

**STUDENTS' METACOGNITIVE STRATEGIES
IN LISTENING COMPREHENSION
AT SMP BILINGUAL TERPADU**

THESIS

Submitted in partial fulfillment of the requirement or the degree of
Sarjana Pendidikan (S.Pd) in Teaching English



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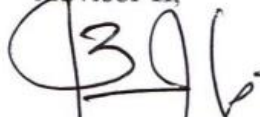
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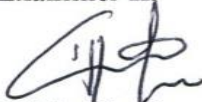
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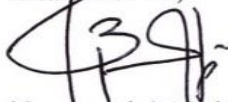
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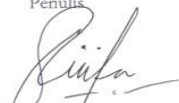
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ABSTRACT

Sinta, Yatnya Sari. (2019). Students' Metacognitive Strategies in Listening Comprehension at SMP Bilingual Terpadu. A Thesis. English Teacher Education Department, Faculty of Education and Teacher Training, State Islamic University Sunan Ampel Surabaya. Advisors: Hilda Izzati Madjid, MA and Rakhmawati, M.Pd.

Keywords: *Metacognitive Strategies, Listening Comprehension*

This study, answered the research question about students' metacognitive strategies in comprehending listening texts. The aim of this study was to know the students' metacognitive listening strategies used at student of SMP bilingual terpadu. In this study, the researcher used descriptive qualitative study approach to collect the data, this research use two instruments both questionnaire close and open-ended question to get the data. The researcher took in extra listening class to do the study. Based on the result of this study, the resercher found that all of the students were use the five types of metacognitive listening strategies to face the difficulties in listening comprehension. The five types were 1)selective attention is paying attention to specific aspects of input, 2) directed attention is concentrate on input and avoiding interference, 3) comprehension monitoring is the process of checking and confirming how well someone understands the input during listening, 4) real-time assessment of input is allows listeners to decide whether a particular part of the input is needed to achieve their comprehension goals and 5) comprehension evaluation is determine the accuracy and completeness of their comprehension.

ABSTRAK

Sinta, Yatnya Sari. (2019). Students' Metacognitive Strategies in Listening Comprehension at SMP Bilingual Terpadu. Sebuah tesis. Departemen Pendidikan Guru Bahasa Inggris, Fakultas Pendidikan dan Pelatihan Guru Universitas Islam Negeri Sunan Ampel Surabaya. Pembimbing: Hilda Izzati Madjid, MA and Rakhmawati, M.Pd.

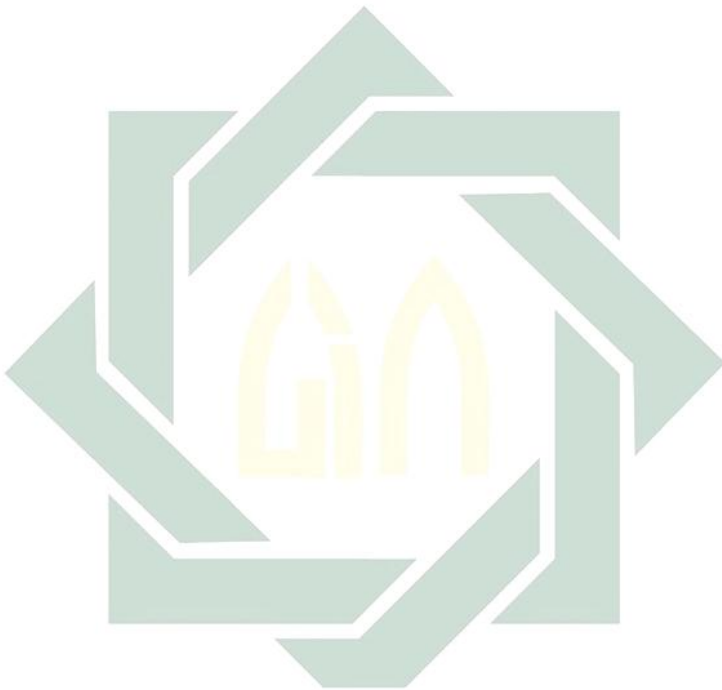
Kata kunci: *Metacognitive Strategies, Listening Comprehensions*

Penelitian ini, menjawab pertanyaan penelitian tentang strategi metakognitif siswa dalam memahami teks listening. Tujuan dari penelitian ini adalah untuk mengetahui strategi metakognitif listening yang digunakan oleh siswa SMP bilingual Terpadu. Dalam penelitian ini, peneliti menggunakan pendekatan penelitian kualitatif deskriptif untuk mengumpulkan data, penelitian ini menggunakan dua instrumen yaitu kuesioner tertutup dan pertanyaan terbuka untuk mendapatkan data. Peneliti mengambil kelas ekstra listening untuk melakukan penelitian. Berdasarkan hasil penelitian ini, peneliti menemukan bahwa semua siswa menggunakan ke lima jenis strategi metakognitif listening untuk menghadapi kesulitan dalam pemahaman listening mereka. Kelima jenis itu adalah 1) perhatian selektif memperhatikan aspek input tertentu, 2) perhatian terarah berkonsentrasi pada input dan menghindari gangguan, 3) pemantauan pemahaman adalah proses memeriksa dan memastikan seberapa baik seseorang memahami input selama mendengarkan, 4) penilaian waktu nyata dari input memungkinkan pendengar untuk memutuskan apakah bagian tertentu dari input diperlukan untuk mencapai tujuan pemahaman mereka dan 5) evaluasi pemahaman adalah menentukan keakuratan dan kelengkapan pemahaman mereka.

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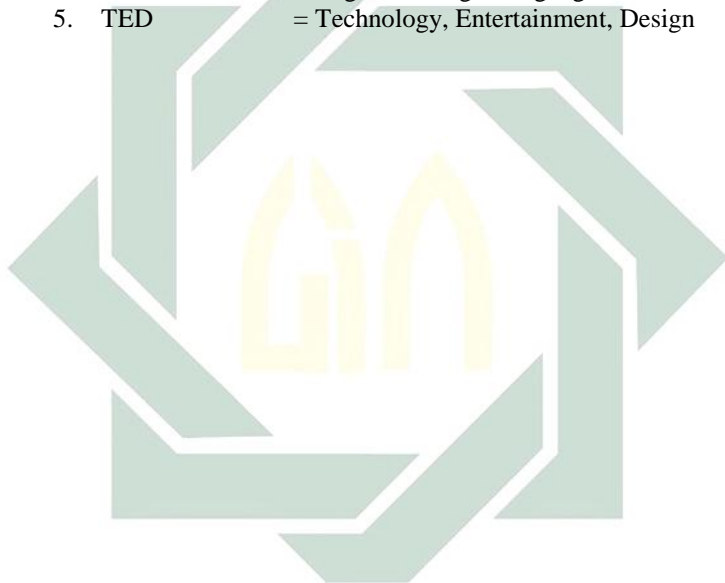
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LIST OF ABBREVIATION

1. ESL = English Second Language
2. ANCOVA = Analysis of Covariance
3. IELTS = International English Language Testing
4. EFL = English Foreign Language
5. TED = Technology, Entertainment, Design



CHAPTER I

INTRODUCTION

In the chapter of introduction, the researcher explains about the idea that related of study such as research background, explain the problems, research question, objectives of the study, significance of the study, scope of this study, limitation of the study and the last is definition of key term.

A. Research Background

Metacognitive plays an important role in communication, reading comprehension, language acquisition, social cognition, attention, self-control, memory, self-instruction, writing, problem solving, and personality.¹ Flavel as stated by Sabna E. P and Dr. A. Hameed said that metacognitive is a regulatory system that includes knowledge, experience, goals and strategies.² Moreover, this research concerns to the metacognitive strategies. Metacognitive strategies are including on learning strategies. However, learning strategies divided in to three strategies as O'Malley and Chamot said that there are three strategies in learning strategies in second language acquisition such as cognitive strategies, metacognitive strategies and social-affective strategies.³ But, in this study the researcher only focused on metacognitive strategies to conduct the research. Because, metacognitive strategies more appropriate to use in listening skill and more helpful for students to face the difficulties in listening comprehension. With this study, the students will aware with the strategies that they often use and they can use their strategies are more effective than before. According to Vandergrift as stated by Jie Zheng said that metacognitive strategies included overviewing and linking, setting objectives, planning, monitoring and evaluating. However, based on Christine Goh Chuen Meng there are five types of strategies use in metacognitive listening

¹Flavell, J. H., *Metacognition And Cognitive Monitoring: A New Area Of Cognitive-Developmental Inquiry* American Psychologist, 34, (1979). 906-911.

²Sabna E. P., Dr. A. Hameed, *Metacognitive Awareness for Ensuring Learning Outcomes among Higher Secondary School Students*. IOSR Journal Of Humanities And Social Science (IOSR-JHSS) Volume 21, Issue 4, Ver. II (Apr. 2016) PP 101-106

³Ullius Tordsson, *Language Learning Strategies*. Bachelor Thesis

strategies such as selective attention, directed attention, comprehension monitoring, real-time assessment of input and comprehension evaluation.⁴ According on oxford as stated by Farzaneh. G. S, Melika. M, Maryam. R. N said that using metacognitive strategies consciously, give the learners the opportunity to get back their focus when they lost it.⁵ Furthermore, Flafell said that Metacognitive awareness strategies can be one of the ways to raise awareness for listening tasks.⁶So, metacognitive strategies make the students become more skillful listeners without metacognitive strategies, learners may lose their direction or ability to plan, monitor their learning process, and evaluate the output.

