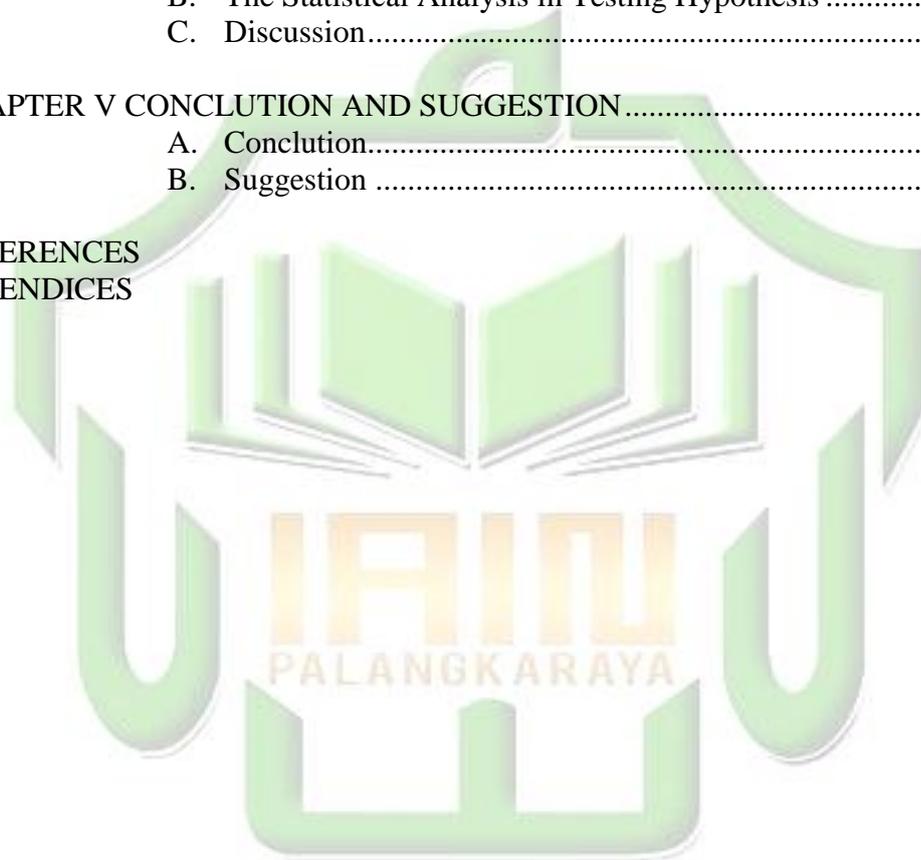
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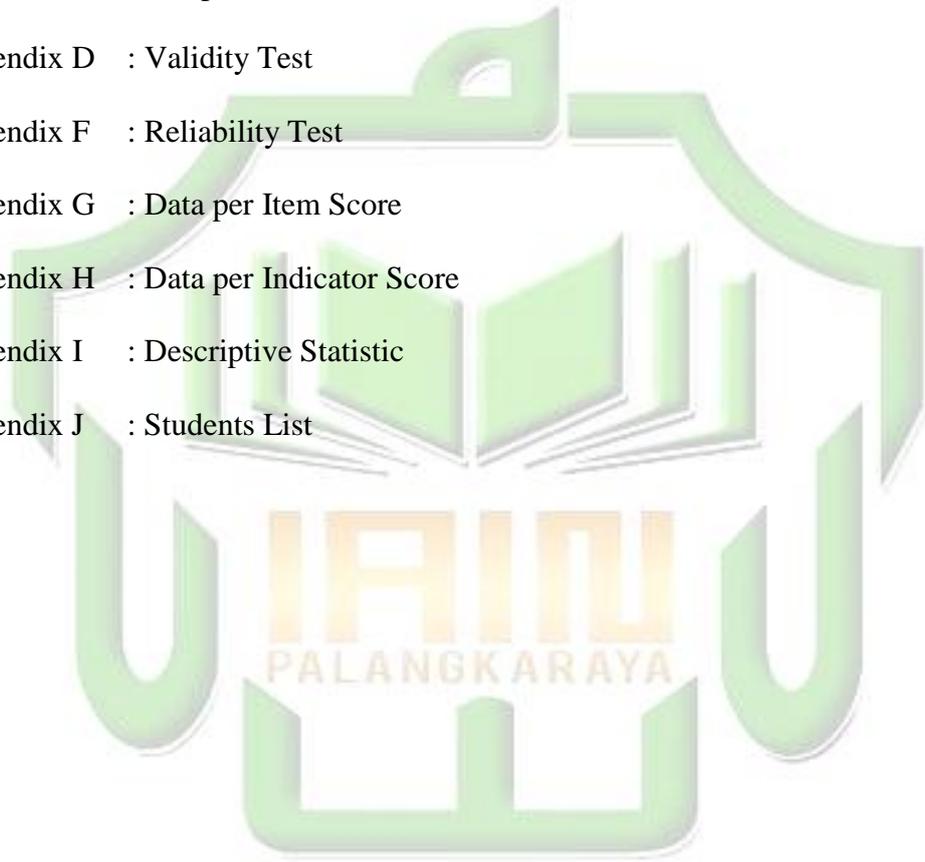
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LIST OF ABBREVIATIONS

TOEFL: Test of English as a Foreign Language

P&E : Planning & Evaluation

PS : Problem Solving

MT : Mental Translation

PK : Person Knowledge

DA : Direct Attention

MALQ: Metacognitive Awareness Listening Question

AN : Nur Annisa

MN : Monalisa

RI : Risqa Aulia

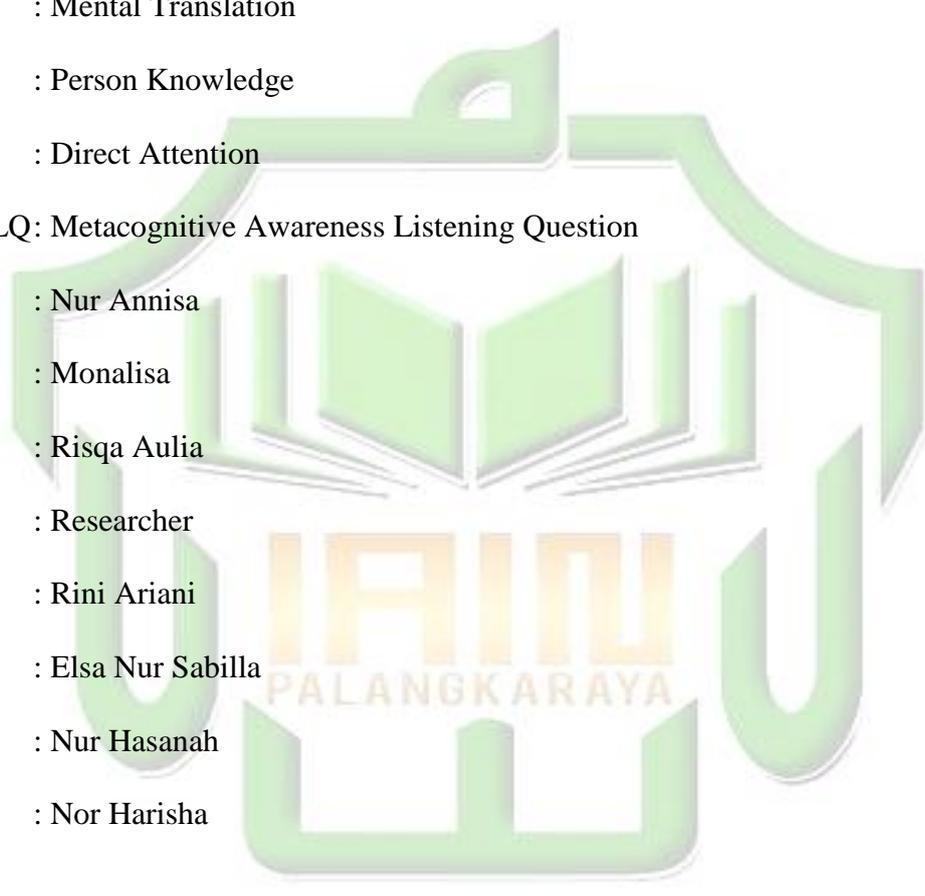
RS : Researcher

RN : Rini Ariani

EL : Elsa Nur Sabilla

SH : Nur Hasanah

NH : Nor Harisha



CHAPTER I

INTRODUCTION

This chapter describes background of the study, research problem, objectives of the study, hypothesis of the study, significance of the study, scope and limitation of the study, and definition of key terms.

A. Background of the study

English is the language that will be able to use most widely, as it's spoken in more countries than any other language. English is of course widely used as a lingua franca as well as in international Monetary Fund (IMF) and the World Bank, where is it the only official language (John, 2013 p. 8). According to Crystal (1997), the language is now spoken by over two billion people with different assents and competency levels. That is why English language may use in general competency level all people in the world mostly can interact each other by using English language.

The adoption of English language by Indonesia has brought about a tremendous change in the educational policies of the country (Syamsinar, 2014 p. 113). In Indonesia English become a foreign language and become a compulsory subject that has been learned by students in junior and senior high school and also in the collage. There are so many advantages of learning English as a foreign language for the children (Arif, 2015 p. 2). That is why teaching English as a foreign language become compulsory subject based on many advantages will help teaching and learning process in the education.

There are four skills in learning English, one of them is listening. Listening is the major component in English. Listening is a basic language skill, and as such it benefits an important priority among four skill areas for learning students (Hamouda, 2013, p. 113). In listening the students should understand what they speak. Listening process involves understanding speaker's accent or pronunciation, speaker's grammar and vocabulary, and comprehension of meaning (Homuda, 2013, p. 117).

Listening is the most common communicative activity in daily activities. Listening is the most important skill in language learning because it is the most widely used in language skill in normal daily life (Rost, 2011, p. 1). Listening is the thing that people do most of their time (Assaf, 2015, p.4). People are most do more listen than speak, read and write in their daily activity. Point out that of the total time spent on communicating, listening takes up 40-50%; speaking 25-30%; reading 11-16%; writing 9%, which means that listening is crucial in communication. (Mandelson, 1994, in Galikjani and Ahmadi, p. 977). Students spent 50% of the time operational in foreign language is dedicated to listening (Bingol et al, 2014, p. 1). By the stated it means that mastering listening skill is not easy as it is not the first language, however listening is one of the important skill in teaching and learning foreign language.

Listening comprehension become difficult subject to understand by the students. Students face the difficulties while do the listening test. There are ten listening comprehension problem such; (1) quickly forget what is hard;

(2) do not recognize what they know; (3) understand words but not the intended message; (4) neglected the next part when thinking about meaning; (5) unable to form a mental representation from words; (6) cannot chunk streams of speech; (7) miss the beginning of the text; (8) concentrate too hard or unable to concentrate; (9) do not understand subsequent part of input because of early problem; and (10) confuse about the key of the message (Goh, 2000, p. 59-60). The students often face a lot of problem in listening comprehension. If teachers expected to assist learners improved their listening comprehension, they should comprehend their listening difficulties in understanding spoken passages and teach them effectively in listening comprehension strategies to be able to solve their listening comprehension problem. Metacognitive strategy do not only help learning in general but also have a lot to offer to listening comprehension specifically (Coskun, 2010, p. 37).

Metacognitive strategies is a process which showed the ways of using strategies to students in order to enhance their language learning and language evaluating (Ebadi and Oroji, 2016, p.113). metacognitive strategy promoted by (O'malley and chamot, 1990, p.44) that has interested of educators on their strategy in teaching trough out the world. That one reason metacognitive strategies is significant is that if learners are not aware of when comprehension is breaking down and what they can do about it, strategies introduce by teacher will fail (Resouli, et, al, 2013, p.118).

As mentioned before, students could increase their language learning by metacognitive strategy, it helps them manage, direct, guide, and establish their learning by metacognitive strategies. The significant role of metacognitive strategies in helping learners to undertake the listening activity more effectively and to distinguish successful listeners from unsuccessful ones (Yang, 2009, p.134).

Based on informal interview with the 4 semester English education study program students of IAIN Palangkaraya, listening is difficult for them because they do not know what the speaker said sometimes it going too speed and they cannot comprehend the listening well, they often lose their concentration while listening and they quietly do not really understand what is metacognitive strategies and how it will apply in to help their listening comprehension.

B. Research problem

1. How are metacognitive strategies applied by 4th semester students of IAIN Palangkaraya in the learning process?
2. How are the 4th semester students of IAIN Palangkaraya listening ability?
3. Is there any correlation between metacognitive strategy and listening comprehension?

C. Objective of the study

1. To find out how metacognitive strategies are applied by 4th semester students of IAIN Palangkaraya in the learning process.

2. To find out the 4th semester students of IAIN Palangkaraya listening ability.
3. To find out if there is any correlation between metacognitive strategy and listening comprehension or not.

D. Hypothesis of the study

There are two hypothesis of this research as follows:

1. H_a : there is correlation between metacognitive strategies and listening comprehension of English education study program students at IAIN Palangkaraya.
2. H_o : there is no correlation between cognitive strategies and listening comprehension of English education study program students at IAIN Palangkaraya.

E. Scope and limitation

This research focuses its research to find out if there is any correlation significantly between student's metacognitive strategies, According to Rebecca Oxford (1990, p.135) "metacognitive strategies allow learners to control their own cognition – that is, to coordinate the learning process by using functions such as centering, arranging, planning, and evaluating", and student's listening comprehension that was destined to mix method qualitative and quantitative data are thoroughly merged in one end of continuum, maintained in the other end of continuum or combined in several ways. Two data can be written separately but both remain connected to each other during the research stages. That researchers collect quantitative data

concurrently and integrate their second database by transforming qualitative themes into statistically comparable figures and comparing these calculations with descriptive quantitative data.

In this case, mixing combines two databases with a complete merge of quantitative data with qualitative data. Or in other cases, the researcher does not combine two different types of research methods but instead the researchers are actually embedding the type of secondary data (qualitative) into the type of primary data (quantitative) in one study. The secondary database permits a supporting role in this research.

F. Significance of the study

It is hoped that this research will give some information to the development of language teaching and learning, especially understanding the metacognitive strategies related to the student's listening comprehension. Hope this study will give the students new knowledge about metacognitive strategies and how it is applied toward their listening comprehension.

G. Definition of key term

1. Metacognitive strategies

All process about cognition, such as sensing something about one's own thinking, thinking about one's thinking and responding to one's own thinking by monitoring and regulating it (Papaleontiou-Louca, 2003, p. 12). Metacognitive strategies refer to methods used to help students understand the way they learn in other words, it means processes designed for students to 'think' about their 'thinking'. Great for solving word

problems. These organizational tools support students in the decision-making process because they serve as an aid for planning and self-evaluation.

2. Correlation research

Correlational research is a type of non experimental research in which the researcher measures two variables and assesses the statistical between them with little or no effort to control extraneous variables. A correlational study is to determine a relationship between variables (Simon.K and Goes Jim, 2011, p. 1). There are essentially two reasons that researchers interested in statistical relationships between variables would choose to conduct a correlational study rather than an experiment.

3. Listening comprehension

Listening consist of auditory discrimination, aural grammar, choosing necessary information, remembering it, and connecting it to the process between sound and form of meaning (Morley, 1972 as cited in Pourhosein Gilakjani and Sabouri, 2016, p. 1671). Listening comprehension is more than just hearing what is said rather, it is a child's ability to understand the meaning of the words he hears and to relate to them in some way. When people hear a story, for instance, good listening comprehension enables them to understand it, remember it, discuss it, and even retell it in their own words.

4. Triangulation design

Triangulation is a process in which several methods are used in the study of phenomenon (Dang Vi hoang, 2015. P. 2). In this case researcher uses more than two instruments to collect the data it consists of questionnaire, interview and documentation.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter describes related studies, the concept of metacognition, the classification of metacognition, the concept of listening comprehension, the importance of listening comprehension, the difficulties of listening faced by student in the classroom.

A. Related Studies

Some studies about metacognitive strategies in comprehend listening have been conducted. The researcher has taken some previous studies as the comparison and guidance of this research.

