

CHAPTER 1

INTRODUCTION

Chapter 1 consists of research background, problem identification, problem boundary, problem formulation, research objectives and the meaning of the research

1.1. Background of the Study

Listening Comprehension is an important component of language learning that requires a great deal of mental activity on the part of the listener (Vandergrift, 1999). It plays a critical role in facilitating language learning as it provides four advantages that include: cognitive, efficiency, utility, and affective advantage (Gary, 1975 as cited in Vandergrift, 1999). As important strategies, listening strategies are very useful for students in learning. According to Song Wang (2016) definitions of listening or listening comprehension are various thus there's no agreement reached amongst researchers. However, Ridgway (2000) stated that that listening in a foreign language is a task at a high level of difficulty in cognitive terms, and therefore requires full attention. It is linear with the result of the interviewed that author conducted before collecting the main data, based on the interview, students tend to think that listening in English is a difficult thing and choose other activities than listening. Many learners need to be guided in order to recognize and learn their own strategies in listening. The learners should

be aware about their strategies and understand how to monitor and develop the effectiveness of the strategies. The abandonment of listening skills coupled with the ongoing debate on any of the four language skills (speaking, listening, reading, and writing) is paramount for second language learning and acquisition (Abdalhamid, 2012).

Metacognition has a very important role in increasing students' learning. John Flavell originally created the term metacognition in the late 1970s with a meaning 'cognition about cognitive phenomena,' or simply 'thinking about thinking' (Flavell, 1979, p.906). Metacognition contains two elements: knowledge and regulation (Cross & Paris, 1988; Flavell, 1979). Metacognitive knowledge comes without one's self-awareness as a student and about the elements that can influence outcomes, knowledge of strategy, and knowledge of when and why to use strategies (conditional) (Cross and Paris, 1988; Kuhn and Dean, 2004). Other elements of metacognition include organizing one's own cognition, which according to many researchers (for example: Cross and Paris, 1988; Schraw et al., 2006; Whitebread et al. 2009) includes activities related to planning, monitoring and evaluation.

Metacognitive learning strategies help learners identify what they need to do when they have different problems. Metacognitive strategies are used to plan, supervise and evaluate the learning process, to manage conditions for a person to learn, to set long-term and short-term goals and to confirm students understanding during listening tasks (Oxford, 1990)

This research focuses on metacognitive awareness of EFL listening strategies at university level. This study illustrates the types of metacognitive strategies used by English-speaking Islamic private university students. However, before the researcher conducted the survey, the researcher tried to interview some students to ask about listening in English. Based on the interview, students tend to think that listening in English is a difficult thing to do and choose other activities than listening. In the following section, some of the studies regarding listening strategies in second or foreign language settings are presented.

Previous research in the field of second language acquisition has covered all listening strategies which are cognitive, metacognitive, and socio-effective. Several studies focused about metacognitive strategies (i.e. Goh, 2006; Vandergrift, 2005; Goh, 2006) and others examine about the strategy that students feel when conducting listening tests (Cohen, 2000, Taguchi, 2002). The setting of these studies mentioned above were in EFL context. Therefore, this study was conducted in Indonesia, particularly in the private university and aimed to find out which strategies that the students used often in listening.

1.2. Identification of the Problem

Researchers and second language acquisition practitioners examined listening strategies using a range of approaches, including hard thinking procedures (Murphy, 1985). In identification of the problems, problems that potentially appear from the contextualized background are identified and elaborated. Problems like what factors that influence the listening strategies of the students, the obstacles which

students experience in listening, and what they usually do to overcome the difficulties in listening. As Ridgway (2000) states that listening in a foreign language is a task at a high level of difficulty in terms of cognitive, so it requires full attention therefore the researcher conducted a small informal interview with few of students from English education department. Based on the interview, students tend to think that listening in English is a difficult thing to do and choose other activities than listening.

1.3. Limitation of the Problem

This research only targeting to English Education Department batch 2017 in islamic private university considering that the students in batch 2017 already took all the listening subjects. The study also focuses only in the metacognitive awareness in listening strategies that the students employed based on the survey.

1.4. Formulation of the Problem

This research was conducted to answer a question about: what are the metacognitive awareness listening strategies employed in English Education Students of an Islamic private university batch 2017?

1.5. Objectives of the Study

This study aimed to describe the listening strategies of EFL students which is English Language Education Department of islamic private university batch 2017.

1.6. Significance of the Study

Result of the study can contribute to the field of listening strategies both theoretically and practically. Theoretically, the result of the study can contribute to the listening strategies theory in Indonesian context. Findings of this study provide description on how listening strategies is implemented in Indonesian context. Practically, the result of the study can be valuable for researchers, teachers, students, and or educational institutions in the field of listening strategies implementation. Furthermore, the outcome of this research can be a valuable recommendation for teachers enhancing their teaching. From this research, teachers can recognize the implementation of listening strategies, the strengths and the weaknesses. Therefore, teachers can do some adjustment in their own class. This adjustment done by the teachers will indirectly affect students learning to be more contextual and effective. For students, the upshot of this study can be a valuable knowledge to be obtained. By comprehending listening strategies in classroom notion, the students will be more aware about how they should learn in listening class in order to create an effective learning environment.