Vandergrift said that the context of listening comprehension, metacognition is considered as knowledge of students' perceptions of themselves, their cognitive goals, their understanding of the task of listening, their approachthe tasks, and their strategies use to complete the task.⁷ Moreover, in the junior high school level especially in SMP Bilingual Terpadu, metacognitive strategies in listening comprehension plays an important role in the learning process especially for students who join in listening extra. Therefore, it is selected as the subject because in listening extra the students get a lot of practice about listening. So, when they get listening test, they can do it easily. Usually the students who get the difficulties in listening comprehension, they automaticallyuse various types of strategies of their own ways to face the difficulties in listening. So, there is possibility the strategies that they use is including metacognitive strategies. Since metacognitive is “ thinking about thinking”.⁸ For the reason, researcher can conduct the

⁴Christine Goh Chuen Meng, *How ESL learners with different listening abilities use comprehension strategies and tactics*, Language Teaching Research, (1998) Volume 2, Issue 2, 124-147

⁵Farzaneh Ghaed Sharaf, et.al.,*The Effect of Listening Strategy Instruction on Iranian Pre-intermediate EFL Learners' Listening Ability*, International Journal of Applied Linguistics & English Literature E-ISSN: 2200-3452 & P-ISSN: 2200-3592

⁶Ch'ngLooi-Chin,et.al.,*Metacognitive Awareness Strategies For Listening Comprehension*, Proceedings of the International Conference on the Teaching and Learning of Languages (ICTLL) 2017

⁷Vandergrift, et. al., *The Metacognitive Awareness Listening Questionnaire (MALQ): Development and validation*. Language Learning, 56(3), 431–462.(2006)

⁸Huseyin, *Metacognition in Foreign / Second Language Learning and Teaching*. HacettepeUniversity Journal of Education 29, (2015), 147.

study on the students' who join on listening extra in their school. The developments of listening comprehension skills help learners to success in language learning and improve their understandable input.⁹ So, metacognitive strategies in this study is the strategies that appear from students' thinking about their own thinking when students get the difficulties in their learning process especially in the difficulties in listening comprehension.

However, Ai-hua Chen stated that listening comprehension is a complex continuous process that involving the interaction of various factors, many students find it difficult to comprehend spoken input and have little awareness of why that happens.¹⁰ He said that the most commonly identified problems are fast speech rate and unfamiliar words perceived by learners. Based on preliminary research by the researcher to some students, they also said the problem that they met when they face in learning listening are sometime the students do not understand what speaker said because, their ear do not familiar with foreign language, the similar vocabulary also make the students get difficulties to catch what is the speaker mean and the sound sometime is not clear. So, make the students are get the difficulties to face in listening tasks.

Here, the researcher found the similar some previous studies. The first is previous studies by Zahra Ratebi and Zahrah Amirin "Use of Metacognitive Strategies in Listening Comprehension by Iranian University Students Majoring in English: A Comparison between High and Low Proficient Listeners".¹¹ The aim of this study is to investigate the types of metacognitive strategies used by Iranian university students majoring in English and the differences in the use of these strategies between listeners across two levels of high and low proficiency. The result of this study have some implications for students, teacher syllabus designers and text book designers. This study may encourage further

⁹Seyedeh Masoumeh Ahmadi, *The Importance of Listening Comprehension in Language Learning*, November 18, (2016)

¹⁰Ai-hua Chen, *EFL Listeners' Strategy Development and Listening Problems: A Process-Based Study*. The Journal Of Asia TEFL (2013), Vol.10, No. 3, pp. 81-101

¹¹Zahra Ratebi and Zahrah Amirin, *Use of Metacognitive Strategies in Listening Comprehension by Iranian University Students Majoring in English: A Comparison between High and Low Proficient Listeners*, Journal of Studies in Education, (2013), Vol. 3, No. 1

awareness of metacognitive strategies for EFL learners to improve their listening comprehension. So, metacognitive strategies is very important to help the learners to increasing their listening comprehension.

Another previous study is by Tisma Danica Jerotijevic on the Improving Listening Comprehension Skills Relying On Metacognitive Strategies – Focus On Vocabulary And Specific L2 Instruction.¹² This research aim of the present study was to determine the effect of a specifically designed instructional method for improving listening comprehension of Serbian EFL learners, based on the enhancement of met cognitive awareness. This research was conducted experimental method. The results of the study showed the beneficial effects of developing met cognitive strategies and the strong positive correlation between the level of knowledge and listening comprehension performance. It shows that met cognitive strategies is very helpful for students to improve their listening comprehension.

Two previous studies above have the different objective but the result shows that both of those previous studies said that metacognitive strategies have the benefit effect to developed students in listening comprehension. So, with this phenomenon, the researcher exited to do the research with title” *Students’ Metacognitive strategies in Listening Comprehension at Students of SMP Bilingual Terpadu*”. In this study the researcher want to investigates students’ metacognitive strategies in comprehending listening texts at students of SMP Bilingual Terpadu.

B. Research Question

Based on the background of the study above, questions of this study are formulated as follow: what metacognitive strategies do the students do in comprehending listening texts at students of SMP Bilingual Terpadu?

¹²Tisma Danica Jerotijević, *Improving Listening Comprehension Skills Relying On Metacognitive Strategies – Focus On Vocabulary And Specific L2 Instruction*, p.316.

C. Objective of the Study

According to the questions mentioned above, the objective of this study was described students' metacognitive strategies in comprehending listening texts at students of SMP Bilingual Terpadu.

D. Significance of the study

This study will be advantageous for the students, teacher and educational practitioners and researches.

1. For the students

This study shows the students' metacognitive strategies used, especially in listening skill. Then, it is useful for students to improve their listening comprehension to become the good listener and strategic learners.

2. For the teachers

This study helps the teachers to be more aware that metacognitive strategy can influence the students in listening comprehension. So that in the future the teachers can train metacognitive strategies to their students. In order to the students can apply the metacognitive strategies more efficiently.

3. The researchers

This research result can give the other researcher an overview about metacognitive listening strategies. The other researcher can continue this research or choose the topik metacognitive strategies

in another skills to do the research on English Education area.

E. Scope and Limits of the Study

As explained in the background, the researcher limits the study on students' metacognitive strategies in comprehending listening texts at SMP Bilingual Terpadu. The researcher analyzed it with of the five types of metacognitive listening strategies based on Christine Goh Chuen Meng theory. The five types are selective attention, directed attention, comprehension monitoring, real-time assessment of input and comprehension evaluation.¹³ In this case, the researcher analyzes students in the 8th grades of SMP Bilingual Terpadu who join in Listening extra in their school. In this sample consist of 24 students (6 male students and 18 female students) that from mix classes. In that class there are VIII A, VIII B, VIII C, VIII D, VIII E, VIII F, VIII G, VIII H and VIII I.

F. Definition of Key Terms

1. Metacognitive strategies

Christine Goh Chuen Meng said that there are five types of strategies use in metacognitive listening strategies such as selective attention is means paying attention to specific aspects of input, directed attention is concentrate on input and avoiding interference, comprehension monitoring is the process of checking and confirming how well someone understands the input during listening, real-time assessment of input is allows listeners to decide whether a particular part of the input is needed to achieve their comprehension goals and comprehension

¹³Christine Goh Chuen Meng, *How ESL learners with different listening abilities use comprehension strategies and tactics*, Language Teaching Research, (1998) Volume 2, Issue 2, 124-147

evaluation is determine the accuracy and completeness of their comprehension.¹⁴ In this research, metacognitive strategies in listening include five types of strategies usesuch as selective attention, directed attention, comprehension monitoring, real-time assessment of input and comprehension evaluation as based on Christine Goh Chuen Meng theory above.

2. Listening Comprehension

Aparna Nadig said that listening comprehension included various processes involved in understanding and making sense of spoken language.¹⁵ This includes recognizing speech sounds, understanding the meaning of certain words, and understanding the syntax of sentences in which they are presented. Listening comprehension can also involve the prosody with which utterances are spoken (which can, e.g., change intended meaning from a statement to a question), and making relevant inferences based on context, real-world knowledge, and speaker-specific attributes (e.g., to what information the speaker has access and about what he/she is likely to be talking). However, this study dealing with students' metacognitive strategy in comprehending listening texts.

¹⁴Christine Goh Chuen Meng, *How ESL learners with different listening abilities use comprehension strategies and tactics*, Language Teaching Research, (1998) Volume 2, Issue 2, 124-147

¹⁵Aparna Nadig, *Listening Comprehension* Encyclopedia of Autism Spectrum Disorders. 2013

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter of related literature is covering some of review that related literature of the study and previous studies as the references in conducting this study.