First was done by Baleghizadeh and Rahimi (2011) explore on the relationship among listening performance, metacognitive strategy use and motivation from a self-determination theory perspective. The participant were 82 students majoring in English translation and literature at AllamehTabataba'I and SahidBeheshti Universities in Tehran, Iran. Data were collected using three instruments: MALQ (metacognitive awareness listening questionnaire), AMF (academic motivation scale), and the listening section of the TOEFL. The result indicated there was significant correlation was found between metacognitive strategy and use listening performance, listening performance and intrinsic motivation, as well as metacognitive strategy use and intrinsic, extrinsic motivation. The difference of this research is the focus on motivation in learning process.

Second was created by Al-Alwan, Asassfeh and Al-Shboul (2013), investigating on the relationship EFL learners' listening comprehension and awareness of metacognitive strategies : how are they related ?. This study was conducted on a convenient sample of 386 (207 female and 179 male) 10th graders from public school in Amman, the capital city of Jordan. The participants, with an average age of 16 years old, were native speaker Arabic who had been learning English for ten years. Their proficiency level, as reported by their teachers is low intermediate. The collected data included using two instruments: (a) Metacognitive Awareness Listening Questionnaire (MALQ) (Vandergrifth, Goh, Mareschal, Tafaghodtari 2006) and (b) Listening Comprehension test (LCT) developed by the researchers for the purpose of this study. The result indicated there was significant the relationship between listening comprehension and metacognitive strategies awareness was answered using correlation. The difference of this research is in the subject of Arabian native speaker.

Third was done by Kazemian (2012) research about the relationship among metacognitive listening strategies, foreign language anxiety and listening comprehension among Irian EFL University students. The findings revealed that first; there was significant negative relationship between Metacognitive Listening Strategies (MLS) and Foreign Language Classroom Anxiety (FLCA). Second; there was a significant positive relationship between Metacognitive Listening Strategies (MLS) and Listening Comprehension (LC). Third; there was a significant negative relationship

between Foreign Language Classroom Anxiety (FLCA) and Listening Comprehension (LC). The difference of this research is the use of three variables.

Forth was created by Pourhosein, Chang (2012) conducted the research on investigating the relationship between Chinese University EFL' learners metacognitive listening strategies and their comprehension an incidental vocabulary acquisition from listening tasks. The participants was 172 Chinese University students who were put in different listening conditions: (a) listening one time, (b) listening three times, (c) Schema-rising training before listening three times, and (d) inference listening training before listening three times. The participants' listening comprehension was measured by their listening performance in tasks. The listening text of each tasks include five words for incidental vocabulary acquisition study. The participants' metacognitive listening awareness was measured by means of Metacognitive Awareness Listening Questionnaire (MALQ) in five aspects as: planning-evaluations, directed-attentions, person knowledge, mental translations and problem-solving. The result showed that the correlations were general in low side, and the relationship between reported use of metacognitive strategies, listening comprehension and incidental vocabulary acquisition was most clearly evident in the three times listening group which receive no training. The difference of this research is in experimental design.

Fifth was done by Jinhong (2011) also try to find the correlation between metacognitive strategies and their listening performance in the listening

comprehension TEM-4 test of English major in Chinese collage. The participants in this study are sophomores majoring in English at a collage in China. There are 30 were randomly chosen to take part in the questionnaire. Afterwards, an interview was conducted among some of the 30 participants. He found that there is a positive relationship between students frequency of metacognitive strategies use and their performance in the listening comprehension test. However, there are 4 students whose frequency metacognitive strategy use and score in listening comprehension test show negative relationship. The difference of this research is in looking their method in taking students randomly.

The similarities and differences between this study and previous research have been summarized in a table to enable researchers to know what the similarities and the differences. Shown in the table as follows:

Table 2.1
Previous of the Study

| Previous Study | Similar | Different | Weakness |
|---|---|---|--|
| Baleghizadeh and Rahimi (2011) <i>“relationship among listening performance, metacognitive strategy use and motivation</i> | To find out if there is any correlation between metacognitive strategies and listening comprehension. | The research used three variables include the motivation perspective. | He did not explain about the instrument related the online interaction script, how was the instrument obtained the data. |

| | | | |
|--|--|---------------------------------------|--|
| <i>from a self-determination theory perspective”.</i> | | | |
| Al-Alwan, Asassfeh and Al-Shboul (2013) <i>“relationship EFL learners’ listening comprehension and awareness of metacognitive strategies”</i> | To find the correlation | The students were from Arabic subject | Did not mention how to obtain to the data |
| Kazemian (2012) <i>“relationship among metacognitive listening strategies, foreign language anxiety and listening comprehension among Irian EFL</i> | The correlation between metacognitive strategies and listening comprehension | There was another focus to FLCA | Did not mention well the sample and population |

| | | | |
|---|--|---|---|
| <i>University students”</i> | | | |
| Pourhosein, Chang (2012) “ <i>relationship between Chinese University EFL’ learners metacognitive listening strategies and their comprehension an incidental vocabulary acquisition from listening tasks”</i> | The correlation between metacognitive strategies and listening comprehension | The focus is on vocabulary anxiety in listening comprehension | The participants’ listening comprehension only measured by their listening performance in tasks |
| Jinhong (2011) “ <i>correlation between metacognitive strategies and their listening performance in the listening comprehension TEM-4 test of English major</i> | The correlation between metacognitive strategies and listening comprehensi | The students focusing on frequency metacognitive strategies and their listening performance | Did not include the interview |

| | | | |
|---------------------------|--|--|--|
| <i>in chines collage”</i> | | | |
|---------------------------|--|--|--|

From the table can be seen that there are the similarities result about the correlation of metacognitive strategies and listening comprehension and there are the weakness and strength in each research found.

B. Metacognitive strategies

1. Nature of metacognitive strategies

The concept of metacognition has been discussed and published in a book entitled “metacognition of mind” by John flavel in 2008, a foundation researcher in metacognition, who first formally used “metacognition” in the title of his article entitled “Metacognitive Aspects of Problem Solving” (Gao, 2013, p. 71). Metacognition definitely ability to direct the process of cognition that occurs in ourselves. In learning listening, process Magaldi was declared that metacognition was not only about planning for mental process. It was also about planning for controlling the anxiety, timing, interaction, practice, and evaluate learning. It is executive organizer of all the elements which intervene in the whole learning process (magaldi, 2010, p. 80). Then, the metacognition went back to the way of learning that consist in which the planning, monitoring and evaluating. Metacognitive strategy involve thinking about learning process planning for learning, monitoring of comprehension or production while it is taking place, and self-evaluation

after the learning activity has been completed (O'Malley and Chamot, 1990, p.8). Metacognitive strategy can help learners, how to listen, how to manage their mental process for listening (Handayani et.al, 2015, p. 11). It involves how to think about learners' thinking in learning process include their mental managing, hope learner can understand the messages that could they take and to improve their listening comprehension.

2. The classifications of metacognitive strategy

Vandergrifth, Goh, Mareschal and Taghodtari demonstrated a five factor model underlying the MALQ: problem solving, planning and evaluation, mental translation, person knowledge and directed attention (2006. p. 450).

- a. The first factor (*problem solving*) represents a group of strategies used by listeners to conclude (guess in what they don't understand) and to monitor that conclusion.
- b. The second factor (*planning and evaluation*) represents the strategies that used by learners to prepare themselves toward listening comprehension and evaluate the result of their comprehension.
- c. The third factor (*mental translation*) represents the strategy that must be used by learners to respond immediately to the stimuli that come.
- d. The fourth factor (*person knowledge*) represents the learners' difficulties and perception faced in learning English and their self-efficacy in listening.

- e. The fifth factor (*directed attention*) represents the strategy that used by learners become concentration on the tasks.

The following are indicators of metacognitive strategies questionnaire that will be ask to the students of 4th semester of English Education Department of IAIN Palangkaraya. The description of the indicators it shown in the table follows:

Table 2.2

The Description of the Indicators

| Indicators | Strategy/belief perception (The statement in the questionnaire) |
|----------------------------|---|
| Problem-Solving | 5. I use the words I understand to guess the meaning of the words I don't understand. |
| | 7. As I listen, I compare what I understand with what I know about the topic. |
| | 9. I use my experience and knowledge to help me understand. |
| | 13. As I listen, I quickly adjust my interpretation if I realize that it is not correct. |
| | 17. I use the general idea of the text to help me guess the meaning of the words that I don't understand. |
| | 19. When I guess the meaning of a word, I think back to everything else that I have heard, to see if my guess make sense. |
| Planning-Evaluation | 1. Before I start to listen, I have a plan in my head for how I am going for listen. |
| | 10. Before listening, I think of similar text that I may have listened to. |
| | 14. After listening, I think back to how I listened and about what I might do differently next time. |

| | |
|---------------------------|--|
| | 20. As I listen, I periodically ask myself if I am satisfied with my level of comprehension. |
| | 21. I have a goal in mind as I listen. |
| Mental translation | 4. I have a goal in mind as I listen. |
| | 11. I translate key words as I listen. |
| | 18. I translate words by words, as I listen. |
| Person knowledge | 3. I find that listening than reading, speaking, or writing in English. |
| | 8. I feel that listening comprehension in English is a challenge for me. |
| | 15. I don't feel nervous when I listen to English. |
| Directed attention | 2. I focus harder on the text when I have trouble understanding. |
| | 6. When my mind wanders, I recover my concentration right away. |
| | 12. I try to get back on track when I lose concentration. |
| | 16. When I have difficulty understanding I hear, I give up and stop listening. |

Source; Vandergrifh, Goh, Mareschal, and Tafaghodtari (2006, p. 642)

From the table researcher explain the part of metacognitive strategies that conclude in the table, and the number took randomly based on the indicators of metacognitive strategies questionnaire.

According to O'malley and Chamot (1990, p. 137-138), stated that "metacognitive strategy involves thinking about the learning process planning for learning, monitoring the learning tasks, and evaluating how well one has learned". Therefore, these strategies have an executive function. They destined the following categories of metacognitive

strategy that could be used to carry out receptive or productive language learning tasks.

a. Planning: organizing concept of an anticipated learning task.

This was coded as :

- 1) Advance organization: Proposing strategies for handling an upcoming task, generating a plan for the parts, sequences, main idea, or language function to be used in handling a task (organizational planning).
- 2) Directed attention: Deciding in advance to attend in general to a learning task and to ignore irrelevant distractions, maintaining attention during task execution.
- 3) Selective attention: Deciding in advance to attend to specific aspect of language input or situational details that assist in performance of task, attending to specific aspect of language input during task execution.
- 4) Self-management: Understanding the conditions that help one successfully accomplish language tasks and arranging for the presence of those conditions, controlling one's language performance to maximize use of what is already known.

b. Self-monitoring: Checking, verifying and correcting one's comprehension or performance in the course of language tasks.

This was code in the following ways:

- 1) Comprehension monitoring: checking, verifying, correcting one's understanding of the task based on the input.
 - 2) Production monitoring: Checking, verifying, correcting one's language production of the task.
 - 3) Auditory monitoring: Using one's "ear" for the language (how something sounds).
 - 4) Visual monitoring: Using one's "eye" for the language (how something looks) to make decisions.
 - 5) Plan monitoring: Tracking how well a plan is working.
 - 6) Style monitoring: Checking, verifying, correcting based upon an internal stylistic register.
 - 7) Strategy monitoring: Tracking use of how well strategy is working.
 - 8) Double-check monitoring: Tracking across the task previously undertaken act or possibilities considered.
- c. Problem identification: Explicitly identifying the central point needing resolution in a task or identifying an aspect of a task that hinders its successful completion.
- d. Self-evaluation: Checking the outcomes of one's of language performance against an internal measure of completeness and accuracy, checking one's language repertoire, strategy use and ability to perform the task at hand.

This was code as:

- 1) Production evaluation: checking one's work when the task is finished.
- 2) Performance evaluation: Judging one's overall execution of the task.
- 3) Ability evaluation: Judging one's ability to perform the task.
- 4) Strategy evaluation: Judging one's strategy use when the task is completed.
- 5) Language repertoire evaluation: Judging how much one knows of the L2 at the word, phrase and sentence or concept level.

3. The benefit of metacognitive strategies

The goal of teaching metacognition is to equip students with the tools necessary to monitor their own learning (Marsha Lovett, 2008). As in process of learning students need to take some devices to help students in comprehend the subject. They can create goals for themselves, attempt to meet those goals, and revise their plan of action if something goes awry (Marsha Lovett, 2008). It gives independence for students where they can manage their own action to take and give the students chance to correct their fault by revising the plan that they have made. Metacognition can be used to help students master all subjects (Marsha Lovett, 2008). By knowing more about metacognition will give more benefit for the students to help the students in controlling and mastering the subject they want.

4. How to apply metacognitive strategies

Apply the concept to the problem with metacognitive strategies:

- a. Stage I (planning), the teacher explained goals on a moderate topic studied, conceptual planting taking place by answering questions which the teacher proposes about the concept subject. Then the teacher guides students instill confidence and awareness by asking students and students answering any questions in the material teach or questions asked by teacher.
- b. Phase II (monitoring), students work independent to solve the problems exercises given. Master gave feedback individually, get around guide students in completing subject problems. Feedback that is metacognitive leads the students focusing on mistakes and give instructions to the students so that the students can correct themselves, can control or monitor the process think as well as can save and reuse ideas that have been found to solve that problem given.
- c. Phase III (evaluation), conducted by teacher or students, evaluations from the teacher leads on consolidations and more applications wide so that students get more meaningful. While the evaluation of the students more towards what has been understood from learning as well possible application of more problems (Abdul Muin, 2003 p.

39). The strategies are applied by planning, monitoring and evaluating on three phases that give more feedback to the students.

5. How to measure Metacognitive strategies

To measure metacognitive strategies by using questionnaire, was adopted by Vndergiffth, Goh, Mareschal and Tafagodtari (2006, p. 462).

- a. Before I start to listen, I have a plan in my head for how I am going for listen.
- b. I focus harder on the text when I have trouble understanding.
- c. I find that listening than reading, speaking, or writing in English.
- d. I translate in my head as I listen.
- e. I use the words I understand to guess the meaning of the words I don't understand.
- f. When my mind wanders, I recover my concentration right away.
- g. As I listen, I compare what I understand with what I know about the topic.
- h. I feel that listening comprehension in English is a challenge for me.
- i. I use my experience and knowledge to help me understand.
- j. Before listening, I think of similar text that I may have listened to.
- k. I translate key words as I listen.
- l. I try to get back on track when I lose concentration.
- m. As I listen, I quickly adjust my interpretation if I realize that it is not correct.
- n. After listening, I think back to how I listened and about what I might do differently next time.
- o. I don't feel nervous when I listen to English.
- p. When I have difficulty understanding I hear, I give up and stop listening.
- q. I use the general idea of the text to help me guess the meaning of the words that I don't understand.

- r. I translate words by words, as I listen.
- s. When I guess the meaning of a word, I think back to everything else that I have heard, to see if my guess make sense.
- t. As I listen, I periodically ask myself if I am satisfied with my level of comprehension.
- u. I have a goal in mind as I listen.

C. Listening ability

1. Nature of listening

Listening is the process receiving, make a meaning word, and answering what is being spoken and nonverbal messages. Listening is a process of receiving what the speaker says, making and showing meaning, negotiating meaning with the speaker and answering, and creating by participation, creativity and empathy (Gilakjani and sabouri, 2016, p. 1671). The students should comprehend listening well because it helps them to be able to identify what the speaker says in doing the communication. Listening is the ability to identify and understand what other saying (Saricoban, 2012, p. 1). In order to comprehend the listening the students should have ability to make an outlines of messages using they different strategy and try to make meaning from it. They should also have the ability to respond to what it is said (Darweesh, 2014, p. 2).

There are theories that delivered in different definition of the concept of listening comprehension based on the definitions from different theory we can conclude by our mind that listening situation is when the listener received aural input and comprehend it based on the particular

communication situations. After that, listener interpreted it and at last presented it by oral. Thus, in general, listening comprehension can be regarded as an active, conscious and complex activity (Jinhong, 2011, p. 7).

