

A SURVEY OF METACOGNITIVE AWARENESS IN LISTENING STRATEGIES FOR HIGHER EDUCATION

ABSTRACT

This study aims to find out what strategies are used by the students in English Education Department batch 2017 of an Islamic private university. In order to accomplish the objective, this study used quantitative research in the form of survey study. The original questionnaire used in this study is from Vandergrift (2006), modified by Movahed (2014)) which consists of 21 statements. Data analysis of this study describes what listening strategies employed by EFL students in English Language Education Department batch 2017 in an Islamic private university. The data were classified into metacognitive awareness in listening strategies theory from Vandergrift (2006): problem solving ($X= 4,87$), person knowledge ($X= 4,70$), directed attention ($X= 4,37$), planning evaluation ($X= 4,81$), mental translation ($X= 4,77$). The findings of the study show problem solving strategies is the most frequently used strategies ($\bar{X} = 4.87$) while the lowest strategies are person knowledge strategies ($X= 4,70$). It indicates that the students make more comparison between their background knowledge and their listening context.

Keywords: *Metacognitive Awareness, Metacognition, Listening Strategies*