A. Review of Related Literature

1. Listening Comprehension

Listening comprehension is an important parts of language learning. Wei-fung Tso stated that listening skill include the course is designed to improve advanced EFL students' oral communication skills. Comprehension of the main ideas and the important details of comprehension are understanding of the speakers' purpose and attitude of the speaker; understand oral data to make conclusions, form generalizations, and draw conclusions.¹⁶ Moreover, Aparna Nadig said that listening comprehension includes various processes involved in understanding and making sense of spoken language.¹⁷ This includes recognizing speech sounds, understanding the meaning of certain words, and understanding the syntax of sentences in which they are presented. Listening comprehension can also involve the prosody with which utterances are spoken (which can, e.g., change intended meaning from a statement to a question), and making relevant inferences based

¹⁶ Wei-fung Tso, *English Oral Communication*

¹⁷ Aparna Nadig, *Listening Comprehension*. Encyclopedia of Autism Spectrum Disorders. 2013

on context, real-world knowledge, and speaker-specific attributes (e.g., to what information the speaker has access and about what he/she is likely to be talking).

In addition, Chastain as stated by Seyedeh Masoumeh Ahmadi said that listening comprehension is divided into four components.¹⁸ 1) the ability to distinguish all sounds, patterns of intonation, and sound quality in a second language and to distinguish between them and the same sounds in the native language. 2) understanding all the messages uttered by the speaker. 3) the ability to store the message in someone's auditory memory until it can be processed. To develop the auditory memory of students, teachers must know that they hear as much language as possible. This means that most class time must be done in the language taught. Presentation speed and content difficulty level must be adjusted to the students. Understandable language activities improve auditory memory. The important point here is the idea of improvement. 4) take the example of the significance of the material carrier component. Listeners must spend more energy understanding material about unfamiliar topics and they rely more on linguistic clues to cover their lack of background knowledge.

In short, Listening comprehension is understanding of the speakers' purpose and attitude of the speaker as like the students have to understand oral data to make conclusions, form generalizations and draw conclusions. It also includes recognizing speech sounds,

¹⁸Seyedeh Masoumeh Ahmadi, *The Importance of Listening Comprehension in Language Learning*, International journal of research in English education.

understanding the meaning of certain words, and understanding the syntax.

2. Metacognitive strategies

Metacognitive strategies are including on learning strategies. However, Learning strategies divided in to three strategies such as cognitive strategies, metacognitive strategies and social-affective strategies. But, in this study the researcher only focused on metacognitive strategies to conduct the research. Metacognitive strategies can help students to overcome the difficulties in the learning process especially in listening texts. A metacognitive strategy is “thinking about thinking”.¹⁹ Vandergrift as stated by Jie Zheng said that metacognitive strategies included over viewing and linking, setting objectives, planning, monitoring and evaluating. Over viewing and linking mean that learners take a comprehensive view of key concepts, rules, or a series of linguistic material to learn the purpose of the conversation, memorize vocabulary and make associations.²⁰ Brown, in *Principles of Language Learning and Teaching* as cited from Purpura defined it as “metacognitive is a term used in information processing theory to indicate an “executive” function, strategies that involve planning for learning, thinking about the learning process as it is taking place, monitoring of one’s production or comprehension, and evaluating learning after an activity is completed.”²¹ Metacognitive strategies processes also help the

¹⁹Huseyin OZ, “Metacognition in Foreign/Second Language Learning and Teaching,” Hacettepe University Journal of Education 29, (2015), 147.

²⁰JieZheng, *The Metacognitive Strategy in English Listening Comprehension*, Theory and Practice in Language Studies, (2018) Vol. 8, No. 2, pp. 226-231.

²¹Brown, *Principles of Language Learning and Teaching*, 134.

development of problem-solving skills.²² Problem solving is including part of evaluating development of learning process. However, Based on Christine Goh Chuen Meng there are five types of strategies use in metacognitive listening strategies such as selective attention, directed attention, comprehension monitoring, real-time assessment of input and comprehension evaluation.²³ The five types of metacognitive listening strategies described as the following:

- a) **Selective attention:** means paying attention to specific aspects of input. The tactics identified are listening to gist, listening to familiar or key words, paying attention to the way information is organized, listening to repetition, paying attention to meaning in groups of words, and heeding intonations in the oral expressions.
- b) **Directed attention:** concentrate on input and avoiding interference. This is different from selective attention, which only focuses on certain aspects. The tactics used are: maintain concentration as much as possible, listen carefully to each word, and continue listening even though there are problems
- c) **Comprehension monitoring:** it is the process of checking and ensuring how good someone understands the input when doing the listening. The errors in inference and incoherence or confusion in various parts of the interpretation make the listener is possible to pay attention of that. Comprehension monitoring is the basic aspect of monitoring (paying attention) when the reasonable of interpretation has taken place. The

²² Shelly Wismath, et.al., *Threshold Concepts in the Development of Problem-solving Skills*, Teaching and Learning Inquiry: the ISSOTL Journal, Vol. 3, No. 1(2015): 64, accessed on March 3rd, 2017,

²³ Christine Goh Chuen Meng, *How ESL learners with different listening abilities use comprehension strategies and tactics*, Language Teaching Research, (1998) Volume 2, Issue 2, 124-147

listeners can use this tactics that utilize external and internal resources. This includes information in the text, visual elements, context and prior knowledge.

- d) **Real-time assessment of input:** it is changing decision by the listener whether a particular part of the input is needed to achieve their comprehension goals. It occurs during listening and involves making decision in place about the value of various parts of the input. The most common tactic among highly skilled listeners is to determine the potential value of unknown words. They assess whether a word they just heard was important to the rest of the text
- e) **Comprehension evaluation:** it is determined the completeness and the accuracy of listener' comprehension. This strategi is not the same with comprehension monitoring even though both of them are measure the truth of what is understood. While comprehension monitoring occurs almost simultaneously by listening to the text of other parts, comprehension evaluation can be done at any time after someone finished listening and arrives at some tentative interpretations. The aim is to check the extent to wich that understanding is acceptable.

In summary, metacognitive strategies in listening is thinking of the way in how students thinking about their learning strategies. Metacognitive strategies are include planning for learning, thinking about learning process as it happened, monitoring of one's production or comprehension, and evaluating learning after an activity is completed. Metacognitive strategies can be more efficiently if students are more aware of the strategies that they used.

B. Review of Previous Studies

There were some previous studies that relevant with this study that has similar topic but different research focus and sample. Most of this previous study used samples from senior high school and collage students. In this study, the researcher used junior high school to be the sample. Seven researchers are selected in this study.

First, by Ahmed Al-Alwan, Sahail Asassfeh and Yousef Al-Shboul with the title is “EFL Learners' Listening Comprehension and Awareness of Metacognitive Strategies: How Are They Related?”. This study was investigating the relationship between listening comprehension and metacognitive awareness among Jordanian EFL learners. This study was conducted on a convenient sample of 386 (207 female and 179 male) 10th graders from public schools in Amman, the capital city of Jordan.²⁴ The researchers light of the results of this study that metacognitive strategy awareness should be targeted in classroom instruction.²⁵

Second, by Zeynab Esmacili, Saeed Taki and Yasaman Rahimian with the title is”EFL Learners’ Metacognitive Strategy Use in Academic Listening Tasks”. This study investigated metacognitive listening strategies as used by Iranian EFL university students as well as the relationship between used such strategies and listening comprehension. The participant of this study was about Fifty EFL university students studying at Isfahan Azad University (27 females and 23 males).²⁶ Based on the results a statistically

²⁴ Ahmed Al-Alwan, et.al.,*EFL Learners' Listening Comprehension and Awareness of Metacognitive Strategies: How Are They Related?*. International Education Studies; Vol. 6, No. 9; (2013).p34

²⁵ Ahmed Al-Alwan1, et.al.,*EFL Learners' Listening Comprehension and Awareness of Metacognitive Strategies: How Are They Related?*.p. 36

²⁶Zeynab Esmacili, et.al.,*EFL Learners’ Metacognitive Strategy Use in Academic Listening Tasks*,Journal of Applied Linguistics and Language Research Volume 4, Issue 3, (2017), pp. 254-268

significant positive correlation was found out between students' awareness of metacognitive strategies and their listening comprehension.

Third, by Dyah Ratnaningsih with the title is “The Effect of Cognitive and Metacognitive Listening Strategies on Students’ English Listening Comprehension in a Merchant Marine Polytechnic.” This study investigated whether the English listening strategies had the effect to English listening comprehension and also to see whether or not the application of the metacognitive listening strategies would produce higher English listening comprehension compared to use of the cognitive listening strategies. The result indicated that the students who worked with metacognitive listening strategies did not achieve better English listening comprehension than those who worked with cognitive listening strategies and there was no effect in using the metacognitive and cognitive listening strategies in English listening comprehension.²⁷

Fourth, by Kelsey Gagen-Lanning with the title is “the effect of metacognitive strategy training on ESL learners’ self-directed use of TED Talk videos for second language listening”. The study analyzed both what learners reported doing and what the learners actually did while engaging with a listening text. The participants of this study is A Four undergraduate students (3 males, 1 female) who were enrolled in an advanced English academic writing course at a Mid-western university in the United States agreed to participate in this study.²⁸ This research conducted Quantitative and qualitative data. The findings indicated that after the metacognitive strategy session: learners were able to effectively use the TED Talk videos to increase understanding of a listening text; learners’ metacognitive awareness was raised; and learners reported that the training session helped them to

²⁷Dyah Ratnaningsih, *The Effect Of Cognitive And Metacognitive Listening Strategies On Students’ English Listening Comprehension In A Merchant Marine Polytechnic*, (2015)

²⁸Kelsey Gagen-Lanning , *the effects of metacognitive strategy training on ESL learners’ self-directed use of TED Talk videos for second language listening*(.2015).p16

better understand how to improve their listening skills in a self-directed learning environment.