2. The importance of listening comprehension

The importance of listening comprehension has been felt not only for the students in the school but also for professionals of work or worker. To be able to listen well must have more concentration and also need a quick understanding. When listening, a lot of factors should be specifically paid attention. They are context, facial expressions, and body gestures that are very important for the listener to facilitate the understanding of what is conveyed by speaker (Ziane, 2011, p. 10).

Therefore, why listening being very important because every time in a day we do the listening and should comprehend it. Listening well also can help our speaking ability. If listener have a good listening ability in English language, it would be very easy for him to listen to the radio, to study, watch films, or communicate with foreigners (Galikjani and Sabouri, 2016, p. 1676-1673). Then learners should have more practice in order to advance this ability. This why the significance of listening cannot be avoided.

3. The difficulties faced by students during listening

Most of the students state that listening comprehension is difficult to comprehend. Students often complain that listening and speaking are

their vulnerable spots, and speaking is often weaker (Fang, 2008, p. 25). A great number of students believe that listening is the most difficult skill and they start to panic when they hear the word listening or see a CD player (Machackova, 2009, p. 12).

But the students who are learn more from what they have been hearing, they will more get easy in comprehend listening.

List of common problems that students face in the classroom during the listening classes, are:

- a. Problems caused by pronunciation.
- b. Problems caused by the lack of control of speakers speech speed.
- c. Problems caused by the inability to get things repeated.
- d. Problems caused by the listener's limited word stock.
- e. Problems caused by failure to concentrate.
- f. Problems caused by the interpretation.
- g. Problems caused by the inability to identify the signals.
- h. Problems caused by the language.
- i. Problems caused by the lack of visual support (Machackova, 2009, p. 12-16).

However, (Vandergrift and Goh, 2015, p. 21-22) stated that most common difficult problem faced by students are:

- a. In perception phase, they are difficult to recognize the word that actually know, neglect the next part of the text when thinking about

the previous word's meaning unable to adjust their processing with the speed rate of the input.

- b. In parsing phase, they often quickly forget what has been heard, are unable to form a mental representation of the utterance, and do not understand the subsequent parts because of what was missed earlier.
- c. In utilization phase, they tend to understand the words but not the message and get confuse.

The problems above probably are faced by the students of 5th semester of English education study program of IAIN Palangkaraya, as known English language is also their foreign language.

4. To asses listening ability

In order to measure comprehension, the researcher use listening test from the TOEFL, there are 50 multiple choice questions and the students will expected to answer the question in about 40 minutes. In the listening TOEFL test consists of three sections namely; classroom instruction, short conversation, and academic listening. The following table is the description of listening comprehension test.

Table 2.3

Listening comprehension test sections

| Listening sections | Number of questions |
|---------------------------|----------------------------|
| Short conversation | 1-30 |
| Long conversation | 31-38 |
| Several talks | 39-50 |

(Source: TOEFL Handbook, 2003)

From the table researcher made can be seen that in the listening TOEFL tests are divided into sections consist of short conversation, long conversation and several talks.



CHAPTER III

RESEARCH METHOD

This chapter describes research design, population and sample, research instrument, data collection procedure, and data analysis procedure.

A. Research Design

This research Correlation design. Correlation can be define as the statistical test used to determine the tendency or pattern for two or more variables or sets of data to vary consistently (Careswell, 2012).

This research used triangulation design. In the social sciences, triangle is often used to indicate that two (or more) methods are used in a study in order to check the results of one and the same subject. "The concept of triangulation is borrowed from navigational and land surveying techniques that determine a single point in space with the convergence of measurements taken from two other distinct points. Paulette (2008) stated. The idea is that one can be more confident with a result if different methods lead to the same result of research then to corroborate the results. There are two variables in this research, as follows:

1. The first variable of this research is X variable refers to language learning awareness strategies applied by the student of 4th semester English department education.
2. The second variable of the study is Y variable refers to listening score achievement.

B. Population and sample

1. Population

A population is a group of people, objects or items from which are taken for measurement in a research. Population is a larger group to which one hope to apply the result (Frankel, Wallen and Hyun, 2012, p. 91). Furthermore, adds that it is a group of individuals who have some common characteristic that the researcher can identify and study (Creswell, 2012, p. 142). The population of this research is included all the 4th semester of English Education Program in IAIN Palangkaraya academic year 2018/2019 who enrolled in listening subject.

The number of population of 4th semester of English Education Department student at IAIN Palangkaraya can be seen as follows:

Table 3.1
Number of population listening class of 4th semester

| No | Class | Gender | | Total |
|------------|-------|--------|--------|-------|
| | | Male | Female | |
| 1 | A | 10 | 13 | 23 |
| 2 | B | 9 | 15 | 24 |
| 3 | C | 6 | 13 | 19 |
| Population | | | | 66 |

(souch: Mikwa administration of IAIN Palangka Raya 2018)

The table showed that there are populations numbers of the fourth semester of the student at IAIN Palangkaraya consist of gender, male and female student. And for total of the students researcher found that the fourth semester student of English Education Department at IAIN Palangkaraya are 66 students.

2. Sample

Sample is a limit of statistical populations whose properties were study to get the information. That sample in a research study is a group on which information was obtained (Frankel, Wallen and Hyun, 2012, p. 91). The subgroup of the target population that the researcher plans to study for generalizing about the target population (Careswell, 2012, p. 142).

The sample of this study is taken by using total sampling technique. Total population sampling is a technique where the entire populations that meet the criteria (e.g. specific skill set, experience, etc) are included in a research being conducted (Etikan, Musa and Alkasim, 2016, p. 3). This technique is used when the population in a small population. This technique commonly used where the number of cases being investigated is relatively small (Alkasim et.al, 2016, p. 3).

In this study, the researcher took all of the 4th semester students of English education department of IAIN Palangkaraya who have 63 students as the sample because the number of population is less than 100 students. If the population is less than 100, include them all (and strive to get an 80% response rate) (Baker, 2012). But if the population number is bigger than 100 then it will take a probability sample. The minimum acceptable sampling size for correlational study is considered by most researchers to be no less than 30 (Fraenkel et.al, 2012, p. 102).

The distribution of sample of the research can be seen below.

Table 3.2
Distribution of the sample

| No | Class | Number of Students |
|-------|-------|--------------------|
| 1 | A | 23 |
| 2 | B | 24 |
| 3 | C | 19 |
| Total | | 63 |

(Source: The data of administration of IAIN Palangkaraya)

There was the distribution of the sample of the research, researcher found that the classes divided into three classes and it consisted of class A, B, and C in both male and female students. And the total were 66 students.

C. Research instrument

The researcher used some instruments to collect the data needed in this research, they are:

1. Questionnaire

The questionnaire is an instrument in collecting data that is a series of question. To know the students metacognitive strategies, the questionnaire was prepared for the students in order to investigate their adoption of metacognitive strategies when doing their listening comprehension test. The researcher used Metacognitive Awareness Listening Questionnaire (MALQ) from Vandergifh, Goh, Mareschal and Tafagodhtari (2006, page 462). The questionnaire consists of 21 statements which are categorized into five factors related to metacognitive listening strategies awareness, each represented by a number of item. The students will be asked to respond to each item using a-6 point likert scale. So six choices are offered for each statement. The

rating scale includes the following options; 6 indicating “strongly agree”, 5 indicating “agree”, 4 indicating “partly agree”, 3 indicating “slightly disagree”, 2 indicating “disagree”, 1 indicating “strongly disagree”. Participants were asked to choose the options that best represent their opinions. Time allocated for answering the questionnaire is about 30 minutes.

The following is the table of students’ metacognitive strategies classification in using metacognitive strategies.

Table 3.3
The classification of metacognitive strategies

| Factors | Item number | Total number |
|-------------------------|--------------------|---------------------|
| Planning and evaluation | 1,10,14,20,21 | 5 |
| Problem solving | 5,7,9,13,17,19 | 6 |
| Mental translation | 4,11,18 | 3 |
| Person knowledge | 3,8,15 | 3 |
| Directed attention | 2,6,12,16 | 4 |
| Total | | 21 |

(Source: Vandergifh, Goh, Mareschal and Tafagodtari2006, p. 462)

2. Interview

Interview is a meeting of two persons to exchange information and idea through question and responses resulting in communication and join construction of meaning about particular topic (Christian, 2002, p. 67).

This research used semi-structured interview and the questions are related to how the students use their strategies.

3. Documentation

The documents are document and photos. The document is listening subject students score which had been prepared by Language

Development Unit. It consists of 50 test items for listening comprehension section.

The descriptive of listening comprehension can be seen as follows:

Table 3.4
The descriptive of listening comprehension

| Interval | Category |
|-----------------|-----------------|
| 86-100 | Very Good |
| 71-85 | Good |
| 56-70 | Average |
| 46-55 | Poor |
| 0-45 | Very poor |

(Source: scoring system of fourth semester of IAIN Palangkaraya)

The table was explain about the descriptive listening comprehension categorizing as very good, good, average, poor and very poor category.

4. Instrument Reliability

The reliability of a measuring instrument is the degree of consistency with which it measures whatever it is measuring. On a theoretical level, reliability is concerned with the effect or error on the consistency of scores (Ary, 2010, p. 237). In order to assure the reliability of a survey, several measures can use:

- 1) The same survey can be given on two occasions to the same individuals. Then the researcher can check to see how consistently the respondents gave the same response to the same item.
- 2) To assuring reliability is To have two forms of a survey and have individuals take both forms. The consistency of response on these two forms could again be checked.
- 3) To achieve reliability is to check the internal consistency of responses in a survey. In this case, if a survey contains several items that ask

similar questions but in different forms, then the researcher can check to see how consistently the respondents have answered these questions (Mckey, 2006, p. 41). Researcher used equivalent Testing in this way is done only once, but using two different instruments, on the same respondent, and at the same time. Reliability is calculated by correlating between one instrument data and the equivalent instrument data. Researcher used cronbach alpha reliability.

5. Research Instruments Validity

Based on Sugiyono, the result of the study is called valid if there is a similarity between the data that have collected by the testes and the true data that happened on the object of the study. Spolky stated that there are several types of validity:

a. Face Validity

It is a term sometimes used in connection with a test's content. Face validity refers to the extent to which examiners believe the instrument is measuring what it is supposed to measure. Face validity ensures that the test items look right to other testers, teacher, indicators, and test (Heaton, 1974, p. 152). Purpose of the study wanted to know the

b. Content Validity

It is especially important for achievement tests; it is also a concern for other types of measuring instruments, such as personality and aptitude measures. Content validity demands

appropriateness between the ability to be measured and the test being used to measure it.

Proof based on its relation to other variables (evidence based on relations to other variables), by analyzing the relationship between test scores and external test variables (Standards, 1991).

6. Instrument Normality

Normality test is used to see if the distribution all data were normal or not, the data are taken from the questionnaire and the score of the test. The data called normal when the p-output is higher than 0.05. In analyzing the normality test, researcher used *Kolmogorov-Smornov* formula. The Kolmogorov-Smornov formula is better used when the sample are more than 50, Dahlan (2009). Than tested the normality of the data by using this formula because the samples are about 63 students of English education department.

7. Instrument Homogeneity

Homogeneity test is used to know if that the data were homogeny or not. Researcher tested homogeny of the data by using fisher test, where by looking at the value of fisher F p value, if the value is > 0.05 then it receives H_0 or that means the variance between factors is not significantly different. In other words it is called homogeny.

8. Hypothesis Test

To find the correlation between metacognitive strategies and listening comprehension. Used the pearson product moment coefficient.

Then the significant correlation coefficient was determined by comparing the data of the coefficient r data in the level of significant of five percent in the table of product moment (r table). The correlation coefficient would be significant if the r table in the level of significant of 5 percent showed less than r data. Then, if the data was get positive r value, the correlation could be significantly positive. Then, if the result was get negative r value, that possibly will be negative significant.

D. Data Collection Procedures

The way to collect the data in this research by giving questionnaire, doing interview, and collecting students score. There are three data from this research those are listening's subject score, questionnaire result, and interview result.

1. Questionnaire result collected as follows:

- a. Grouping the respondents into a class and explain what they have to do with the questionnaire.
- b. Giving questionnaire to answer.
- c. Counting the validity and the reliability of the questionnaire.

2. The second data, interview result, collected as follows:

- a. Creating the interview questions.
- b. Determining the respondents.
- c. Doing interview.
- d. Recording the process.
- e. Transcribing the students' interview answers.

3. The third data, listening subject score, collected as follows:

- a. Determining the respondents.
- b. Collecting respondent listening subject test result.

The procedure of collecting data and data sources in this research is as follows:

Table 3.5
The procedure of collecting data and data sources

| No | Source of data | Instrument | Data Needed |
|----|----------------|---------------|--|
| 1 | Students | Questionnaire | Metacognitive Language learning strategies used by students. |
| | | Interview | How they use metacognitive language learning strategy and difficulties in listening. |
| | | Documentation | The students' listening subject score |

E. Data Analysis Procedures

Onwuegbuzie and Teddlie (Ary, 2010, p. 565) present there are some stages conceptualization of mixed methods data analysis are :

1. Data reduction, involves analyzing the qualitative data via theme analysis or thematic coding while also analyzing the quantitative data via descriptive statistics and factor analysis.
2. Data display, involves using tables or graphs to display the quantitative data to describe qualitative data.

3. Data transformation, qualitative data changed into quantitative data (numbers) and quantitative data (numbers) changed into qualitative data (narrative).
4. Data correlation, which talk about quantizing and qualitzing compared to the originals.
5. Data consolidation, in which both sets of data are combined to create a new set of data.
6. Data integration, in which the data and interpretations are integrated into either a coherent whole or reported in two separate sets (qualitative and quantitative) of coherent wholes.

In this research, the researcher will use three analyses. The purpose of this research is to measure the correlation between metacognitive and listening comprehension. The data of the study will analyze by using statistical analysis.

In analyzing the data, the researcher will use correlation product moment which developed by Carl Pearson. "Correlation product moment is used to show whether there is a correlation between X variable and Y variable. To analysis the data obtained, the researcher will use the formula as follows:

The symbol of the correlation product moment is "r". Data operation technique is done though the steps below:

1. Finding the number of correlation using formula :

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$

r_{xy} = index number correlation “r” product moment

N = Number of Participants

X = Students’ metacognitive awareness

Y = Students’ listening Scores

ΣX = The Sum Scores metacognitive awareness

ΣY = The Sum Scores of Listening

ΣX^2 = The Sum of the Squared Scores of metacognitive awareness scale

ΣY^2 = The Sum of the Squared Scores of Listening

ΣXY = The Sum of Multiplied Score between X and Y

This formula is used in finding index correlation “r” product moment between X variable and Y variable (r_{xy})

2. To interpret the index scores of “r” correlation, product moment (r_{xy}) usually used the interpretation such as follows:

Table 3.6
Interpretation Correlation

| The score of “r” product moment (r_{xy}) | Interpretation |
|--|---|
| 0,00 – 0,20 | There is correlation between variable X and Y, yet is very low so that is regarded there is no correlation. |
| 0,20 – 0,40 | There is low correlation between variable X and variable Y. |
| 0,40 – 0,70 | There is average correlation between variable X and variable Y. |
| 0,70 – 0,90 | There is high / strong correlation between variable X and variable Y. |
| 0,90 – 1,00 | There is a very high / strong correlation between variable X and variable Y. |

The second is by to word by consulting the result of index correlation number “r” product moment toward the table of “r” product result with seeking the degree of freedom (df) with the formula as follows:

$$df = N - nr$$

df = degree of freedom

N = Number of cases

Nr = the amount of variable

3. To know contribution variable X to variable Y is used the formula:

$$KP = r^2 \times 100 \%$$

Where:

KP = determinant coefficient score

r = correlation coefficient score

4. To know the significance between two variables, the formula of the significance test is :

$$t_{\text{count}} = \frac{r\sqrt{n-2}}{\sqrt{n-r^2}}$$

t_{count} = t value

r = The coefficient of correlation of the result of t_{count}

n = Number of participants

5. Correlation Patterns in Scatterplot Graphs

A scatterplot is used to graphically represent the relationship between two variables. Explore the relationship between scatterplots and correlations, the different types of correlations, how to interpret scatterplots, and more.