Fifth, by Faridah Abdul Malik, Isarji Sarudin, Ainon Jariah Muhamad and Engku Haliza Engku Ibrahim with the title is “Effects of Metacognitive Listening Strategy Training on Listening Comprehension and Strategy Use of ESL Learners”. The aim of this study was to teach students how to listen as this knowledge is probably what is lacking in most students who found listening in ESL a challenge as in the case of the subjects in this study.²⁹ This study was conducted experimental research. The participants of this study are 54 students pre-university English programmed. The findings of the study based on ANCOVA showed that students who underwent metacognitive listening strategy training performed slightly better than students in the control group.

The last study, by Tunku Abdul Rahman the title of this study is “The Use of Metacognitive Strategies by ESL Tertiary Learners in Learning IELTS Listening Course” This study investigated the experiences of ESL learners when learning the listening skill for IELTS while applying metacognitive strategies in learning. This research used qualitative method. The participants of this study conducted 10 undergraduate students.³⁰ The findings of this study suggested that metacognitive strategies presented a viable solution for acquiring appropriate skills in the listening component because, most individuals of normal intelligence engage in metacognitive regulation when confronted with an effortful cognitive task.

²⁹Faridah Abdul Malik, et.al., *Effects of Metacognitive Listening Strategy Training on Listening Comprehension and Strategy Use of ESL Learners*, World Applied Sciences Journal 21 (Special Issue of Studies in Language Teaching and Learning): 57-66, (2013)

³⁰Tunku Abdul Rahman, *The Use Metacognitive Strategies By ESL Tertiary Learners In Learning IELTS Listening Course*, International Journal of English Language and Literature Studies (2017), Vol. 6, No 1, 11-24.

Those all previous studies have the similar title about metacognitive strategies in listening comprehension. However, the objective of those study are different such as investigating the relationship between listening comprehension and metacognitive awareness, investigating the effects of metacognitive listening strategy training on listening comprehension and strategy use, identify the experiences of ESL learners when learning the listening skill for IELTS while applying metacognitive strategies in learning and identify the application of the metacognitive listening strategies. In this study, the researher also have the different focuse. The researcher analyzed students' metacognitive strategies in comprehending listening texts at SMP Bilingual Terpadu.



CHAPTER III

RESEARCH METHOD

This chapter of research method involved with the research methodology as the procedures in the process of this research. This chapter consists of research design, research location and research subject, data and source of data, research instrument, analysis technique and research stages. The explanation of this chapter was covered as followings.

A. Research Design

This research design applied with qualitative study to identify the data. Based on Freankel and Wallen said that qualitative research methodology is the appropriate method to analyze data for this current research because qualitative would explain all of the details of what happens in certain activities or situations rather than comparing the effects of certain treatments or it can call on describing the attitude or behavior people.³¹

This research used that method, because it was appropriate in the objective of this study on students' metacognitive strategies in comprehending listening texts at SMP bilingual Terpadu. Then, the result of this study was described in narrative form.

B. Research Location and Research subject

The research location conducted in SMP Bilingual Terpadu. The location is on Jl. Junwangi No. 43B, Krian, Sidoarjo. The research subject of the study was students' who join on listening extra in their school. Because in listening extra

³¹ Jack R. Freankel- Norman E. Wallen, *How to Design and Evaluate Research in Education Seventh Edition* (New York: McGraw- Hill, 2009), 442.

the students got a lot of practice about listening. Therefore students were accustomed to using various types of strategies in their own way to face their difficulties in listening. So, for the reason above researcher conducted the study on the students who joined on listening extra in their school. The population of this research was students of the 8th grade. The students of the 8th grade here consist of 24 students (6 male students and 18 female students) from mix classes. In that class there were VIII A, VIII B, VIII C, VIII D, VIII E, VIII F, VIII G, VIII H and VIII I.

C. Data and Source of Data

The data of this research conducted of students' metacognitive strategies in comprehending listening texts at SMP Bilingual Terpadu. The data based on Christin Goh huen Meng theory that consisted of 14 statements of metacognitive listening strategies that include the five type of metacognitive strategies such as selective attention, directed attention, comprehension monitoring, real-time assessment of input and comprehension evaluation.

The source of data to answer the research question was obtained from questionnaire closed and open-ended that have field by the students. In addition, the souch of data is to answer the research question that was conducted with students' answer in questionnaire. It means that, source of data in this study was the result of questionnaire mark of closed-ended question and questionnaire written of open-ended question dealing with the research question.

D. Data Collection Technique

Collecting data can be done in various setting, sources and ways as like questionnaire, interview, observation and

documentation.³² In this study, there were techniques in collecting the data such as using both questionnaire closed and open-ended question.

The first step to collect the data of students' metacognitive strategies in comprehending listening texts was by using questionnaire closed-ended question as the data collection technique. The content of questionnaire consist of 14 statements of metacognitive listening strategies that include the five type of metacognitive strategies. The five types were selective attention is paying attention to specific aspects of input, directed attention is concentrate on input and avoiding interference, comprehension monitoring is the process of checking and confirming how well someone understands the input during listening, real-time assessment of input is allows listeners to decide whether a particular part of the input is needed to achieve their comprehension goals and comprehension evaluation is determine the accuracy and completeness of their comprehension.³³ It gave to 24 students in the extra listening class. The students were field the questionnaire by using mark in the appropriate box yes or no based on their metacognitive strategies used. The time that has been given by the researcher to the students to fill the questionaie was about 15 minutes to get the data of metacognitive strategies used by the students more efficiently. (*look at appendix 1*)

Then, the second steps to strengthen the data the researcher used questionnaire by open-ended question as the second tool to collect the data after the questionnaire closed-ended question have given to the students. The researcher using sheets of papers wich have been distributed to 24 student in the extra listening classas the sample of this study. There were 8

³²C.R Kothari, *Research Methodology Methods, and thecniques Second Revised Edition*, (india: University of Rajasthan Jaipur, 2004), p.130

³³Christine Goh Chuen Meng, *How ESL learners with different listening abilities use comprehension strategies and tactics*, Language Teaching Research, (1998) Volume 2, Issue 2, 124-147

questions in the questionnaire open-ended question that was answered by the students (*look at appendix 3*). 8 questions were still include on the five types of metacognitive strategies as theory to get the data. The students were answered based on their metacognitive strategies in comprehending listening texts. The time that has been given by the researcher to the students to fill the interview was about 25 minutes in order to the students can think well to answer the interview guide that has been given from the researcher. So, the results of the data have been obtained as what was expected by the researcher.

E. Research Instrument

The instruments tools that were used by the researcher to collect the data were:

1. Questionnaire closed-ended question

According to Bell stated that questionnaire is a technique that was structured to collecting the primary data in the research.³⁴ A questionnaire is consist of a number of typed in a definite order on a set of form.³⁵ Therefore the respondents had to answer some statements of metacognitive listening strategies that provided on the questionnaire. In this research , the researcher used questionnaire closed-ended was the first instrument to know the students' metacognitive strategies in comprehending listening texts. The content of questionnaire closed-ended consist of 14 statements of metacognitive listening strategies that include the five type of metacognitive strategies such as selective attention, directed attention, comprehension monitoring, real-time

³⁴Bell Judith, *Doing Your Research Project 4th Edition*, (New York: Open University Press, 2005), p. 137

³⁵C.R Kothari, *Research Methodology Methods, and techniques Second Revised Edition*, (India: University of Rajasthan Jaipur, 2004), p.100

assessment of input and comprehension evaluation based on Christine Goh Chuen Meng theory.³⁶ These strategies would be obtained through questionnaire field by the students.

2. Questionnaire open-ended question

The researcher used questionnaire open-ended question as the second instrument tool. In open-ended question the students did not say yes or no. But, the students said anything that they want to say.³⁷ Questionnaire by open-ended question is a tool to strengthen the result of questionnaire closed-ended that students have field of metacognitive strategies in comprehending listening texts. It was consist of 8 questions. 8 questions were include on the five types of metacognitive strategies such as selective attention, directed attention, comprehension monitoring, real-time assessment of input and comprehension evaluation based on Christine Goh Chuen Meng theory.³⁸ These strategies added in this instrument to prevent unvalid data.

³⁶Christine Goh Chuen Meng, *How ESL learners with different listening abilities use comprehension strategies and tactics*, Language Teaching Research, (1998) Volume 2, Issue 2, 124-147

³⁷Alison Doyle. *Open-Ended Job Interview Questions and Answer*.

³⁸Christine Goh Chuen Meng, *How ESL learners with different listening abilities use comprehension strategies and tactics*, Language Teaching Research, (1998) Volume 2, Issue 2, 124-147

F. Data Analysis Technique

There were six steps of analyzing the data adapted from Crashwell in the following diagram:³⁹

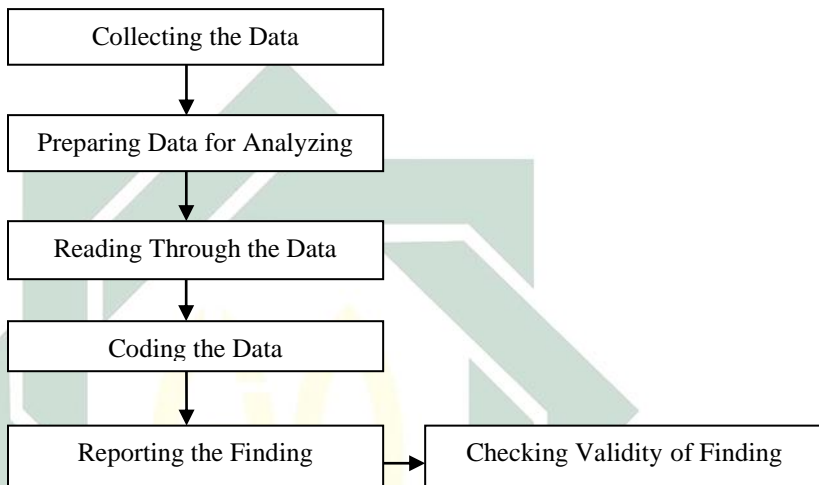


Figure 3.1 Diagram of Data Analysis Techniques

1. Step 1: Collecting the Data

Data collecting technique can be done in various sources, ways and setting as like interview, questionnaire, observation and documentation.⁴⁰ In this research, there were some techniques to collect the data as like using questionnaire close and open-ended questions.

³⁹ Creswell John W. *Educational Research Planing*. (Lincoln: University of Nebraska, 2012) p.214.

⁴⁰C.R Kothari, *Research Methodology Methods, and techniques Second Revised Edition*, (india: University of Rajasthan Jaipur, 2004), p.130

1) Questionnaire closed-ended questions

To collect the data of students metacognitive strategies used in comprehending listening texts, the researcher used questionnaire closed-ended question as the data collection technique. The content of questionnaire closed-ended questions consist of 14 statements of metacognitive listening strategies that include the five type of metacognitive strategies. The five types were selective attention is paying attention to specific aspects of input, directed attention is concentrate on input and avoiding interference, comprehension monitoring is the process of checking and confirming how well someone understands the input during listening, real-time assessment of input is allows listeners to decide whether a particular part of the input is needed to achieve their comprehension goals and comprehension evaluation is determine the accuracy and completeness of their comprehension.⁴¹ It gave to 24 students in the extra listening class. The students were field the questionnaire by using mark in the appropriate box yes or no based on their metacognitive strategies used. The time that has been given by the researcher to the students to fill the questionaie was about 15 minutes to get the data of metacognitive strategies used by the students more efficiently. (*look at appendix 1*)

2) Questionnaire open-ended questions

To strengthen the data the researcher used questionnaire by open-ended question as the second tool to collect the data after the questionnaire closed-ended questions have given to the students. The researcher used sheets of papers wich have been

⁴¹Christine Goh Chuen Meng, *How ESL learners with different listening abilities use comprehension strategies and tactics*, Language Teaching Research, (1998) Volume 2, Issue 2, 124-147

distributed to 24 student in the extra listening class as the sample of this study. There were 8 questions in the questionnaire open ended that was answered by the tudents. 8 questions were include on the five types of metacognitive strategies. The five types were selective attention is paying attention to specific aspects of input, directed attention isconcentrate on input and avoiding interference, comprehension monitoring is the process of checking and confirming how well someone understands the input during listening, real-time assessment of input is allows listeners to decide whether a particular part of the input is needed to achieve their comprehension goals and comprehension evaluation is determine the accuracy and completeness of their comprehension.⁴² The students were answered based on their metacognitive strategies used in listening comprehension. The time that has been given by the researcher to the students to fill the questionnaire open ended question was about 25 minutes in order to the students can think well to answer. So, the results of the data have been obtained as what was expected by the researcher. (*look at appendix 3*)

2. Step 2: Preparing Data for Analyzing

After geting the data from both questionnaire closed and open-ended question, the researcher transcribed data of students' metacognitive strategies in comprehending listening texts.

3. Step 3: Reading Through the Data

After preparing the data, the researcher was aranged the data of questionnaire closed-ended in form of rating scale. Students' responses were rated in scale of Yes and No. The

⁴²Christine Goh Chuen Meng, *How ESL learners with different listening abilities use comprehension strategies and tactics*, Language Teaching Research, (1998) Volume 2, Issue 2, 124-147

respondents indicated their opinion by using mark on the position on the appropriate scale based on their strategies used. Then, the researcher assessed students response with the following scale Yes = 1 and No = 0 (*look at appendix 2*)

After analyzing the questionnaire closed-ended, the researcher analyzed the result of questionnaire open-ended question to know what the students' metacognitive listening strategies when they use in comprehending listening text. (*look at appendix 4*).

4. Step 4: Coding the Data

The researcher categorized types of metacognitive listening strategies based on the result of the data collection.

5. Step 5: Reporting the Finding

In reporting the finding, the researcher explained the data in form of table and the whole of the research concluded in this steps.

6. Steps 6: Checking Validity of Finding

As Craswell stated that there were three ways to validate the finding, they were triangulation, member checking and auditing. In this study, the researcher used two instruments to validate the finding. The first instrument was questionnaire closed-ended question as validator of students' mark in yes and no question. The second instrument was questionnaire open-ended question as validator of students' note. Moreover, the researcher helped the advisor to check the validation of data. So, the researcher knew the accuracy of finding through triangulation.

G. Research Stages

The researcher analyzed this research on students' metacognitive strategies used in listening comprehension. There were some stages that have done by the researcher in

this study. It includes preliminary research, deciding the research design, deciding the research design, analyzing data and concluding data.

1. Taking preliminary research

There were some steps of conducting the preliminary research. The first step of preliminary research was the researcher met the vice chairman of the curriculum and English teacher in SMP Bilingual Terpadu to ask permission to conduct the research in that school. Then, the researcher asked the students about their difficulties in listening comprehension.

2. Deciding the research design

The researcher decided the research design after the title. Inside the title, the researcher defined the theme and aspects to be studied. After that, conclude the phenomenon at the beginning of the research process. Then, from the phenomenon in the background study, the researcher can decide the research design.

3. Collecting the data

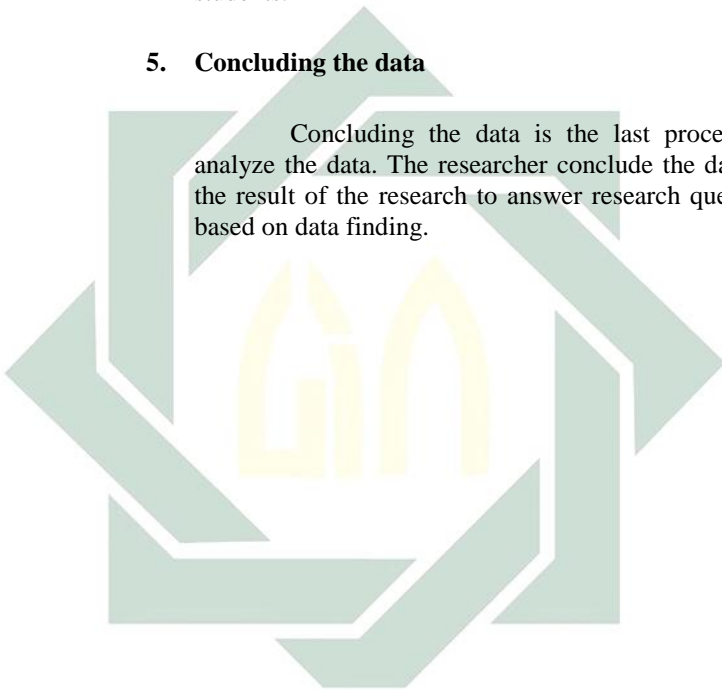
The data are collected through questionnaire closed-ended and questionnaire open-ended questions. The data questionnaire closed-ended was collected from the students that have been chosen the strategy of metacognitive listening strategies based on their strategies used by using mark . The data questionnaire open-ended question was collected from the students' note about metacognitive listening strategies that they used.

4. Analyzing the data

In analyzing the data, the researcher analyze the data from two instruments both questionnaire closed and open-ended question that have field by the students.

5. Concluding the data

Concluding the data is the last process of analyze the data. The researcher conclude the data as the result of the research to answer research question based on data finding.



CHAPTER IV

RESEARCH FINDING AND DISCUSSIONS

This chapter of the research finding and the discussion presents the result of students' metacognitive strategies in listening comprehension at SMP Bilingual Terpadu. The students' use metacognitive strategies in listening comprehension is explained in research findings and analyzed in the discussion part.

A. Research Finding

The research finding is presents the data of students' metacognitive strategies in comprehending listening texts at SMP Bilingual Terpadu. In the finding, the researcher described the result through summary of questionnaire that has been field by the students

The following summary was represented the result to answer the research question what metacognitive strategies do the students do in comprehending listening texts at SMP Bilingual Terpadu. The result of research finding was obtained of questionnaire both closed and open-ended question. Questionnaire closed-ended question was aranged in form of rating scale. Students' responses were rated in scale of Yes and No. The respondents indicated their opinion by using mark on the position on the aproprate scale based on their Metacognitive strategies in comprehending listening texts. Questionnaire close-ended question was consist of 14 statements of metacognitive listening strategies that include the five types of metacognitive listening strategies such as selective attention 1 to 6, directed attention 7 to 9, comprehension monitoring 10 to 12, real-time assessment of input 13 and comprehension evaluation 14. The data was collected from the 24 students of extra listening class as sample of this study.