Each scatterplot has a horizontal axis (x -axis) and a vertical axis (y -axis). One variable is plotted on each axis. Scatterplots are made up of marks; each mark represents one study participant's measures on the variables that are on the x -axis and y -axis of the scatterplot. A scatterplot with dots going from lower left to upper right indicates a positive correlation (as variable x goes up, variable y also goes up). One with dots going from upper left to lower right indicates a negative correlation (as variable x goes up, variable y also goes down).

A scatterplot of z scores also reveals the strength of the relationship between variables. If the dots in the scatterplot form a narrow band so that when a straight line is drawn through the band the dots will be near the line, there is a strong linear relationship between the variables. If a curved line is needed to express this relationship, it is said to be a curvilinear relationship. In a curvilinear relationship, as the values of X increase, the values of Y increase up to a point, at which further increases in X are associated with decreases in Y .

The scatterplot of correlation can be seen as follows:

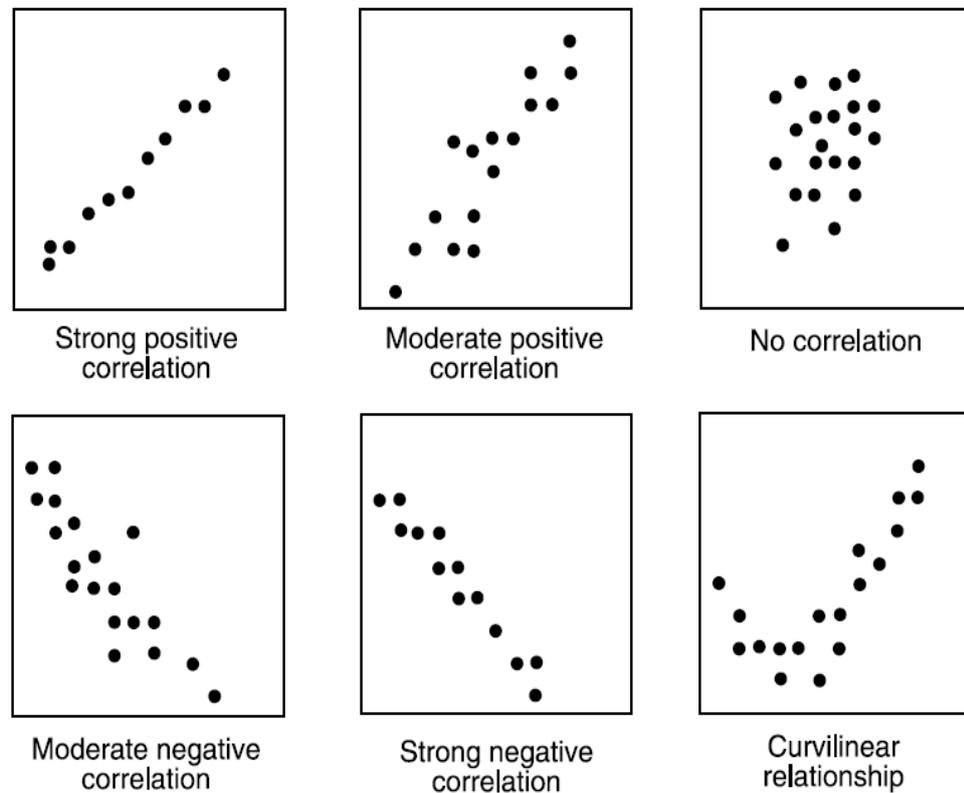
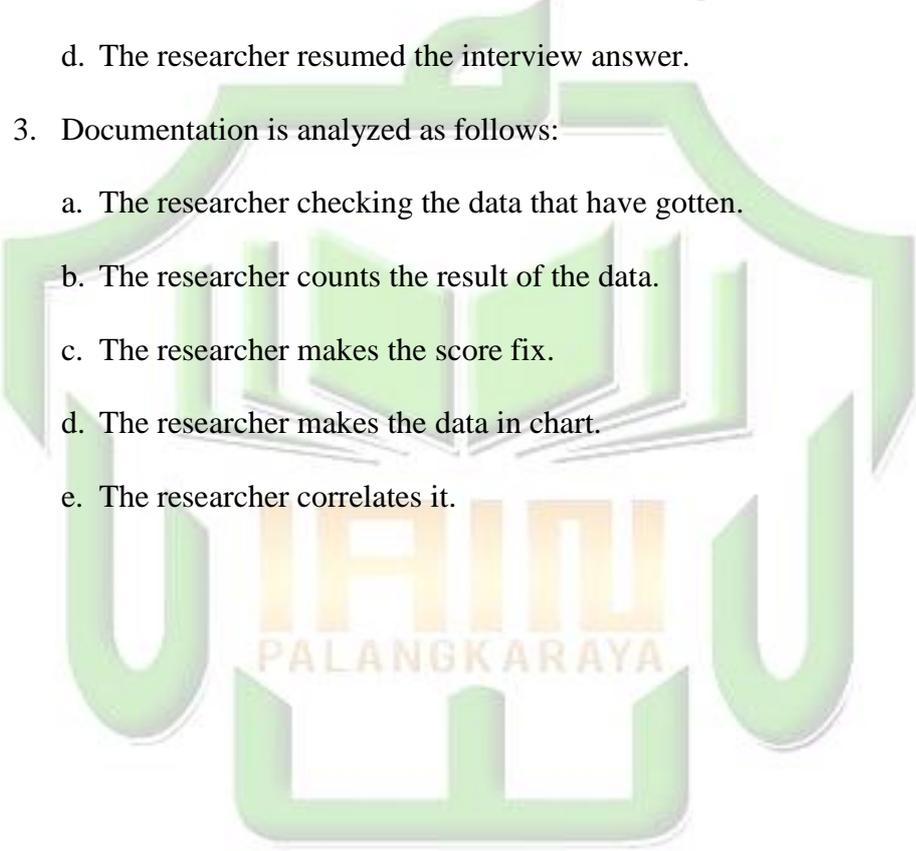


Figure 1.1 Scatterplots

From the figure, it can be seen that if there were the strong positive correlation, moderate positive correlation, no correlation, moderate negative correlation, strong negative correlation and curvilinear relationship.

The data analyzed as follows :

1. First, the researcher analyzed questionnaire result from the respondent.
 - a. The researcher read the students' questionnaire answer sheet briefly.
 - b. The researcher resumed the respondents' answer.

- c. The researcher described the questionnaire points of the respondent by using chart.
2. Second, interview is analyzed as follows:
 - a. The researcher asked for interview and record.
 - b. The researcher transcript the interview answer.
 - c. The researcher read the students interview script answer.
 - d. The researcher resumed the interview answer.
 3. Documentation is analyzed as follows:
 - a. The researcher checking the data that have gotten.
 - b. The researcher counts the result of the data.
 - c. The researcher makes the score fix.
 - d. The researcher makes the data in chart.
 - e. The researcher correlates it.
- 
- A large, semi-transparent watermark logo is centered on the page. It features a stylized green outline of a building or gate structure. Inside the outline, the letters 'IAIN' are written in a large, bold, orange font, and 'PALANGKARAYA' is written below it in a smaller, orange font.

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher presents: (1) the findings of the study, (2) statistical analysis, and (3) the discussion of the study.

A. The Findings of the Study

The findings of the study include (1) the result of the student's metacognitive strategies and (2) the result of student's interview, and (3) the result of the student's listening comprehension.

1. The Descriptive Statistic for student's metacognitive Strategies Use

The total of active students in the 4th semester English Education Department at IAIN Palangkaraya there were 66 students including male and female. The 63 students participated in this research, and the others were absent when they were conducting this research. The 21 items of Metacognitive Awareness Listening Questionnaire (MALQ) used in this research in order to examine the student's metacognitive strategies used by students when they listen to English. Metacognitive Awareness Strategies Listening Questionnaire (MALQ) consist of five subcategories that were planning & evaluation, problem solving, mental translation, person knowledge, and directed attention. Metacognitive Awareness Strategies Listening Questionnaire (MALQ) was rated by six points of Likert scale, ranged from "strongly agree" to "strongly disagree" included 6 indicated "strongly agree", 5 indicated "agree", 4 indicated "partly agree", 3 indicated "slightly disagree", 2 indicated "disagree", 1 indicated "strongly

disagree”. It was ranged the possible range scored from 21 to 126. After student participant choose, the result from the questionnaire would be analyzed by calculating the score of the student’s Metacognitive Strategies Listening Questionnaire (MALQ) and divided into two categories “high metacognitive strategies use” and “low metacognitive strategies use” the highest score of the questionnaire refer to the frequent of metacognitive strategies that used by students in listening to English.

The descriptive statistical analysis of MALQ for the student who were participated in conducting the research was shown in the table 4.1. The maximum score of student’s overall metacognitive strategies used was 122. The minimum score of student’s overall metacognitive strategies used was 21. The mean of the Metacognitive Awareness Strategies (MALQ) score for the student’s overall metacognitive strategies used was 85.21 and the standard deviation was 26.04.

For the subcategories, the mean of the planning & evaluation strategies score was 21.32 and the standard deviation was 5.66; the mean of problem solving strategies score was 25.33 and the standard deviation was 8.94; the mean of mental translation strategies score was 12.49 and the standard deviation was 3.47; the mean of person knowledge strategies score was 12.56 and standard deviation was 3.38; the mean of directed attention strategies score was 12.51 and standard deviation was 4.59. The descriptive statistic of overall Metacognitive Strategies Use and Its Subcategories can be seen as follows:

Table 4.1
Descriptive Statistic of Overall Metacognitive Strategies Use and Its
Subcategories

| Sca Le | N | NI | PR | Ran ge | Min | Max | Sum | Mean | Std. Devia tion | Average per Item |
|--------------------|----------|-----------|-----------|-------------------|------------|------------|------------|-------------|--------------------------------|-----------------------------|
| P&E | 63 | 5 | 5-30 | 24 | 5 | 29 | 1343 | 21.32 | 5.66 | 4.264 |
| PS | 63 | 6 | 6-36 | 29 | 6 | 35 | 1596 | 25.33 | 8.94 | 4.222 |
| MT | 63 | 3 | 3-18 | 15 | 3 | 18 | 787 | 12.49 | 3.47 | 4.164 |
| PK | 63 | 3 | 3-18 | 15 | 3 | 18 | 791 | 12.56 | 3.38 | 4.185 |
| DA | 63 | 4 | 4-24 | 18 | 4 | 22 | 788 | 12.51 | 4.59 | 4.127 |
| MALQ | 63 | 21 | 21-126 | 101 | 21 | 122 | 5305 | 85.21 | 26.04 | 20.962 |
| Valid N | 63 | | | | | | | | | |

From the table above it can be seen that the result of descriptive statistic of overall Metacognitive Strategies Awareness Listening questionnaire Use and Its Subcategories for average per items of five subcategories indicated the most frequently Metacognitive Strategies used by the students and the least frequently Metacognitive Strategies used by the students. In this research the highest level of Metacognitive Awareness Strategies is destined to “Problem & Evaluation” strategies (4.264) and for the lowest level of Metacognitive awareness strategies is destined to “Directed Attention” strategies (4.127).

From the main categories of Metacognitive Awareness Listening Strategies in MALQ, the category of Planning & Evaluation was the first most frequently used by the students, and “Problem Solving” was the second highest strategies of Metacognitive Strategies that frequently used by the students. The third strategies most frequently used by the students

is “Person Knowledge”, and the last category of “Directed Attention” was the Metacognitive strategies with the least frequency.

While to determine the high and low Metacognitive strategies in MALQ use. The median of the scoring scale calculated and the median data that was calculated and obtained was 93. The students who have the Metacognitive Strategies score above or equal from the median were included in highly Metacognitive Strategies and the students who got the score lower than the median were included in the low group. The distribution of Metacognitive Strategies presented in the percentage (%). There were 34 students included in the high Metacognitive Awareness Listening Questionnaire MALQ level with the percentage 53.97 % and 29 students included in the low Metacognitive Awareness Listening Questionnaire MALQ level with the percentage 46.03%.

Table 4.2 showed the factors of the strategies of Metacognitive awareness Strategies and its interpretation as follows:

Table 4.2
The Result of Overall Metacognitive Strategies

| Factor | Item | Statement | Mean Score | Interpretation |
|---------------------|-------------|---|-------------------|--|
| Planning-evaluation | 1 | Before I start to listen, I have a plan in my head for how I am going for listen. | 21.32 | The majority of the learners agree that they have to take a lesson from past and corrected they mistakes then make a better result in the next test (statement |

| | | | | |
|--------------------|----|--|-------|---|
| | 10 | Before listening, I think of similar text that I may have listened to. | | 14), and they already measure their listening comprehension or monitor their performance (statement 20), and they have an overall goal for how they are going to approach the listening (statement 21). However the minority agree that they have already made a plan before going to listen (statement 1) and they agree about to recall similar text (statement 10). So they report evaluating than planning. |
| | 14 | After listening, I think back to how I listened and about what I might do differently next time. | | |
| | 20 | As I listen, I periodically ask myself if I am satisfied with my level of comprehension. | | |
| | 21 | I have a goal in mind as I listen. | | |
| Directed attention | 2 | I focus harder on the text when I have trouble understanding. | 12.51 | The majority of learners agree use of strategies for regaining they concentration (statement 12), report giving up |

| | | | | |
|------------------|----|---|-------|---|
| | 6 | When my mind wanders, I recover my concentration right away. | | while finding the difficulty in listening (statement 16) and minority of them maintaining the strategies (statement 2), recover they concentration (statement 6). Finding revealed the majority of the students use the strategies in maintaining and regaining they concentration. |
| | 12 | I try to get back on track when I lose concentration. | | |
| | 16 | When I have difficulty understanding I hear, I give up and stop listening. | | |
| Person knowledge | 3 | I find that listening more difficult than reading, speaking, or writing in English. | 12.56 | The majority of learners reported that listening comprehension is a challenge (statement 8), and did not feel nervous when they listen to English (statement 15) and the minority of the learners reported that listening is the most difficult skill to comprehend than others (statement 3). Findings that the learners felt challenged by listening. |
| | 8 | I feel that listening comprehension in English is a challenge for me. | | |
| | 15 | I don't feel nervous when I listen to English. | | |

| | | | | |
|--------------------|----|---|-------|--|
| Mental Translation | 4 | I translate in my head as I listen. | 12.49 | The majority of learners are agree that they translated word by word as they listen (statement 18), translating the key words and often use the word they understand to guess the meaning (statement 5 and 11) and however the minority of them reported try to translate themselves as they can (statement 4). |
| | 11 | I translate key words as I listen. | | |
| | 18 | I translate words by words, as I listen. | | |
| Problem-Solving | 5 | I use the words I understand to guess the meaning of the words I don't understand. | 25.33 | The majority of the learners agree that they did refer to their knowledge of the topic while they listened (statement 7), they were able to adjust their interpretation it was about corrected or incorrect (statement 13), using the experience in understanding the meaning (statement 9), rethink of all they ever heard to make sure that their guess make sense (statement 19), the minority of learners reported that they use words and general idea to help them guess the |
| | 7 | As I listen, I compare what I understand with what I know about the topic. | | |
| | 9 | I use my experience and knowledge to help me understand. | | |
| | 13 | As I listen, I quickly adjust my interpretation if I realize that it is not correct. | | |
| | 17 | I use general idea of the text to help me guess the meaning of the words that I don't understand. | | |

| | | | |
|--|----|---|---|
| | 19 | When I guess the meaning of a word, I think back to everything else that I have heard, to see if my guess make sense. | meaning and understanding the text (statement 5 and 17). Findings revealed that is the learners are more use metacognitive strategies than other. |
|--|----|---|---|

From the table above it can be seen that the students most frequently used the Problem & Solving Factor of Strategies in listening to English.