The summary result of questionnaire closed-endeed question of what metacognitive Strategies do the students do in comprehending listening texts were converted into a table bellow.

$$\text{Percentage} = \frac{\text{Total of students choose yes}}{\text{Total of sample}} \times 100\%$$

Table 4.1
Metacognitive Listening Strategies

No.	Selective attention	students choose "yes"	Percentage
1.	Listen to the gist.	22	92%
2.	Use familiar or key words to guess the meaning of the words.	19	79%
3.	Focus to pay attention to the way information is organized.	17	71%
4.	Listen to repetition when lost concentration.	23	96%
5.	Focus to pay attention to meaning in groups of words.	19	79%
6.	Heed intonations to understand the meaning.	7	29%
Directed attention			
7.	Maintain concentration as much as possible when get the difficulty.	21	87%
8.	Listen carefully to each word.	21	87%
9.	Continue listening even though there are problems.	18	75%
Comprehension monitoring			
10.	Use information in the text.	24	100%
11.	Use the visual elements.	16	67%
12.	I use context and prior knowledge	21	87%
Real-time assessment			
13.	Assess whether a word.	20	83%
Comprehension evaluation			
14.	After listening, check to what extent understanding is acceptable.	16	67%

The type of selective attention in metacognitive listening strategies, it showed that 92% students chose of listen to the gist, 79% students chose of the use familiar or key words to guess the meaning of the words, 71% students chose in focus to pay attention to the way information is organized, 96% students chose try to listen to repetition when lost concentration, 79% students chose in focusing to pay attention to meaning in groups of words and 29% students chose in heeding intonations to understand the meaning. It could be concluded that the higher strategies in selective attention that students chose was in try to listen to repetition when lost concentration. The percentage of students chose yes was about 96%.

The type of directed attention in metacognitive listening strategies, it showed that 87% students chose in maintain concentration as much as possible when get the difficulty, 87% students chose listen carefully to each word and 75% students chose to continue listening even though there are problems. It could be concluded that there were two the higher strategies in directed attention that students chose both in maintain concentration as much as possible when get the difficulty and listen carefully to each word. The percentage of students chose yes of both two strategies were about 87%.

The type of comprehension monitoring in metacognitive listening strategies, it showed that 100% students or all of students chose to use information in the text, 67% students chose to use the visual elements and 87% students chose to use context and prior knowledge. In this type of comprehension monitoring showed that use information in the text was the highest strategies that students chose. It could be seen the percentage of students chose yes was about 100%.

The type of real-time assessment in metacognitive listening strategies, it showed that 83% students chose to assess whether a word.

The type of comprehension evaluation in metacognitive listening strategies, it showed that 67%

students chose in after listening, check to what extent understanding is acceptable.

Thus, the result of questionnaire closed-ended question showed that all of students used all of the five types strategies of metacognitive listening strategies as their metacognitive strategies in comprehending listening texts. The five types strategies were selective attention, directed attention, comprehension monitoring, real-time assessment of input and comprehension evaluation. However, the highest result of the five types strategies of metacognitive listening strategies was in the type of comprehension monitoring of the use information in the text. It could be seen that 100% students or all of the students were chose this strategy. This strategy could be easier for the students to solve their problem in comprehending listening text.

Then, the result of questionnaire open-ended question was taken from the same sample of 24 students in the extra listening class to strengthen the result of the data questionnaire close ended question. In this questionnaire, the researcher use questions form. There were 8 questions in this questionnaire open-ended. 8 questions were include on the five types of metacognitive strategies such as selective attention, directed attention, comprehension monitoring, real-time assessment of input and comprehension evaluation. The result of questionnaire open-ended question was described bellow.

The first question was to know the students think about the meaning of the words in listening tasks. It was needed or not. All of students were think that they need to know the meaning of the words in listening tasks. Because, the meaning of words was influence the whole of tasks.

The second question was include of selective attention strategies. The question was “ *how can you find out the meaning of words in listening tasks? Whether by look at*

keyword or with pay attention to the way information is organized or you have another way to find out the meaning of words in listening task, give your reason". In this question showed that some of students have used their own strategies to find out the meaning of words in listening tasks such as student 3 remembered the word that has heard, students 1, 3, 6, 7, 9, 11, 12, 13, 14, 17, 18, 19, 20 and 21 heard the key word to know the little bite of the meaning and students 10, 15, 22, 23 and 24 payed attention to the way the information is conveyed to get the right key word. Those strategies that students used are include on selective attention of metacognitive listening strategies. But, there were little bit of students did not use strategies that include on selective attention. It can be seen that students 2, 5, 8, 16 looked at the dictionary to know the meaning and student 4 asked his friends.

Thus, the summary of total students used the strategies of selective attention and another strategies were described bellow.

Selective attention strategies

- Remembered the word (1 student)
- heard the key word to know the meaning (14 students)
- Paid attention to the way the information is conveyed to get the right key word (4 students)

Another strategies

- Saw the dictionary to know the meaning (4 students)
- Asked to friends (1 student)

The summary of second question above showed that the bigger total students used selective attention strategies was in heard the key word to know the meaning. It could be seen that the total was about 14 students were used those strategies.

The third question, still about selective attention strategies. The question was "*When you lose*

concentration when doing listening task, what will you do? Whether with listen to repetitions or you have another way, give your reason”.”. In this question showed that some of students have their own strategies when they lost concentration in doing listening tasks such as students 1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16, 17, 18, 19, 20, 21, 22, 23, and 24 prefer to hear twice when lost concentration. Those strategies that students used are still include on selective attention of metacognitive listening strategies. But, there were little bit of students did not use strategies that include on selective attention. It could be seen that student 4 asked friends and student 15 looked at word by word in task.

Thus, the summary of total students used the strategies of selective attention and another strategies were described bellow.

Selective attention strategies

- Heard twice when lost concentration (22 students)

Another strategies

- Asked to friend (1 student)
- Looked at word by word in task (1 student)

The summary of question three above showed that the bigger total students used selective attention strategies was in heard twice when lost concentration . It could be seen that the total was about 22 students were used those strategies.

The fourth question, also about selective attention strategies. The question was “*What do you do if you don't understand the meaning of word in the listening task? Whether with pay attention to meaning in groups of words or with see intonation or you have another way, give your reason*”. This question is show that some students have some strategies when they did not understand the meaning of word in the listening task. As students 2, 3, 5, 6, 9, 10, 11, 12, 13, 14, 15, 16, 17, 21, 22 payed attention the meaning in the sentences to know the meaning and student 24 prefer to concentrate to see word by

word in each sentences. Those strategies that students used were still include on selective attention of metacognitive listening strategies. But, there were little bit of students did not use selective attention strategies. It can be seen that student 1 asked to friend, student 7 looked at the meaning with Google in the cell phone, students 8, 18, 19, 20, 23 looked for in the dictionary to know the meaning and Student 4 heard well.

Thus, the summary of total students used the strategies of selective attention and another strategies were described bellow.

Selective attention strategies

- Focused to pay attention the meaning in the sentences to know the meaning (15 students)
- Concentrated to see word by word in each sentences (1 student)

Another strategies

- Asked to friend (1 student)
- Looked at the meaning with Google in cell phone (1 student)
- Looked for in the dictionary to know the meaning (5 students)
- Heard well (1 student)

The summary of question four above showed that the higger total students used selective attention strategies was in focused to pay attention the meaning in the sentences to know the meaning . It could be seen that the total was about 15 students were used those strategies.

The fifth question was about directed attention strategies. The question was “*What do you do when you get the difficulties to understand in listening task?*”. In this question was open question of directed attention of metacognitive listening strategies to show what students do when they get the difficulties in understanding listening texts. In this question shows that the students have some strategies to face the difficulties to understand in listening task. Asstudent 8 and 11

concentrated to understand the task and students 12, 13 and 24 concentrated when heard the sentences and students 16 still heard when got the difficulties in listening tasks. Those answer showed that students used directed attention of metacognitive listening strategies. But, there were some students did not use directed attention of metacognitive strategies as student 1 answered the most satisfying answer, students 3 got closer to the sound source, students 2, 4, 5, 6, 10, 19, 20 and 22 asked to friends and teacher, student 14 heard the meaning of word that was knew, students 15 and 16 tried to understand the previous question and student 7, 9, 17, 18, 21 and 23 listen to audio playback again.

Thus, the summary of total students used the strategies of directed attention and another strategies were described bellow.

Directed attention strategies

- Concentrated to understand the tasks (2 students)
- Concentrated when heard the sentences (3 students)
- Still heard when get the difficulties in listening tasks (1 student)

Another strategies

- Answer the most satisfying answer (1 student)
- Got closer to the sound(1 student)
- Asked to friends and teacher (7 students)
- Heard the meaning of word that have known (1 student)
- Understand the prefious question (2 students)
- Listen to audio playback again (6 students)

The summary of question five above showed that the bigger total students used directed attention strategies was in concentrated when heard the sentences. It could be seen that the total was about 3 students were used those strategies.