The Percentage Calculation of each items of the Questionnaire Result on the Students' metacognition of their listening comprehension showed in the table bellows:

Table 4.3
Analysis Questionnaire of Item 1

| ITEM 1 | SCALE | | | | | | TOTAL |
|---|-------|------|-------|-------|-------|------|-------|
| | SD=1 | D=2 | SD=3 | PA=4 | A=5 | SA=6 | |
| Before I start to listen, I have a plan in my head for how I am going for listen. | 3 | 5 | 8 | 14 | 29 | 4 | 63 |
| | 4.8% | 7.9% | 12.7% | 22.2% | 46.0% | 6.3% | 100 |

It is noted that majority of students (46.0% and 22.2%) agree and strongly agree to have a plan in their head about how they are going for listen. And minority of students felt strongly disagree (4.8%) about having a plan before going to listen in order to know their listening comprehension. It means that the majority of students agree that they have to make a plan in order to know how they have prepared themselves well before starting to listen.

Table 4.4
Analysis Questionnaire of Item 2

| ITEM 2 | SCALE | | | | | | TOT AL |
|---|-------|------|-------|-------|-------|------|-----------|
| | SD=1 | D=2 | SD=3 | PA=4 | A=5 | SA=6 | |
| I focus harder on the text when I have trouble understanding. | 3 | 4 | 8 | 14 | 33 | 1 | 63 |
| | 4.8% | 6.3% | 12.7% | 22.2% | 52.4% | 1.6% | 100 |

From the table above researcher knew that majority of students (52.4%) agree that they focus harder on the text when they have trouble understanding to listen in listening subject. And minority of the student stated strongly agree (1.6%) they prefer not to choose strongly agreement in the statement of focus harder on the text when they have trouble understanding. It means that the students more agree and partly agree and felt do not have too focus.

Table 4.5
Analysis Questionnaire of Item 3

| ITEM 3 | SCALE | | | | | | TOT AL |
|--|-------|------|-------|-------|-------|------|-----------|
| | SD=1 | D=2 | SD=3 | PA=4 | A=5 | SA=6 | |
| I find that listening is more difficult than reading, speaking, or writing in English. | 3 | 3 | 13 | 12 | 29 | 3 | 63 |
| | 4.8% | 4.8% | 20.6% | 19.0% | 46.0% | 4.8% | 100 |

The table shows that majority of students (46.0%) agree that listening is more difficult than reading, speaking, or writing in English. And the minority of the students stated that the statement was not even true or they

strongly disagree and disagree about the statement. It means that the students agreed to state that listening is more difficult than the other skills.

Table 4.6
Analysis Questionnaire of Item 4

| ITEM 4 | SCALE | | | | | | TOTAL |
|------------------------------------|-------|-------|-------|-------|-------|------|-------|
| | SD=1 | D=2 | SD=3 | PA=4 | A=5 | SA=6 | |
| I translate in my head as I listen | 1 | 7 | 9 | 14 | 29 | 3 | 63 |
| | 4.6% | 11.1% | 14.3% | 22.2% | 46.0% | 4.8% | 100 |

It is noted that majority of students (46.0% and 22.2%) agree and partly agree in translating words as their listen. And the minority of the students (4.6%) stated strongly disagree about the statement that they usually do while listening. It means that the students of English department are translating words in their head while listening or as their listen.

Table 4.7
Analysis Questionnaire of Item 5

| ITEM 5 | SCALE | | | | | | TOTAL |
|--|-------|------|-------|-------|-------|------|-------|
| | SD=1 | D=2 | SD=3 | PA=4 | A=5 | SA=6 | |
| I use the words I understand to guess the meaning of the words I do not understand | 3 | 5 | 8 | 14 | 29 | 4 | 63 |
| | 4.8% | 7.9% | 12.7% | 22.2% | 46.0% | 6.3% | 100 |

The table was shown that majority of students (46.0% and 22.2%) agree and partly disagree to use the words that they understand to guess the meaning of the words they do not understand. And the minority of the students (4.8%) choose strongly disagree about the statement in using their words in order to make easier in understanding the meaning of the

words. It means that the most students use their words that they have understood before to guess the meaning of another words or to make it more easier.

Table 4.8
Analysis Questionnaire of Item 6

| ITEM 6 | SCALE | | | | | | TOT AL |
|---|-------|------|-------|-------|-------|------|-----------|
| | SD=1 | D=2 | SD=3 | PA=4 | A=5 | SA=6 | |
| When my mind wanders, I recover my concentration right away | 3 | 5 | 9 | 11 | 33 | 2 | 63 |
| | 4.8% | 7.9% | 14.3% | 17.5% | 52.4% | 3.2% | 100 |

From the table above, majority of students (52.4%) agree that when their mind wanders, they recover their concentration right away. And the minority of the students felt strongly agree about the statements. It means that the students of English education department are most focus in listening, and always recover their concentration immediately.

Table 4.9
Analysis Questionnaire of Item 7

| ITEM 7 | SCALE | | | | | | TOT AL |
|---|-------|------|-------|-------|-------|------|-----------|
| | SD=1 | D=2 | SD=3 | PA=4 | A=5 | SA=6 | |
| As I listen, I compare what I understand with what I know about the topic | 2 | 4 | 12 | 11 | 31 | 3 | 63 |
| | 3.2% | 6.3% | 19.0% | 17.5% | 49.2% | 4.8% | 100 |

It is noted that majority of students (49.2%) agree that as they listen, they compare what they understand with what they know about the topic. And the minority of the students (3.2%) choose strongly disagree about comparing what their understand and the topic that they have known. It

means that the most students usually compare what they understand with what they know about the topic in order to guess the meaning or make easier to understand listening comprehension.

Table 4.10
Analysis Questionnaire of Item 8

| ITEM 8 | SCALE | | | | | | TOT AL |
|--|-------|------|-------|-------|-------|-------|-----------|
| | SD=1 | D=2 | SD=3 | PA=4 | A=5 | SA=6 | |
| I feel that listening comprehension in English is a challenge for me | 2 | 5 | 9 | 13 | 27 | 7 | 63 |
| | 3.2% | 7.9% | 14.3% | 20.6% | 42.9% | 11.1% | 100 |

Can be seen from the table above that majority of students (42.9% and 20.6%) agree and partly agree that the students feel listening comprehension is a challenge for them. And the minority of the students (3.2%) stated strongly disagree of the statement or it does not challenge them in comprehend listening skill. It means that the students of English department exactly forth semester agreed that English is a challenge so they will be able to keep studying to face the challenge (listening comprehension).

Table 4.11
Analysis Questionnaire of Item 9

| ITEM 9 | SCALE | | | | | | TOT AL |
|--|-------|------|-------|-------|-------|-------|-----------|
| | SD=1 | D=2 | SD=3 | PA=4 | A=5 | SA=6 | |
| I use my experiences and knowledge to help me understand | 3 | 6 | 7 | 12 | 25 | 10 | 63 |
| | 4.8% | 9.5% | 11.1% | 19.0% | 39.7% | 15.9% | 100 |

It is noted that majority of students (39.7%) agree to use their experiences and their knowledge to help them understand. And the other minority is that the students feel strongly disagree about the statement that state they use both of experiences and knowledge to encourage their comprehension or their understanding. It means that the most of the students of English education department exactly forth semester are prefer

use their combination of experiences and knowledge in order to comprehend listening.

Table 4.12
Analysis Questionnaire of Item 10

| ITEM 10 | SCALE | | | | | | TOT AL |
|---|-------|------|-------|-------|-------|-------|-----------|
| | SD=1 | D=2 | SD=3 | PA=4 | A=5 | SA=6 | |
| Before listening, I think of similar text that I may have listened to | 3 | 3 | 10 | 14 | 28 | 5 | 63 |
| | 4.8% | 9.5% | 11.1% | 19.0% | 44.4% | 15.9% | 100 |

The table shows that majority of students (39.7%) agree to think of similar text that may they have listened to. And the minority of the students choose strongly disagree about the statement of thinking the similar text that they have ever listened before to make easier in comprehend listening while listening. It means that the most students think of similar text that they may listen to in order to know or guessing the other word meanings.

Table 4.13
Analysis Questionnaire of Item 11

| ITEM 11 | SCALE | | | | | | TOT AL |
|-----------------------------------|-------|-------|-------|-------|-------|-------|-----------|
| | SD=1 | D=2 | SD=3 | PA=4 | A=5 | SA=6 | |
| I translate key words as I listen | 1 | 8 | 10 | 12 | 25 | 7 | 63 |
| | 1.6% | 12.7% | 15.9% | 19.0% | 39.7% | 11.1% | 100 |

From the table seen that majority of students (30.7%) agree in translating the key words as they listen. And the minority of the student (1.6%) strongly disagree about the statement that state translate key words as the students listen. It means that most of the students are agree and choose to translate the key words and not all the words as they listen

beside to make it more easy to understand it is able to limit the time but sure in comprehend listening.

Table 4.14
Analysis Questionnaire of Item 12

| ITEM 12 | SCALE | | | | | | TOT AL |
|--|-------|------|------|-------|-------|-------|-----------|
| | SD=1 | D=2 | SD=3 | PA=4 | A=5 | SA=6 | |
| I try to get back on track when I lose concentration | 4 | 6 | 5 | 13 | 28 | 7 | 63 |
| | 6.3% | 9.5% | 7.9% | 20.6% | 44.4% | 11.1% | 100 |

It is noted that majority of students (44.4%) agree that they try to get back on track when they lose their concentration. And the minority of the students stated strongly disagree to get back on track when they lose their concentration while listening. It means that the most of the students feel agree in order to show that they always try to focus comprehend the listening and try to not lose their concentration while listening.

Table 4.15
Analysis Questionnaire of Item 13

| ITEM 13 | SCALE | | | | | | TOT AL |
|---|-------|-------|------|-------|-------|-------|-----------|
| | SD=1 | D=2 | SD=3 | PA=4 | A=5 | SA=6 | |
| Ai I listen, I quickly adjust my interpretation if I realize that it is not correct | 2 | 7 | 6 | 12 | 27 | 9 | 63 |
| | 3.2% | 11.1% | 9.5% | 19.0% | 42.9% | 14.3% | 100 |

From the table above majority of students (49.2%) agree that as they listen, they quickly adjust their interpretation of if they realize that it is not correct. And the minority (3.2%) of the students stated that they strongly disagree about the statement that the majority of them agreed about it. It means that most of the students of English department of IAIN

Palangkaraya exactly fourth semester aware of correct or incorrect in comprehend listening immediately by their interpretation.

Table 4.16
Analysis Questionnaire of Item 14

| ITEM 14 | SCALE | | | | | | TOTAL |
|---|-------|------|-------|-------|-------|------|-------|
| | SD=1 | D=2 | SD=3 | PA=4 | A=5 | SA=6 | |
| After listening, I think back to how I listen and about what I might do differently next time | 2 | 3 | 9 | 14 | 29 | 6 | 63 |
| | 3.2% | 4.8% | 14.3% | 22.2% | 46.0% | 9.5% | 100 |

It is noted that majority of students (46.0%) agree of the statement that stated after listening, they think back to how they listen and about what they might do differently next time. An the minority of the students feel strongly disagree and disagree (3.2% and 4.8%) about the statement. It means that students can learn from mistakes that have been made or learn from previous material so that they can be on guard to make a difference on the next exactly a better differentiation.

Table 4.17
Analysis Questionnaire of Item 15

| ITEM 15 | SCALE | | | | | | TOTAL |
|--|-------|------|-------|-------|-------|------|-------|
| | SD=1 | D=2 | SD=3 | PA=4 | A=5 | SA=6 | |
| I do not feel nervous when I listen to English | 2 | 4 | 11 | 15 | 25 | 6 | 63 |
| | 3.2% | 6.3% | 17.5% | 23.8% | 39.7% | 9.5% | 100 |

Can be seen from the table that majority of students (39.7%) agree that they do not feel nervous when they listen to English. And the minority of the students (3.2%) feel strongly disagree about the statement that stated

they do not get nervous when dealing to English and it means they feel nervous when listen to English. It means that most students already have a good mentality to listen to the English so they do not get nervous when dealing with it.

Table 4.18
Analysis Questionnaire of Item 16

| ITEM 16 | SCALE | | | | | | TOT AL |
|---|-------|------|-------|-------|-------|------|-----------|
| | SD=1 | D=2 | SD=3 | PA=4 | A=5 | SA=6 | |
| When I have difficulty understanding I hear, I give up and stop listening | 4 | 6 | 9 | 17 | 21 | 6 | 63 |
| | 6.3% | 9.5% | 14.3% | 27.0% | 33.3% | 9.5% | 100 |

It is noted that majority of students (33.3%) agree with the statement when they have difficulty understanding they hear, they give up and stop listening. And the minority of the students feel strongly disagree about the statement means they will always keep studying in listening to English although they have difficulty understanding. It means that most of students are easy to give up when they find difficulty in listening to English and prefer to stop listening to English.

Table 4.19
Analysis Questionnaire of Item 17

| ITEM 17 | SCALE | | | | | | TOT AL |
|---|-------|------|-------|-------|-------|-------|-----------|
| | SD=1 | D=2 | SD=3 | PA=4 | A=5 | SA=6 | |
| I use the general idea of the text to help me guess the meaning of the words that I do not understand | 3 | 3 | 13 | 11 | 26 | 7 | 63 |
| | 4.8% | 4.8% | 20.6% | 17.5% | 41.3% | 11.1% | 100 |

It was showed that majority of students (41.3%) agree that they use the general idea of the text to help me guess the meaning of the words that they do not understand. And the minority of the students of English department of IAIN Palangkaraya exactly fourth semester stated strongly agree and disagree about the statement that they do not use the general idea of the text to help them. It means that most of the students choose to use general ideas of the text to make it easier and help them understand what they are listening to in English.

Table 4.20
Analysis Questionnaire of Item 18

| ITEM 18 | SCALE | | | | | | TOT AL |
|---|-------|------|-------|-------|-------|-------|-----------|
| | SD=1 | D=2 | SD=3 | PA=4 | A=5 | SA=6 | |
| I translate words by words, as I listen | 3 | 3 | 13 | 12 | 24 | 8 | 63 |
| | 4.8% | 4.8% | 20.6% | 19.0% | 38.1% | 12.7% | 100 |

It is noted that majority of students (38.1%) agree about the statement they translate words by words, as they listen. And minority of the students of English department of IAIN Palangkaraya feel strongly disagree and disagree (4.8% and 4.8%) about the statement that they do not translate it words by words. It means that most of the students agree to translate words by words as they listen to help them understand.

Table 4.21
Analysis Questionnaire of Item 19

| ITEM 19 | SCALE | | | | | | TOT AL |
|--|-------|-----|------|------|-----|------|-----------|
| | SD=1 | D=2 | SD=3 | PA=4 | A=5 | SA=6 | |
| When I guess the meaning of a word, I think back | 2 | 4 | 11 | 12 | 28 | 6 | 63 |

| | | | | | | | |
|---|------|------|-------|-------|-------|------|-----|
| to everything else that I have heard, to see if my guess make sense | 3.2% | 6.3% | 17.5% | 19.0% | 44.4% | 9.5% | 100 |
|---|------|------|-------|-------|-------|------|-----|

It s shows thatt majority of students (44.4%) agree that when they guess the meaning of a word, they think back to everything else that they have heard, to see if their guess make sense. And minority of students (3.2%) strongly disagree about the statement that they did not think back of everything they heard to make sure if their guess is useful to help them understand. It means that most of the students are more creative to use the experience and background knowledge they have, so that when they suspect something, their guess is not immediately wrong because it was helped by all the things they have heard before.

Table 4.22
Analysis Questionnaire of Item 20

| ITEM 20 | SCALE | | | | | | TOT AL |
|---|-------|------|-------|-------|-------|-------|-----------|
| | SD=1 | D=2 | SD=3 | PA=4 | A=5 | SA=6 | |
| As I listen, I periodically ask myself if I am satisfied with my level of comprehension | 4 | 4 | 8 | 9 | 28 | 10 | 63 |
| | 6.3% | 6.3% | 12.7% | 14.3% | 44.4% | 15.9% | 100 |

It is noted that majority of students (44.4%) agreed about the statement stated that as they listen, they periodically ask themselves if they are satisfied with their level of comprehension. And minorities of the students felt strongly disagree and disagree that they tried to focus on one case. It means that most of the students of IAIN Palangkaraya especially

fourth grade stated that they make a leap for themselves, make them dissatisfied, they must learn again to increase the level of students understanding.

Table 4.23
Analysis Questionnaire of Item 21

| ITEM 21 | SCALE | | | | | | TOTAL |
|-----------------------------------|-------|------|-------|-------|-------|-------|-------|
| | SD=1 | D=2 | SD=3 | PA=4 | A=5 | SA=6 | |
| I have a goal in mind as I listen | 2 | 5 | 9 | 15 | 19 | 13 | 63 |
| | 3.2% | 7.9% | 14.3% | 23.8% | 30.2% | 20.6% | 100 |

It is noted that majority of students (30.2%) of fourth semester of English department agreed that they have a goal in mind as they listen. And minority of students felt strongly disagree about the statement that they do not have a goal in mind or something destiny when they listen to English. It means that most of the students of IAIN Palangkaraya in English department especially fourth semester have achieved the best when listening so they can make plans to prepare and be better than before by learning from what they have heard and learning from their experiences.

The distribution of overall Metacognitive Strategies written in the table to calculated the overall of result of Metacognitive strategies.

Table 4.24 showed the distribution of the Metacognitive Strategies scale score can be seen as follows:

Table 4.24
Distribution of Metacognitive Strategies

| MALQ Interval | MALQ Score | Mean | Frequency | Percentage |
|---------------|------------|--------|-----------|------------|
| High | (>93) | 104.05 | 34 | 53.97% |

| | | | | |
|-------|-------|-------|----|--------|
| Low | (<93) | 69.68 | 29 | 46.03% |
| Total | | | 63 | 100% |

The distribution of Metacognitive Strategies including the interval of Metacognitive Awareness Listening Questionnaire MALQ strategies, the MALQ mean score, Frequency of the students and the percentage of the strategies MALQ, by the result majority of the students categorized in high category with percentage 53.97%.

2. The Result of students' Interview

The result got from interview of the students. The interview used unstructured interview which was done by creating some questions related to the strategies of Metacognitive Strategies applied by the student and the difficulties in listening to English.

There were 7 students of 4th semester of English Education Department at IAIN Palangkaraya were taken as the respondent based on the frequency which consist 10% of each category of the questionnaire of Metacognitive Strategies used and the score of Listening comprehension.

The description of the students' interview shown in the table as follows:

Table 4.25
Distribution respondents of interview

| Interval | Frequency of Metacognitive Strategies | Respondent | Listening Comprehension Score | Respondent |
|----------|---------------------------------------|------------|-------------------------------|------------|
| High | 34 | 4 | 2 | 1 |
| Low | 29 | 3 | 54 | 6 |

From the table showed that there were 34 of students got high category in Metacognitive Strategies and 29 who got in low category in

metacognitive strategies. The researcher took for each category 10% became a sample of overall students.

The researcher use unstructured interview which is free interview guidelines that had been arranged in a systematic and complete for data collection. The purpose of this type of interview is to find the problem more openly and the interviewer are asked for their pinion. In conducting the interview, the researcher needs to listen carefully and record what the information said.

This interview was adapted from Vandergifh, Goh, Mareschalnd Tafagodtari MALQ Questionnaire (2006) and five difficulties in listening TOEFL

a. Before you start listening, do you make a purpose and what you are trying to achieve? Why?

The great majority of students reported that they always make a purpose before starting listening because they report that by making purpose and knowing what they want to achieve then it will be a benchmark for them to know what must be learned and prepared before to get to that purpose. Justifying their answer as follows:

- 1) Make a purpose before starting in listening to English help me in preparing what to do and what to learn before, then we will have something to achieve by listening to the podcast maybe, reading the script of listening test while listening or monitor the text script (6 learners).

- 2) Make a purpose before listening can be my motivation for what am I listen what I am trying to achieve like why I have to understand about listening and learn about it (1learners).

They use metacognitive awareness strategies that make a purpose before starting listen to the English and know what they are trying to achieve. The MALQ has been used as a tool to student's awareness process (Coskun, p. 2. 2010). They use the strategies before facing the test and the strategies including make a purpose and to know what are they trying to achieve in listening to English.

b. As you are listening, do you monitor (pay attention to, stop and thinking about) the progress? Why?

Majority of the student reported that they do monitoring and stay focus (stop and thinking) as they are listening. justifying their answer as follows:

- 1) Yeah of course we do monitor the progress as it will end well at the end by pay attention to the text and stay focus to the audio it will help us to easy in comprehending the listening test. Because by pay attention to and thinking about that where we found the point of understanding in how we will answer the question on the text. (7 learners).

Listening is a skill that needs to be more pay attention to. Listening in a foreign language is a complex but underestimated skill (Graham, p. 1. 2003). That why all of the students stated that they have to be more pay

attention and stay focus stop and also thinking the progress of listening , as listening is need to be focused.

c. When you are listening, do you always write the main idea on the paper? Does it help you in listening or distract your concentration?

The majority of the students reported that they always take a note or write for the main idea on the paper and the minority of them stated that sometime they write if needed and there is who never write the main idea on the paper. Justifying their answers as follows:

- 1) Write down the main idea on the paper is a way to help me take the point to answer the listening test question, because sometime I heard an unfamiliar words that I have never listened before then by writing the main idea it can help me concluding the sentence and answer the question test. (5 learners).
- 2) Sometimes I will take a note or write for the main idea on the paper if it is needed because sometime the audio speak too fast then I have to stay focus and concentration more, then I do not even have time to write down the main idea on the paper. (1 learners).
- 3) I never write the main idea on the paper because I think it was waste my time by concentration more and stay to focus only on the text and the audio I could answer the question, because it was more be distracted for me to defied my concentration to the text, the audio and to write down the main idea on the paper (1 learners).

The majority of the students stated that by writing the main idea on the paper they feel helped but there was also who stated that if write the main idea on the paper distract them in while listening. sometime they felt do not have tome because of listening section skill is demand them to be more concentration. listening is a rather more demanding skill than reading (Field, p. 27. 2007).

d. Do you try to understand everything when you are listening? then give the reason!

The majority of the students reported that they do not even want to know everything in way of listening to the English because of the limitation of the lack of vocabularies they have. Justifying their answers as follows:

- a. I prefer to take the point of the majority of what I have listened than try to understand everything because there will always new sentences and unfamiliar words, and we have to use the limit time given in the test well then I do not try to understand everything. (5 learners).
- b. I effort to understand everything doing listening because it will make an easy for me to choose the correct answer (2 learner).

In listening TOEFL test there will always time given by the commite to answer all the questionnaire of the test, and most of students do not need to understand everything while listening they just take the point from the sentences or the words they know about

the meaning to help them answer the question in that limit time but there also who could understand everything in listening as known that it depends on everyone way in conducting how to answer the question. As also everyone have different answer and different way to help themselves although in one strategies. Consist of individual ability to integrate information gathered from (Mandelson, p. . 2002).

e. When you are listening, and look around the class does it make you lost your focus in listening? Explain why?

The students reported that every one of them always ever been in this situation and they will lost their concentration after that, because they pay attention to the other thing and the time goes by. Justifying their answers as follows:

- 1) This situation always happened when I do the listening test, there was always student who does not understand about something or probably in the text is unclear or the audio was trouble then she or he puts her or his hands up then make me want to know what was happen then, after knowing the reason or that other student has trouble with the audio then I try to focus again with my own test but there will always the sentences or the numbers question missing and I aware that my concentration is distracted (learners).

The most of the students could lost their concentration by looking around the class and distract by other distractor around them, then the

students should pay attention to themselves, focus to the audio and the script then when they do not find the trouble on their own business do not try to make attention to the other. To gain insight into how input information is processed in the human mind (Field, 2003).

f. Do you often take bad notes (the complete sentences) while listening?

The majority of the students are reported that they used to write bad notes because they do not understand English well when they do not write it completely on the paper. Justifying their answers as follows:

- 1) On the process of listening I often take notes completely because English language is different with Bahasa Indonesia that we will always know the meaning of it however we just write three or probably two alphabet without write it completely, then I will be in a big confusion if I have to understand the meaning of bad notes and I think it will be wasting time. (5 learners).
- 2) I used to take a bad notes because it will help me in the limited time but I have my own background knowledge to make the word simple then I do not have to write it completely (2 learner).

Taking a note on the paper while listening in order to catch the new words or unfamiliar words to help the students answering the listening test is almost always practiced by the students but taking a bad note it is mean write down all the sentence we heard completely

seems to be like west the limit time that have given. By using abbreviated words mean to be helping the students shorten time and understanding point. Easier to understand unfamiliar accent (Bloomfield, p.2. 2010). As we know that English is need more concentration and need short time, that why English called more difficult skill than the other.

g. What factors make listening comprehension difficult for you? (give as many as you can!)

The majority of the students have the same difficulties in listening that can be seen as their justifying their answer as bellows:

- 1) The listening text in command difficulties unfamiliar words, difficult grammatical structures, lack of vocabularies, and the length of the spoken text may present with listening problem. The speaker, students stated that if they encounter listening problems when the speaker speak too fast or with varied accent and produced words which are not clearly pronounced. Lack of motivation, students feel it difficult to understand the spoken text which is not of interest to them. Factors related to the learners themselves, they lack of concentration while listening not having enough the grammatical knowledge (learners).

The difficulties in listening that are often experienced by students become obstacles for students to understand listening. when the learners hear an unfamiliar accents such an Indian

English for the first time after studying only American English will encounter critical difficulties in listening, (Buck, 2001). The speaker different accents and the speaker speak too fast make the students reported that they found the difficulties in comprehend the listening well.

h. After you have finished your test, do you think about how well you did it ?

The majority of the students (83.3%) reported that they evaluated themselves consist of what they have done in the text in order to achieve and knowing are they satisfied with the result of the test, and read a lot after that to make them better than before in the next text of the listening TOEFL test. Justifying their answers as follows:

1. I read again the transcript that I have that has been print before and looking for the internet about the audio and the transcript to know how match the question that I have answered and the key answer, it help me in the next test studied from experience and read more listen more and the more I comprehend listening consist of familiar words and also new vocabularies (5 learners).
2. Whatever will be, that is how I called the past test that I have done. I think I do not have to look back to how I pass the test or while doing the test because it makes me feel unsatisfied anymore and overthinking about it then lost my concentration for the next test, I

prefer to make a plan and studied before the test and forget after passing it and it make me enjoy (2 learner).

There always be advantages in evaluating what we have done in everything because when we learn from experience, for the future it will be even better. although there are some students who do not need an evaluation in the test that he has done because in his opinion it is not needed, he prefers to study for a test rather than learn after the test (evaluation) because for him it is like thinking about mistakes in the past and will eliminate the concentration to deal with what will be faced later.

From the interview analysis based on the guideline answers from the learners who was interview by the researcher, researcher conclude that the majority of the students use the metacognitive awareness strategies in their process of listening and the minority of them choose not to us it because of the other reason they have explain before. The students have the same difficulties in facing the listening consist of speed speech, unfamiliar words, the different accents, the script of the text and so on. when the learners hear an unfamiliar accents such an Indian English for the first time after studying only American English will encounter critical difficulties in listening, (Buck, 2001).

There are some suggestions that are beneficial to students to overcome some of their listening comprehension problems. They are as follows:

- 1) Listening activities should be provided based on the students' needs and teachers should provide authentic listening materials for students that help them understand better the natural speech uttered by native speakers.
- 2) Teachers should design listening tasks that arouse students' interest and help them learn listening skills and strategies. These tasks not only test the students' listening comprehension but also motivate them to use various types of listening strategies in order to gain the maximum benefits in doing their activities.
- 3) Teachers should provide students with different types of input like lectures, radio news, films, TV plays announcements, everyday conversation, and interviews.
- 4) Teachers should familiarize their students with the rules of pronunciation in order to help them hear the different forms of rapid natural speech and ask them to imitate native speakers' pronunciation.
- 5) Teachers should help their students to be familiar with the accents of different native speakers. Due to the fact that native speakers have specific accents it is necessary for students to recognize the differences between American and British accents.
- 6) Listening activities should be presented according to their level of complexities; that is, listening activities should be provided from

the very simple texts to the lower level students and moved to the very complicated authentic materials to the advanced students.

- 7) Teachers should provide background knowledge and linguistic knowledge to their students while listening to different listening materials.
- 8) Teachers should give their students the necessary feedback on their performance because it can promote their error correction and increase their motivation, and help them to develop their confidence in listening exercises.
- 9) Teachers should help their students to develop the necessary skills of listening comprehension like listening for understanding particular information, listening for the main ideas, explanation and inference, listening for intended meaning through providing different tasks and activities at different levels.
- 10) Teachers should use body language such as pointing and facial expressions to reinforce oral messages in their students.
- 11) Teachers should provide opportunities for developing top-down and bottom-up processing skills because top-down activities motivate students to discuss what they already know about a topic and bottom-up activities give confidence in the understanding of the components of the language such as sounds, words, intonation, and grammatical structures.

12) Teachers should encourage their students to develop listening strategies. Predicting, asking for clarification, and using non-verbal cues are some examples of these strategies that improve learners' listening comprehension ability, Abbas & Narjes (p. 5. 2016).

3. The Descriptive Statistics for Students' listening Comprehension

The data of listening comprehension test were collected from the 63 students. The result of the listening comprehension was measured by giving the students listening test then gave one point for each number, the total number question were 50 number. The score was calculated by using

$$\text{formula: } \textit{Listening comprehension} = \frac{N \textit{ Correct answer}}{N \textit{ question}} \times 100$$

The lowest score is 0 and the highest score is 100. The result of listening comprehension test showed that the lowest score that student achieved was 8, and the highest score was 90. The mean of the listening comprehension score test for the students is 32.70 and the standard deviation is 17.077 this mean the score indicated that the students' score of listening comprehension test was very poor.

The score of the listening comprehension can be seen as follows:

Table 4.26
Listening score

| Number | N Correct answer | Score | Interpretation |
|---------------|-------------------------|--------------|-----------------------|
| 1 | 22 | 44 | Very poor |
| 2 | 18 | 36 | Very poor |
| 3 | 6 | 12 | Very poor |
| 4 | 11 | 22 | Very poor |
| 5 | 13 | 26 | Very poor |
| 6 | 9 | 18 | Very poor |
| 7 | 12 | 24 | Very poor |

| | | | |
|----|----|----|-----------|
| 8 | 11 | 22 | Very poor |
| 9 | 44 | 88 | Very good |
| 10 | 23 | 46 | Poor |
| 11 | 11 | 22 | Very poor |
| 12 | 19 | 38 | Very poor |
| 13 | 11 | 22 | Very poor |
| 14 | 10 | 20 | Very poor |
| 15 | 21 | 42 | Very poor |
| 16 | 37 | 74 | Good |
| 17 | 17 | 34 | Very poor |
| 18 | 20 | 40 | Very poor |
| 19 | 15 | 30 | Very poor |
| 20 | 11 | 22 | Very poor |
| 21 | 23 | 46 | Poor |
| 22 | 22 | 44 | Very poor |
| 23 | 12 | 24 | Very poor |
| 24 | 15 | 30 | Very poor |
| 25 | 14 | 28 | Very poor |
| 26 | 12 | 24 | Very poor |
| 27 | 18 | 36 | Very poor |
| 28 | 9 | 18 | Very poor |
| 29 | 31 | 62 | Average |
| 30 | 12 | 24 | Very poor |
| 31 | 15 | 30 | Very poor |
| 32 | 15 | 30 | Very poor |
| 33 | 10 | 20 | Very poor |
| 34 | 8 | 16 | Very poor |
| 35 | 7 | 14 | Very poor |
| 36 | 10 | 20 | Very poor |
| 37 | 28 | 56 | Average |
| 38 | 16 | 32 | Very poor |
| 39 | 14 | 28 | Very poor |
| 40 | 18 | 36 | Very poor |
| 41 | 21 | 42 | Very poor |
| 42 | 17 | 34 | Very poor |
| 43 | 17 | 34 | Very poor |
| 44 | 17 | 34 | Very poor |
| 45 | 12 | 24 | Very poor |
| 46 | 4 | 8 | Very poor |
| 47 | 45 | 90 | Very good |
| 48 | 37 | 74 | Good |
| 49 | 8 | 16 | Very poor |
| 50 | 27 | 54 | Poor |
| 51 | 5 | 10 | Very poor |

| | | | |
|---------------|----|--------|-----------|
| 52 | 10 | 20 | Very poor |
| 53 | 8 | 16 | Very poor |
| 54 | 17 | 34 | Very poor |
| 55 | 13 | 26 | Very poor |
| 56 | 20 | 40 | Very poor |
| 57 | 8 | 16 | Very poor |
| 58 | 12 | 24 | Very poor |
| 59 | 20 | 40 | Very poor |
| 60 | 14 | 28 | Very poor |
| 61 | 13 | 26 | Very poor |
| 62 | 14 | 28 | Very poor |
| 63 | 21 | 42 | Very poor |
| Mean | | 32,70 | |
| St. Deviation | | 17.077 | |

Then, after knowing about the student's score of listening comprehension the score also can be seen in the statistic description, in order to know about the student's strength and weakness in comprehend listening.