The sixth question was about comprehension monitoring strategies. The question was "*How can you find out the meaning of every word in listening tasks? Whether by looking information in the text or with by looking visual elements or with look at the context and prior knowledge or you have another way to find*

out the meaning of every word in listening task, give your reason". This question showed that the students have some ways to find out the meaning of every word in listening tasks with some strategies as like students 3, 9, 11, 13, 14 and 15 looked at the information which has been provided in the text to catch the meaning, Student 6 and 16 looked at the context of the sentences to know the meaning, Student 7, 20 and 23 used prior knowledge to string up the word, student 1, 17, and 21 looked at the picture in the tasks to understand the meaning, student 23 looked at the context of the sentences to know the meaning. In this question showed that most of students used comprehension monitoring of metacognitive listening strategies. But, there were little bit of students did not use comprehension monitoring. It could be seen as like students 4, 10, and 18 looked for in the dictionary to know the meaning, students 2 and 5 asked to the teacher and friends, student 22 looked for in the dictionary to know the meaning, students 8 and 24 heard well each word and student 12 and 19 heard the key word.

Thus, the summary of total students used the strategies of comprehension monitoring and another strategies were described below.

Comprehension monitoring strategies

- Looked at the information which has been provided in the text to catch the meaning (6 students)
- Looked at the context of the sentences to know the meaning (2 students)
- Used prior knowledge to string up the word (3 students)
- Looked at the picture in the tasks to understand the meaning (3 students)
- Looked at the context of the sentences to know the meaning (1 student)

Another strategies

- Asked to the teacher and friends (2 students)
- looked for in the dictionary to know the meaning (3 students)
- Heard well each word (2 students)

- Heard key word (2 students)

The summary of question six above showed that the higher total students used comprehension monitoring strategies was in looked at the information which has been provided in the text to catch the meaning . It could be seen that the total was about 6 students were used those strategies.

The seventh question was about real-time assessment of input. The question was *"Is the word that you just heard is important to the whole text?Why?"*. This question showed the students said that the word that they just heard is important to the whole text. As student 2, 4, 5, 6, 7,10, 12, 13, 14, 15, 16, 17, 18, 20, 21, 22, 23 and 24 said that the word that just heard or new word was important to embrace a sentence, influence the sentences and add the new information. Those answer showed that most of students used real time assessment of input of metacognitive listening strategies. But, there were little bit of students did not use real time assessment of input as students 1, 3, 8, 9, 11, 19, students said that not all of the new word was important for the text.

Thus, the summary of total students used the strategies of real-time assessment of input and another strategies were described bellow.

Real-time assessment of input

- The new word was important to embrace a sentence, influence the sentences and add the new information (18 students)

-

Another strategies

- Not all of the new word was important for the text (6 students)

The summary of question seven above showed that the higher total students used real-time assessment of input strategies was about 18 students. It could be seen that they said that new word was important to embrace a sentence, influence the sentences and add the new information.

The eight question or the last question of questionnaire open-ended question was about comprehension evaluation strategies. The question was "How do you evaluate after doing in listening tasks?". This question showed that the students evaluated after doing in listening tasks as students 1 looked at from the previous question, students 2, 5, 6, 8, 11, 13, 14, 16 corrected the tasks that have been done again and match them, student 9, 21 remembered the tasks that have been done and students 8, 12, 19, 20, corrected the tasks which was wrong from beginning to end students 15 corrected by look at the dictionary. In the last question showed that most of students use comprehension evaluation of metacognitive listening strategies. But, there were little bit of students did not use comprehension evaluation. Students 4, 10 did not corrected all, students 3, 7, 23 and 24 heard twice students 17 looked at the key word and student 22 looked for the right word.

Thus, the summary of total students used the strategies of comprehension evaluation and another strategies were described below.

Comprehension evaluation strategies

- Looked at from the previous question (1 student)
- Corrected tasks that have been done again and match them (8 students)
- Remembered the tasks that have been done (2 students)
- Corrected the tasks which was wrong from beginning to end (4 students)
- Corrected by look at the dictionary (1 student)

Another strategies

- Not corrected all (2 students)
- Heard twice (4 students)
- Looked at the key word (1 student)
- Looked for the right word (1 student)

The summary of question eight or the last question above showed that the higher total students used comprehension evaluation strategies was in corrected tasks that have been done

and match them. It could be seen that the total was about 8 students were used those strategies.

In short, the result of questionnaire by open-ended question, showed that all of students were used the five types of metacognitive listening strategies such as selective attention, directed attention, comprehension monitoring, real-time assessment of input and comprehension evaluation. However, there were some students used another strategies as like when the get the difficulties in comprehending listening text, they prefer to asked to the teacher and their friends, look at the meaning from the dictionary, look for the meaning in the google and etc as explained above. From the result of questionnaire open-ended question above, the researcher found the highest metacognitive listening strategies that most used by students in comprehending listening texts was in selective attention strategy. It could be seen that there were 22 students need to heard twice when they lost concentration. This strategy, it could be eazier for the students when they get problem in comprehending listening text.

B. Research Discussion

The research discussion presents what metacognitive strategies do students do in comprehending listening texts of research finding. In this research discussion, researcher presents the research finding and explains about the finding of students' metacognitive strategies in comprehending listening texts at SMP Bilingual Terpadu. In this part of the research discussion, the researcher makes reflection and interpretation both the finding of this research with some theories related.

Based on the data of research finding of both questionnaire closed and open-ended question showed that all of students at SMP Bilingual Terpadu were used all of the five types of metacognitive listening strategies such as selective attention, direct attention, comprehension monitoring, real time assessment and comprehension evaluation as explained below.

1. Selective attention

Based on the result, showed that students of SMP Bilingual Terpadu were used selective attention as their metacognitive listening strategies. As the result

of questionnaire closed-ended question showed that the students have used the six types of selective attention strategies of metacognitive listening strategies as explained below.

- 1) Listen to the gist to help understand.
There were 22 students chose this strategy.
- 2) Use familiar or key words to guess the meaning of the words that don't understand.
There were 19 students chose this strategy.
- 3) Focus to pay attention to the way information is organized.
There were 17 students chose this strategy.
- 4) Listen to repetition when lost concentration.
There were 23 students chose this strategy.
- 5) Focus to pay attention to meaning in groups of words to help understand.
There were 19 students chose this strategy. In this strategy.
- 6) Heed intonations to help understand the meaning.
There were 7 students chose this strategy.

Then, the total result from students' note the strategies that include on selective attention in the questionnaire open-ended question was explained below.

- Remembered the word (1 student)
- heard the key word to know the meaning (14 students)
- Paid attention to the way the information is conveyed to get the right key word (4 students)
- Heard twice when lost concentration (22 students)
- Focused to pay attention the meaning in the sentences to know the meaning (15 students)
- Concentrated to see word by word in each sentences (1 Students)

As O'Melley et al stated that selective attention to specific aspect of the learning task, such as in planning to listen to key words or phrases.⁴³

2. Direct attention

Based on the result, showed that students of SMP Bilingual Terpadu were used direct attention as their metacognitive listening strategies. As the students in this research, the finding of data questionnaire closed-ended question showed that the students have used the three types of direct attention strategies of metacognitive strategies as explained below.

- 1) Maintain concentration as much as possible.
There were 21 students chose this strategy.
- 2) Listen carefully to each word.
There were 21 students chose this strategy.
- 3) Continue listening even though there are problems.
There were 18 students chose this strategy.

Then, the total result from students' note the strategies that include on direct attention in the questionnaire open-ended question was explained below.

- Concentrated to understand the tasks (2 students)
- Concentrated when heard the sentences (3 students)
- Still heard when get the difficulties in listening tasks (1 student)

As Alfonsina Doddis stated that direct attention is ignores irrelevant intruders and maintain attention during the execution of tasks.⁴⁴

⁴³O'Melley, J.M and Chamot, A.U. Learning Strategies in Second Language Acquisition, Cambridge: Cambridge University Press (1990).

⁴⁴Alfonsina Doddis. Metacognitive Listening Strategies: Exploring the effects of implicit metacognitive instruction on intermediate second/foreign English language learners at Universidad de Chile. P.17(2016)

3. Comprehension monitoring

Based on the result, showed that students of SMP Bilingual Terpadu were used comprehension monitoring as their metacognitive listening strategies. As the students in this research, the finding of data questionnaire closed-ended question showed that the students have used the three types of comprehension monitoring strategies of metacognitive strategies as explained below.

- 1) Use information in the text to help understand.
All of 24 students chose this strategy of metacognitive strategies.
- 2) Use the visual elements to help understand.
There were 16 students chose this strategy.
- 3) Use context and prior knowledge to help understand.
There were 21 students chose this strategy.

Then, the total result from students' note the strategies that include on comprehension monitoring in the questionnaire open-ended question was explained below.

- Looked at the information which has been provided in the text to catch the meaning (6 students)
- Looked at the context of the sentences to know the meaning (2 students)
- Used prior knowledge to string up the word (3 students)
- Looked at the picture in the tasks to understand the meaning (3 students)
- Looked at the context of the sentences to know the meaning (1 student)

As Andersons' view monitoring is a response to ambiguity in comprehending language where an in

individual chooses the best guess from the meaning of the message based on the available information.⁴⁵

4. Real time assessment

Based on the result, showed that students of SMP Bilingual Terpadu were used real time assessment as their metacognitive listening strategies. As the students in this research, the finding of data questionnaire closed-ended question showed that the students have used one type of real time assessment strategies of metacognitive strategies as explained below.

- 1) Assess whether a word.

There were 20 students chose this strategy.

Then, the total result from students' note the strategies that include on real time assessment in the questionnaire open-ended question was explained below.