The descriptive statistics analysis of listening for the students is shown below:

Table 4.27
Descriptive Statistics Analysis of Listening for the Students
Descriptive Statistics

| | N | Minimum | Maximum | Mean | Std. Deviation |
|--------------------|----|---------|---------|-------|----------------|
| Score | 63 | 8 | 90 | 32.70 | 17.077 |
| Valid N (listwise) | 63 | | | | |

The result of the score was divided into scoring classification. The findings indicated and showed there are 54 students got very poor with percentage 85.71%, 3 students got poor with percentage 4.78%, 2 students

got good with percentage 3.17%, 2 students got very good with percentage 3.17%, and 2 students got average with percentage 3.17%.

The distribution of listening comprehension is presented and the following table:

Table 4.28
Distribution of students listening score

| Interval | Students | Category | Percentage |
|-----------------|-----------------|-----------------|-------------------|
| 86-100 | 2 | Very Good | 3.17% |
| 71-85 | 2 | Good | 3.17% |
| 56-70 | 2 | Average | 3.17% |
| 46-55 | 3 | Poor | 4.78% |
| 0-45 | 54 | Very Poor | 85.71% |
| Total | 64 | | 100% |

It can be concluded that listening comprehension student of 4th semester of English Education Department at IAIN Palangkaraya is included in the very poor category.

a. Statistical Analysis

The statistical analysis include (1) the statistical analysis of normality test of the Metacognitive Awareness Strategies and listening comprehension data, (2) the statistical analysis data of homogeneity test of Metacognitive Awareness Strategies and listening comprehension data, and (3) the statistical analysis of testing hypothesis examine correlation between Metacognitive Awareness Strategies and listening comprehension test.

1) The Result of Normality Test

The normality test is used to know if the data was normal like we can see in the table below:

Table 4.29
Normality Test
One-Sample Kolmogorov-Smirnov Test

| | | Questionnaire |
|----------------------------------|----------------|---------------|
| N | | 63 |
| Normal Parameters ^{a,b} | Mean | 4.9000 |
| | Std. Deviation | .00000 |
| Most Extreme Differences | Absolute | .500 |
| | Positive | .500 |
| | Negative | -.500 |
| Kolmogorov-Smirnov Z | | 3.969 |
| Asymp. Sig. (2-tailed) | | .000 |

a. Test distribution is Normal.

b. Calculated from data.

The data was interpreted normal, if $p > 0.05$ if $p < 0.05$ it means the data was not normal. Kolmogorov-Smirnov Z was used by to see the normality of the data. The result of normality test is shown in the table above indicated that the data of questionnaire was normal and appropriate for data analysis.

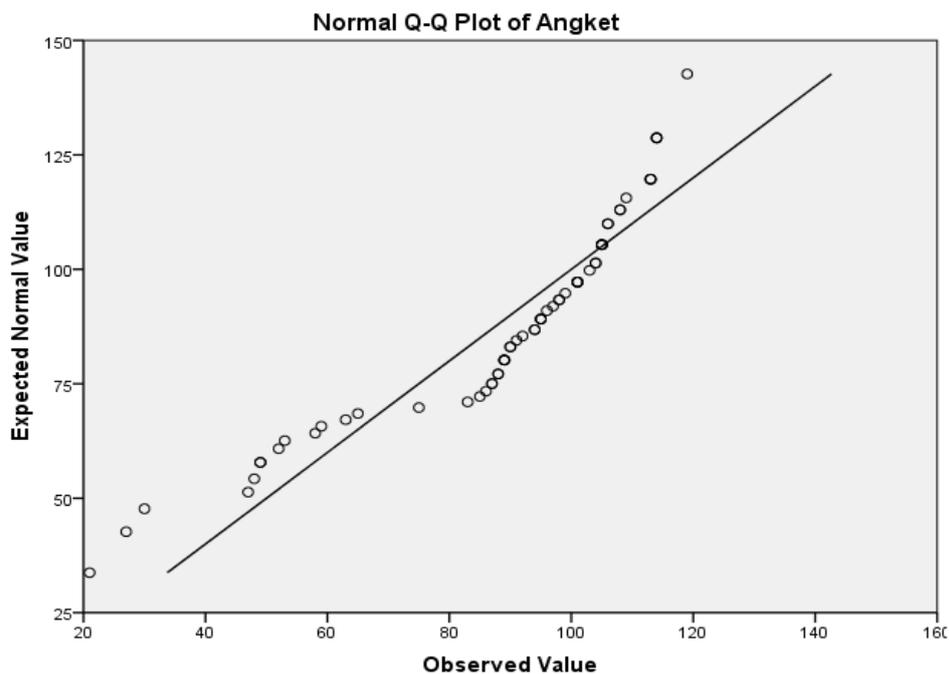


Figure 4. 2
Distribution of Metacognitive Strategies questionnaire
Normal Q-Q Plot of Metacognitive Strategies
 The normality test of listening comprehension shown as follows:

Table 4.30
Normality Test
One-Sample Kolmogorov-Smirnov Test

| | | Listening score |
|----------------------------------|----------------|------------------------|
| N | | 63 |
| Normal Parameters ^{a,b} | Mean | 16.3492 |
| | Std. Deviation | 8.53864 |
| Most Extreme Differences | Absolute | .138 |
| | Positive | .138 |
| | Negative | -.101 |
| Kolmogorov-Smirnov Z | | 1.092 |
| Asymp. Sig. (2-tailed) | | .184 |

a. Test distribution is Normal.

b. Calculated from data.

The result of the normality of listening comprehension test score was shown in the table indicated normal and appropriate for data analysis with coefficient 0.184.

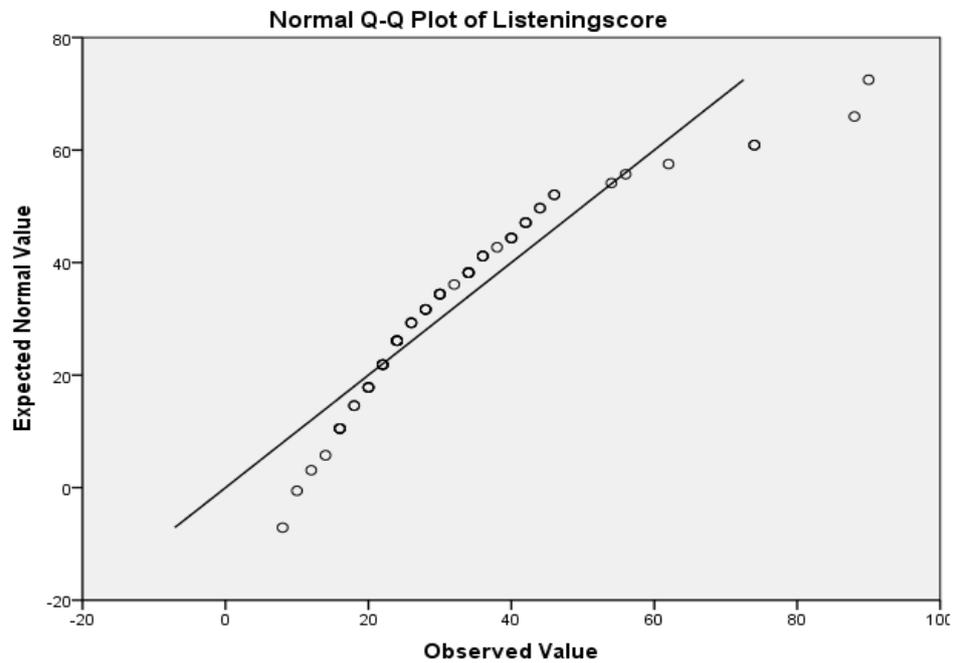


Figure 4.2

Distribution of Metacognitive Strategies questionnaire

Normal Q-Q Plot of Metacognitive Strategies

The graphs above showed that the distribution of both data Questionnaire and listening score data forms an approximate straight line. There were only little departure from the straight line found. Then it was concluded if that all the distribution data were normal.

2) The Result of Homogeneity Test

The Homogeneity test used to know if the data were homogeny or not, and the data of homogeneity from two variables are shown in the table as follows:

Table 4.31
The result of homogeneity test
F-Test Two-Sample for Variances

| | Metacognitive Strategies | Listening Comprehension |
|---------------------|---------------------------------|--------------------------------|
| Mean | 4.238 | 16.34920635 |
| Variance | 1.374188838 | 72.90834613 |
| Observations | 63 | 63 |
| Df | 62 | 62 |
| F | 0.019 | |
| P(F<=f) one-tail | 0 | |
| F Critical one-tail | 0.656 | |

The result from the table showed researcher knew that the data both of Metacognitive Awareness Listening Questionnaire and the data of Listening Comprehension score are Homogeny.

B. The Statistical Analysis in Testing Hypothesis

This section answered the last question in the problem of the study. In this research both of students' Metacognitive Awareness Strategies and Listening comprehension Score were related by using person product moment formula.

The data were described in the table as follows:

Table 4.32
Relation description between Metacognitive strategies and Listening Comprehension.

| No | X | Y | XY | X ² | Y ² |
|-----|-----|----|------|----------------|----------------|
| 1. | 103 | 44 | 4532 | 10609 | 1936 |
| 2. | 113 | 36 | 4068 | 12769 | 1296 |
| 3. | 151 | 12 | 1812 | 22801 | 144 |
| 4. | 75 | 22 | 1650 | 5625 | 484 |
| 5. | 30 | 26 | 780 | 900 | 676 |
| 6. | 59 | 18 | 1062 | 3481 | 324 |
| 7. | 89 | 24 | 2136 | 7921 | 576 |
| 8. | 48 | 22 | 1056 | 2304 | 484 |
| 9. | 27 | 88 | 2376 | 729 | 7744 |
| 10. | 104 | 46 | 4784 | 10816 | 2116 |
| 11. | 98 | 22 | 2156 | 9604 | 484 |
| 12. | 114 | 38 | 4332 | 12996 | 1444 |
| 13. | 105 | 22 | 2310 | 11025 | 484 |
| 14. | 98 | 20 | 1960 | 9604 | 400 |
| 15. | 63 | 42 | 2646 | 3969 | 1764 |
| 16. | 101 | 74 | 7474 | 10201 | 5476 |
| 17. | 101 | 34 | 3434 | 10201 | 1156 |
| 18. | 47 | 40 | 1880 | 2209 | 1600 |
| 19. | 94 | 30 | 2820 | 8836 | 900 |
| 20. | 85 | 22 | 1870 | 7225 | 484 |
| 21. | 101 | 46 | 4646 | 10201 | 2116 |
| 22. | 108 | 44 | 4752 | 11664 | 1936 |
| 23. | 106 | 24 | 2544 | 11236 | 576 |
| 24. | 97 | 30 | 2910 | 9409 | 900 |
| 25. | 105 | 28 | 2940 | 11025 | 784 |
| 26. | 105 | 24 | 2520 | 11025 | 576 |
| 27. | 105 | 36 | 3780 | 11025 | 1296 |
| 28. | 114 | 18 | 2052 | 12996 | 324 |
| 29. | 114 | 62 | 7068 | 12996 | 3844 |
| 30. | 104 | 24 | 2496 | 10816 | 576 |
| 31. | 89 | 30 | 2670 | 7921 | 900 |
| 32. | 109 | 30 | 3270 | 11881 | 900 |

| | | | | | |
|--------------|-----------------------------|-----------------------------|--------------------------------|---------------------------------|--------------------------------|
| 33. | 49 | 20 | 980 | 2401 | 400 |
| 34. | 119 | 16 | 1904 | 14161 | 256 |
| 35. | 21 | 14 | 294 | 441 | 196 |
| 36. | 91 | 20 | 1820 | 8281 | 400 |
| 37. | 53 | 56 | 2968 | 2809 | 3136 |
| 38. | 106 | 32 | 3392 | 11236 | 1024 |
| 39. | 58 | 28 | 1624 | 3364 | 784 |
| 40. | 113 | 36 | 4068 | 12769 | 1296 |
| 41. | 105 | 42 | 4410 | 11025 | 1764 |
| 42. | 52 | 34 | 1768 | 2704 | 1156 |
| 43. | 88 | 34 | 2992 | 7744 | 1156 |
| 44. | 99 | 34 | 3366 | 9801 | 1156 |
| 45. | 49 | 24 | 1176 | 2401 | 576 |
| 46. | 113 | 8 | 904 | 12769 | 64 |
| 47. | 83 | 90 | 7470 | 6889 | 8100 |
| 48. | 87 | 74 | 6438 | 7569 | 5476 |
| 49. | 139 | 16 | 2224 | 19321 | 256 |
| 50. | 95 | 54 | 5130 | 9025 | 2916 |
| 51. | 87 | 10 | 870 | 7569 | 100 |
| 52. | 92 | 20 | 1840 | 8464 | 400 |
| 53. | 95 | 16 | 1520 | 9025 | 256 |
| 54. | 89 | 34 | 3026 | 7921 | 1156 |
| 55. | 88 | 26 | 2288 | 7744 | 676 |
| 56. | 89 | 40 | 3560 | 7921 | 1600 |
| 57. | 86 | 16 | 1376 | 7396 | 256 |
| 58. | 94 | 24 | 2256 | 8836 | 576 |
| 59. | 108 | 40 | 4320 | 11664 | 1600 |
| 60. | 65 | 28 | 1820 | 4225 | 784 |
| 61. | 95 | 26 | 2470 | 9025 | 676 |
| 62. | 96 | 28 | 2688 | 9216 | 784 |
| 63. | 90 | 42 | 3780 | 8100 | 1764 |
| Total | $\Sigma X =$ 5656 | $\Sigma Y =$ 2060 | $\Sigma XY =$ 181528 | $\Sigma X^2 =$ 547836 | $\Sigma Y^2 =$ 85440 |

The result of the calculation above, the researcher gets $\sum X = 5.656$, $\sum Y = 2.060$, $\sum XY = 181.528$, $\sum X^2 = 547.836$ and $\sum Y^2 = 85.440$. Then, the scores are calculated by using product moment formula to found the product of r_{xy} , as follow:

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$

$$r_{xy} = \frac{63 \times 181.528 - (5.656)(2.060)}{\sqrt{\{63 \times 547.836 - (5.656)^2\}\{63 \times 85.440 - (2.060)^2\}}}$$

$$r_{xy} = \frac{11.436.264 - 11.651.360}{\sqrt{(34.513.668 - 31.990.336)(5.382.720 - 4.243.600)}}$$

$$r_{xy} = \frac{-215.096}{\sqrt{(2.523.332)(1.139.120)}}$$

$$r_{xy} = \frac{-215.096}{\sqrt{2.874.377.947.840}}$$

$$r_{xy} = \frac{-215.096}{1.695.387}$$

$$r_{xy} = -0.127$$

Table 4.33

Correlation between metacognitive strategies and listening comprehension Correlations

| | | Metacognitive | Listening Ability |
|-------------------|---------------------|---------------|-------------------|
| Metacognitive | Pearson Correlation | 1 | -.127 |
| | Sig. (2-tailed) | | .321 |
| | N | 63 | 63 |
| Listening Ability | Pearson Correlation | -.127 | 1 |
| | Sig. (2-tailed) | .321 | |
| | N | 63 | 63 |

Based on the manual calculation and the result of the test using SPSS 16.0 Program above, it was found that the r_{value} was -0.127. Then the r_{value} was consulted with the table of the interpretation coefficient correlation r . According to Sugiyono (2016, p.184), the categories of correlation were presented in the following table.