The new word was important to embrace a sentence, influence the sentences and add the new information (18 students)

As Goh said that in real time assessment, the students while allows listeners to decide whether a particular part of the input is needed to achieve their comprehension goals.⁴⁶

5. Comprehension evaluation

Based on the result, showed that students of SMP Bilingual Terpadu were used comprehension evaluation as their metacognitive listening strategies. As the students in this research, the finding of data questionnaire closed-ended question showed that the

⁴⁵ Anderson, N. J. The Role of Metacognition in Second Language Teaching and Learning. ERIC Digest, EDO. Washington, DC: ERIC Clearing house on Languages and Linguistics

⁴⁶Christine Goh Chuen Meng, *How ESL learners with different listening abilities use comprehension strategies and tactics*, Language Teaching Research, (1998) Volume 2, Issue 2, 124-147

students have used one type of comprehension evaluation strategies of metacognitive strategies.

- 1) After listening, check to what extent understanding is acceptable.

There were 16 students chose this strategy.

Then, the total result from students' note the strategies that include on comprehension evaluation in the questionnaire open-ended question was explained below.

- Looked at from the previous question (1 student)
- Corrected tasks that have been done again and match them (8 students)
- Remembered the tasks that have been done (2 students)
- Corrected the tasks which was wrong from beginning to end (4 students)
- Corrected by look at the dictionary (1 students)

As O'Melley et al stated that comprehension evaluation is examining understanding after completing receptive language activities, or evaluate language production.⁴⁷

However, based on the finding the highest result of questionnaire closed-ended question in metacognitive listening strategies was on the type of comprehension monitoring strategy. It could be seen that all of the sample or 24 students' were chose the strategy in the use information in the text. As Andersons' view monitoring is a response to ambiguity in comprehending language where an individual chooses the best guess from the meaning of the message based on the available information.⁴⁸ This strategy, it could be easier for the students to solve their problem in comprehending listening texts.

⁴⁷O'Melley, J.M and Chamot, A.U. Learning Strategies in Second Language Acquisition, Cambridge: Cambridge University Press (1990).

⁴⁸ Anderson, N. J. The Role of Metacognition in Second Language Teaching and Learning. ERIC Digest, EDO. Washington, DC: ERIC Clearing house on Languages and Linguistics

Then, based on the finding of questionnaire open-ended question, showed that students of SMP Bilingual Terpadu were like to use selective attention as their metacognitive listening strategies in comprehending listening texts. It could be seen the highest total of students' note in questionnaire open-ended question was in selective attention actually 22 students need to heard twice when they lost concentration. This strategy, it could be eazier for the students when they get problem in comprehending listening texts. However, there were some students used another strategies as like when the get the difficulties in comprehending listening texts, they prefer to asked to the teacher and their friends, look at the meaning from the dictionary, look for the meaning in the google and etc.

In short, the discussions above showed that the students of SMP Bilingual Terpadu were used all of the five types of metacognitive listening strategies. Therefore, the strategy was the most used by the students of SMP Bilingual Terpadu of metacognitive listening strategy was in the comprehension monitoring and selective atention. It can be seen that all of students used the information in the text to help them in understanding the meaning and they need to heard twice when they lost concentration.

There was previous study that similar with the researcher metacognitive strategies used in listening comprehension of this study but have the same result of this study.

By Faridah Abdul Malik, Isarji Sarudin, Ainon Jariah Muhamad and Engku Haliza Engku Ibrahim with the title is "*Effects of Metacognitive Listening Strategy Training on Listening Comprehension and Strategy Use of ESL Learners*". The aim of this study is to teach students how to listen

as this knowledge is probably what is lacking in most students who found listening in ESL a challenge as in the case of the subjects in this study.⁴⁹ This study was conducted experimental research. The participants of this study are 54 students pre-university English programmed. In this previous study the researchers was used the similar metacognitive listening strategies with this study as like planning, advance organization, selective attention, self management, direct attention, comprehension monitoring, double check monitoring, problem solving and evaluation. But in this previous study, the strategy of metacognitive that was commonly use was selective attention.

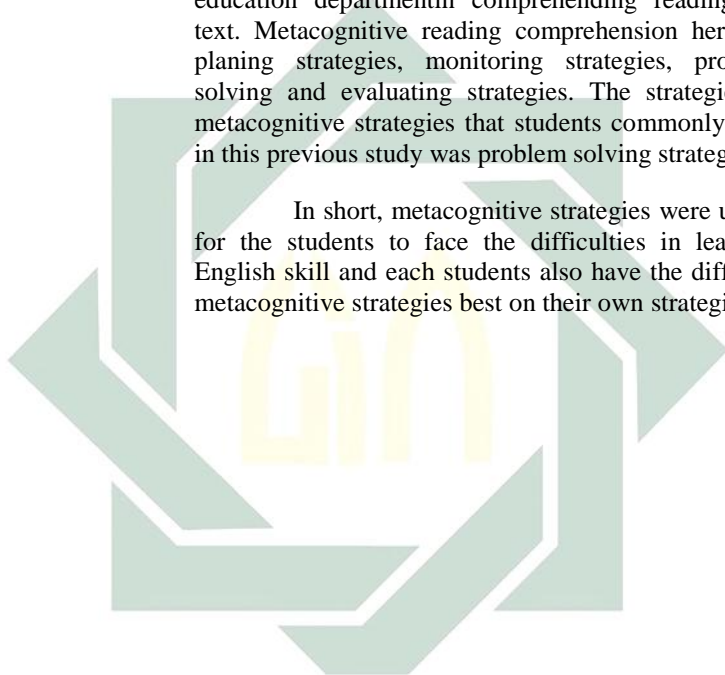
The result of previous study above, have similar result with this study. However, there were two result of this study that the researcher found the first result from questionnaire closed-ended question showed that the highest total of students chose the strategies of metacognitive listening strategies was in comprehension monitoring and the second result was from questionnaire open-ended question showed that the highest total of students note the strategies that include on metacognitive listening strategies was in selective attention as the same as with those result of previous study above showed that selective attention strategy was the most use by the students to face the difficulties in listening. In this study, comprehension monitoring and selective attention were the easier strategies for the students to overcome the difficulties in comprehending listening texts.

There was previous studies in other skill also have the different metacognitive strategies with metacognitive listening strategies in listening comprehension as like metacognitive in reading

⁴⁹Faridah Abdul Malik, et.al., *Effects of Metacognitive Listening Strategy Training on Listening Comprehension and Strategy Use of ESL Learners*. World Applied Sciences Journal 21 (Special Issue of Studies in Language Teaching and Learning): 57-66, (2013)

comprehension by Shella Arini with the title is "*Metacognitive Reading Strategies Used by the Fifth Semester of English Teacher Education Department Students in Academic Year 2015-2016*" the aim of this previous study is to investigate the metacognitive reading strategies used by students of English teacher education department in comprehending reading the text. Metacognitive reading comprehension here are planing strategies, monitoring strategies, problem solving and evaluating strategies. The strategies of metacognitive strategies that students commonly used in this previous study was problem solving strategies.

In short, metacognitive strategies were useful for the students to face the difficulties in learning English skill and each students also have the different metacognitive strategies best on their own strategies.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter covers the conclusion and suggestion based on the result of the previous chapter. The conclusion is taken from the data analysis and some suggestions are given to English teacher, students and other researches that are going to conduct the similar research.

A. CONCLUSION

Based on the research finding and discussion provide the important information for the researcher and the teacher about the ways students to face the difficulties in listening comprehension with their own metacognitive listening strategies. The following draws the conclusion of “Metacognitive Strategies do the Students do in Comprehending Listening Texts “

Students at SMP Bilingual Terpadu were used all of the five types of metacognitive listening strategies. The five types were selective attention is paying attention to specific aspects of input, directed attention is concentrate on input and avoiding interference, comprehension monitoring is the process of checking and confirming how well someone understands the input during listening, real-time assessment of input is allows listeners to decide whether a particular part of the input is needed to achieve their comprehension goals and comprehension evaluation is determine the accuracy and completeness of their comprehension. However, the strategy was the most use by the students of SMP Bilingual Terpadu of metacognitive listening strategies were in the comprehension monitoring and selective attention. The result showed that many students used the information in the text to help them in understanding the meaning and they also need to heard twice when they lost concentration. These strategies, it could be eazier for the students when they get problem in comprehending listening texts.

B. SUGGESTION

Reveals of the results in this research, there are significant suggestion from the researcher as stated below.

1. For the English teacher

From the result of this research, the teacher can know that all of the students have used metacognitive strategies in their listening comprehension. However, it is better for the teacher to promote the awareness by giving information to the students about the effective metacognitive listening strategies start from selective attention, directed attention, comprehension monitoring, real-time assessment of input and comprehension evaluation in listening comprehension. Then, the teacher can train the students in how the use metacognitive strategies effectively to improve their abilities in listening comprehension.

2. For the students

From the result and discussion showed that the students were used metacognitive strategies to face the difficulties in listening comprehension. However, the students should understand how to use this strategy effectively when they get the difficulties to understand the meaning in listening tasks. In order to they could improve their listening comprehension to become the good listener and strategic learners.

3. For the other researches

As the fact in the research process, the researcher suggest for other researchers, that listening comprehension should be investigated further to gain more understanding of the development of metacognitive listening strategies during the learning proces. The other researches can continou this study to look for the effectiveness of metacognitive listening strategy that have used by the students.

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