Table 4.34
Coefficient Correlation Interpretation

| Interval | Category |
|-----------------|-----------------|
| 0.00 - 0.199 | Very Low |
| 0.20 - 0.399 | Low |
| 0.40 - 0.599 | Moderate |
| 0.60 - 0.799 | Strong |
| 0.80 - 1.000 | Very Strong |

The table 4.42 shows that index of product moment correlation was -0.127 in the level significance 0.05. The correlation index ($r_{\text{value}} = -0.127$) the result was negative, this means that the correlation belongs to “negative correlation”. To prove the value of “ r ” based on the calculation degree of freedom was known with formula, as follow:

$$df = N - nr,$$

$$N = 63, nr = 2$$

$$df = 63 - 2 = 61$$

Based on the table of product moment at significant value 0.05 with $df = 61$, the value of r_{table} is 0.248.

The researcher was known that the result of r observed $r_{\text{value}} = -0.127 < r_{\text{table}} 0.248$. It can be explained that the value of r observed $r_{\text{value}} = -0.127$ showed no correlation between Metacognitive Awareness Strategies and

Listening Comprehension in significant level 5%. The researcher made the chart by using SPSS 16.0 to show correlation between reading habit in English and vocabulary mastery.

The chart of correlation result shown as follows:

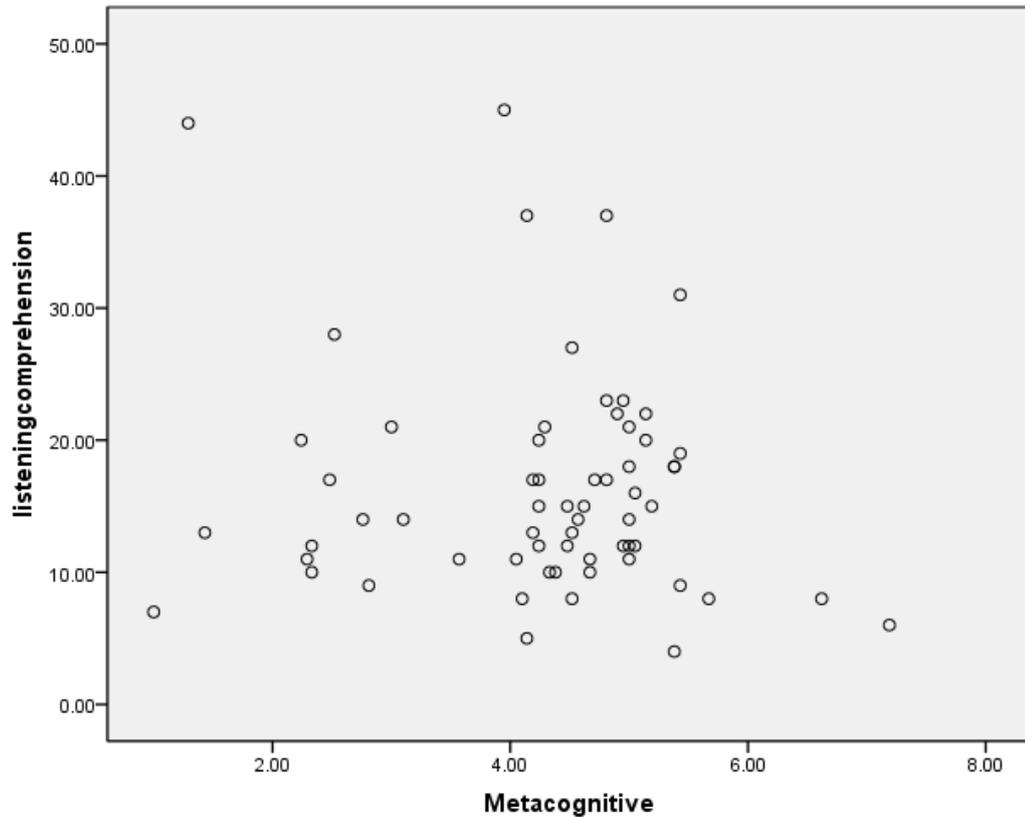


Figure 4.3
The Scatterplot of Correlation between Metacognitive Awareness Listening Questionnaire (X) and Listening Comprehension(Y)

The researcher calculated the contribution of the variable X to the variable Y is used the formula as below:

$$KP = r^2 \times 100 \%$$

Where:

KP: determinant coefficient score

r : correlation coefficient score

$$KP = r^2 \times 100 \%$$

$$KP = -0.127^2 \times 100 \%$$

$$KP = 0.01 \times 100 \%$$

$$KP = 0.01$$

The result of the variable X (metacognitive Strategies) gives the contribution to the Listening Comprehension for the Students at fourth semester of IAIN Palangkaraya on Academic years 2016/2017 was 0.01% and 99.99 % is influenced by the other aspects.

To know the value of t_{value} is used the formula:

$$t_{value} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

Where:

t_{value} : nilai t (value t)

r : the score of coefficient correlation and

n : the number of sample.

So that by the formula above it was known that:

$$r = -0.127$$

$$n = 63$$

$$t_{value} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

$$t_{value} = \frac{-0.127\sqrt{63-2}}{\sqrt{1-(-0.127)^2}}$$

$$t_{value} = \frac{-0.127 \cdot 7.81}{-0.9984}$$

$$t_{value} = -0.9922 \quad 89$$

Based on the calculation above, $\alpha = 0.05$ and $n = 63$ so, $df = n-2 = 63-2 = 61$ and t_{table} was 1.667. So, it can be seen than $t_{value} \geq t_{table}$ ($-0.9902 < 1.670$), so that the result was the H_a is rejected and H_o is accepted. In this case that variable X Metacognitive Strategies in English was no correlation or gave influence to students' Listening Comprehension.

C. Discussion

Listening is an important part in determining students success in their academic settings. From the junior high school until University students need to have a good listening comprehension in order to help them in the process of teaching and learning. For success in academic settings, both instructors and students should acknowledge the importance of listening comprehension, Darwish (2014, p. 1). Knowing that have a good listening comprehension is importance to help the students and also the teacher, that having a good listening comprehension also helping the students to get new knowledge and more information from all over the world and achieve the students learning achievement. In this research researcher focused on the metacognitive strategies and listening comprehension. In this research, the 63 students of 66 students from three classes participated and the other were absent when the researcher conducting this research. First, the researcher distributed the questionnaire especially Metacognitive Awareness Strategies questionnaire to the students after they answering the questionnaire, the researcher correlate with the student listening score that has been answered by the students before

to know the students ability in listening related to their metacognitive awareness strategies.

Based on the findings, it was found that 63 students with 53.97% has high metacognitive awareness strategies use. It means that the students believed about the strategies that used can improve their listening comprehension in the listening test. Student who frequently use metacognitive strategies when listening in English scored higher in the listening test. The strategies consist of how the student use the strategies before while and evaluate it can be supported them success in listening test and listening comprehension.

In relation to their listening comprehension, based on the findings, all of students with 85.7% result got in very poor level, 4.78% in poor level, 2 got in average 3.17%, 2 got in good level 3.17% and 3.17% result got in very good level. It means the students could not control the speaker's speed speech and lack of vocabulary. It was because of they have the difficulties in comprehending what the speaker said in the audio. There are three listening problems that student usually face in listening comprehension such as speed speech, limited knowledge of vocabulary and the structure of sentence, limited knowledge of the topic in question, (Malkawi, p.773. 2010).. To improve the student comprehension the lecturer can improve the listening teaching skill. Then student have to practice in speaking during the speaking class to make them usually listen the words and take so many information from the other will help the students to feel usual in listening section.

Actually strategies can be influence the students in listening because strategies is plan that is indented to achieve a particular purpose of planning something or carry out a plan in a skillful away. However, the result of this study can happen because not only strategies that used by the student that can influence the student in listening, but also there was another factor which is influence the student's listening. there are some dominant factor that influence the student in listening included (1) concentration, it is an ability to direct all our effort and attention on one thing without thinking of other things; (2) interest, it desire to learn or know about something; (3) attention, it is looking at or thinking about something or somebody carefully; (4) expectation, it is a strong believe about the way something should happen or how somebody should behave and; (5) lack of knowledge, it is state of having enough of knowledge, (Khalifah, p. 21. 2013).

Based on the factors above, researcher states that all factors in the strategies influence the student in comprehending listening so much, then before listening the student should have a plan while listening or monitoring their progress in listening and also the last is evaluate their comprehension to measure their ability.

The researcher also assumed that the student background knowledge influence their listening. this reflected the students not only have insufficient preparation for listening task, but also inadequate listening practice. It can become the reason why the student have low score in listening comprehension. As known that another factor that should not be neglected

was the students positions when doing the test, anxiety and quality of the speaker sound when joining the test. The students more often did not focus then they lost their concentration.

There are several problems which may appear during or before listening;

- (1) Quality of recorded material, the quality of sound system also affects understanding of listening;
- (2) Cultural differences, being unfamiliar of cultural knowledge of language plays a great role understanding the context;
- (3) accent;
- (4) Unfamiliar vocabulary;
- (5) Length and speech of the listening, the level of student play a great role when listening long part and keeping all the information in the mind. It is not easy for the lower level student to listen more than three minutes long listening the completing the desired activities. Another reason makes listening difficult is the speed. If the speaker speaks faster than normal listener may have difficulties to catch the target words;
- (6) Physical condition, sometimes inconvenient of the classroom affects the student listening comprehension. In the large classroom students who are sitting on the back rows may not listen the recording as student sit in front. Students who prefer to stay next to the windows also affects by the noise that come from outside. As a teacher we have to take account all this conditions in a body. The size of the classroom also makes difficult for teacher to manage the all class in group activity or to get feedback from the students. The temperature of class can be counted as a factor that makes listening comprehension difficult. The class that does not have an air conditioner or heater maybe too hot in summer or too cold in winter;
- (7) Lack of

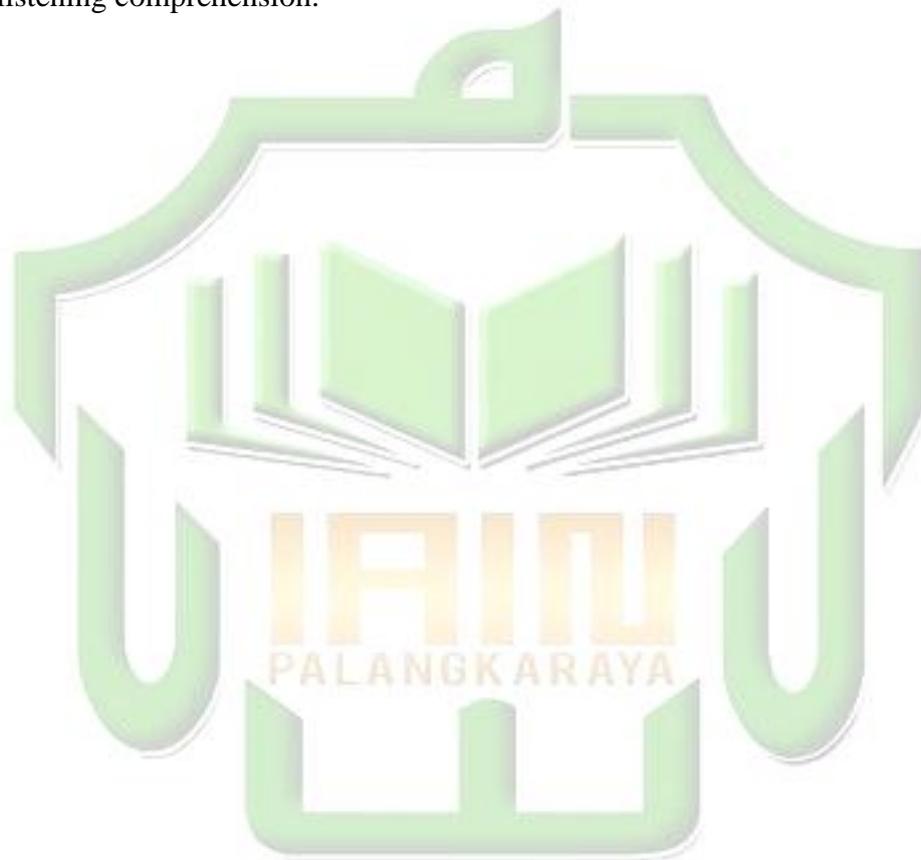
concentration, student's motivation is one of the crucial factors that affects listening comprehension. It can be difficult for student maintaining the concentration in the foreign language learning classroom in listening comprehension, even the smallest pause in attention may considerably spoil comprehension. When students find the topic of the listening text interesting, comprehending will be easier. For that, student find listening very boring even if they are interested in the topic because it needs a huge amount of effort in order to not miss the meaning, (Bingol, Celik, Yildiz, and Mart, p. 4. 2014).

The finding of this study was similar to Mansoor (2012) that a significant negative correlation was found with p-value -0.658. He indicated there was negative correlation including the listening test, quality of the speaker sound, student position when doing the test and also their background knowledge in listening.

In short, there was no correlation between metacognitive strategies and listening comprehension because of the metacognitive strategies is not the only one which influence the student listening comprehension, the listening test, quality of the speaker sound, student position when doing the test and also their background knowledge in listening are also affected the student's listening comprehension.

Although in this study metacognitive strategies does not have correlation in affecting student's listening comprehension use, the role of metacognitive strategies as psychological factor should not be ignored in academic setting.

The student should be provided with better strategy instruction since it is believe that metacognitive strategies have very good influence on listening competence. It is hoped better listening comprehension can be achieved as it is known the process happened when the student do listening test, it means the lecturer and the students can do any effort to get the improvement in listening comprehension.



CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents: (1) Conclusions; and (2) suggestions based on the findings of the research.

A. Conclusions

Based on the findings and discussion of the study, some conclusions are:

There was no correlation between metacognitive strategies and listening comprehension. The findings showed that $r_{\text{observed}} = -0.127 < r_{\text{table}} = 0.248$. It can be explained that the value of $r_{\text{observed}} = -0.127$ showed negative correlation between Metacognitive Strategies and Listening Comprehension. Based on the calculation, $\alpha = 0.05$ and $n = 63$ so, $df = n - 2 = 63 - 2 = 61$ and t_{table} was 1.667. So it can be seen that $t_{\text{value}} < t_{\text{table}}$ ($-0.990 < 1.670$), so that the result was the H_a is rejected and H_o is accepted.

It can be concluded that if the Metacognitive Strategies was not influence or gave the dominant effect for students' Listening Comprehension. It means that the students' were not certified by the effect of one variable to the other variable. In addition, students with the high score of Metacognitive listening questionnaire were not certified will have a good result score in Listening Comprehension and the students with low understanding in Metacognitive Awareness Listening Questionnaire were not certified will have a bad score in Listening Comprehension test.

B. Suggestions

The lecturer should not give too much attention to the metacognitive strategies as known it is not the best factor that can improve the students listening comprehension. There will be the other right strategies to improve the students' listening comprehension and the lecturer could find the other strategies, but it was not mean that Metacognitive Strategies it doesn't work strategies but in case this strategies can be used for another skill.

For the students are better to make English become a habit, the more listening the more comprehend the listening in order to increase the students listening comprehension as it will always face by the students in every exam.

It is recommended for the future researcher to conduct the similar research including the more samples uses and the more sample for random sampling to make the problem more openly.

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APPENDICES

Appendix 1

Research Schedule





Appendix 2

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