CHAPTER 2

LITERATURE REVIEWS

This chapter explains about theories of the study. It covers the theories of listening strategies, Engliash as a Foreign Language (EFL) learners in English Language Education department batch 2017 in an Islamic private university.

2.1. Metacognitive Awareness

Flavell (1979) interprets metacognition as to be conscious of someone's cognitive processes and products or anything else which is relevant like those sectors of information concerned to the learning process. Metacognition is a process in which the person is monitoring actively, controlling, and setting the cognitive process in order to reach cognitive goals (Flavell, 1979). He divided metacognition knowledge into 3 categories; *Person knowledge, Task knowledge and Strategy knowledge* before Vandergrift develops these categories into 5 categories which are *Planning Evaluation knowledge, Directed Attention knowledge, Person knowledge, Mental Translation knowledge* and *Problem Solving knowledge*. *Person knowledge* consists of judgments about one's learning abilities and knowledge about internal and external factors that affect the success or failure in one's learning, it is also the knowledge about how factors such as age, aptitude, gender, and learning style can influence language learning. It includes beliefs about oneself as a learner. *Task knowledge* is the knowledge about the purpose, demands, and nature of learning tasks—enables an individual to take into account factors that might contribute to the difficulty of a task,

including the characteristics of the oral text/message. And *strategy knowledge* is useful for achieving learning goals and appears to have the greatest impact. Metacognitive awareness strategies can be considered to be one of the ways to increase awareness for listening tasks. Additionally, metacognition can play as a guiding step to learning, in which the students are using strategies to plan, monitor and assess language learning and language use. In fact, metacognitive strategies are substantial to succeed in listening comprehension, and these strategies can be taught (Vandergrift, 1999). Metacognitive information is primarily information or guarantees about which variables act and link the ways that affect the course and results of cognitive companies. These factors or variables have three main problems - people, tasks and strategies (Flavell, 1979). Metacognitive processes as though prediction, planning, monitoring, evaluating and problem-solving were utilized by Vandergrift and Tafaghodtari (2010) to an experimental class of 59 French students in which the experimental group was successful than the control group. In recent years, research conducted by Coşkun (2010) on some pre-school prepared students at a university in Turkey and by Birjandi and Rahimi (2012) show Iranian EFL students some exciting mechanical teaching related to understanding on metacognitive strategies on understanding listening to students. In addition, other studies have also shown that students can be taught these strategies to increase their performance on listening tasks. For example, O'Malley and Chamot (1990) concluded that strategies instruction for academic listening could be effective in enhancing initial learning when teachers pair the learning strategy instruction with listening tasks.

2.2 Metacognitive Awareness in Listening Strategies

Listening strategies is defined as the one skill out of the four foundational language skills that is the least understood and the hardest to study (Vandergrift, 2006). Listening tasks that guide students through the process of listening by engaging them in the use of prediction, monitoring, evaluating, and problem-solving can help learners develop the metacognitive knowledge critical to the development of self-regulated listening (Vandergrift, 2006). In two investigations by Vandergrift using this teaching sequence, students were guided in the use of prediction, individual planning, peer discussions, and postlistening reflections. Students commented on the power of predictions for successful listening, the importance of collaboration with a partner for monitoring, and the confidence-building role of this approach for enhancing listening comprehension ability. While examining past research, it shows that the definition of listening strategies are varies, as Ridgway (2000) mentions in his research. He shows this with examples of different definitions from various scholars. Movahed (2014) stated listening is more than just perceiving the sounds. It is a complex problem-solving skill in which the meaning of words, phrases, clauses, sentences and the discourse must be comprehended. It is a difficult skill to acquire even in one's own language, let alone in an unfamiliar foreign language (Oxford, 1993). Oxford and Cohen (1992) emphasize that there are more typical characterizations, such as conscious and unconscious awareness, they mentiond that strategy use involves some degree of conscious awareness on the part of the learner. Vandergrift (1996) investigated the different listening strategies used by students in various places level. He found that beginners mainly relied on semantic, cognitive,

and kinesis clues, voice tones along with cognitive strategies, such as elaboration and inferencing. On the other hand, secondary students use a more reliable and more credible metacognitive strategy. Cognitive strategies are the same, although they can process a large number of pieces. He concludes that the key feature of successful students is the increased use of metacognitive strategies. Listening strategies can be defined as the art of organizing and directing activities or tactics for students. Maximum benefits of listening to decode, understanding and interpreting voice input (Gonen, 2009). Be found various list of listening strategies provided by various researchers. One is Vandergrift (1997), which the taxonomy of listening strategies is the most widely used and includes cognitive, socio-affective and metacognitive strategies as three categories of listening strategies.

Skolverket (2011) stated that to facilitate their understanding of the content of the spoken language and texts, students have the option to choose and apply a strategy for listening. Skolverket did not obviously explained what is a strategy for listening meant. Afterward according to Ridgway (2000) stated tha if often repeated enough, operations which once cost us conscious effort are later performed automatically and unconsciously – think, for example, of the effort we made as children puzzling out new words, which we process automatically now (p.179). However, as the future teacher, it better focus on conscious learning as Oxford and Cohen (1992) mentioned that if strategies are unconsciously and automatically used, then explicit strategy training makes little or no sense (p. 12). Additionally, previous study by Goh (1997) found that when students become fully aware of their listening processes, they become more autonomous listeners. This shows that the strategies are

crucial and important for both students and teachers. Teachers who can maximize the student's listening ability have the potential to have independent students because it can be interpreted that the students knew what they have to do while in listening class or activities.

2.3 Review on Relevant Studies

The first research is conducted by Chin, Unin and Johari (2017) about metacognitive awareness strategies for listening comprehension. They used Metacognitive Awareness Listening Questionnairre (MALQ) as the instrument and examined that metacognitive awareness strategies can be one of the ways to raise awareness for listening tasks and can act as a guiding step to learning, in which the learners are using strategies to arrange, observe and evaluate language learning and language use. The findings reveal that metacognitive strategies awareness has a positive impact on students' test scores. By having certain levels of awareness, students can conduct self-learning and become more competent in their listening tasks. According to Vandergrift (2002), metacognitive strategies provide language learners with the knowledge and tools to understand authentic texts outside of the classroom. The increase in the students' metacognitive awareness levels allow them to insightfully deal with listening tasks, purposefully plan for appropriate strategies and carefully monitor their own learning.

This second study was researched by Ratebi and Amerian (2013) who conducted a study about a comparison between high and low proficient listeners of

Iranian University students majoring in English on the use of metacognitive strategies in listening comprehension . They state that metacognitive learning strategies refer to those who have knowledge of learning and control of learning through planning, monitoring and evaluating learning programs. Social-efficient strategies consist of a group of strategies related to source control, time, effort and support. The results show that Iran students use the "problem-solving strategies" most frequently and the "person-knowledge strategies". It was also found that listeners who were more able to use metacognitive strategies had significant differences than less able listeners and that there were significant differences in the use of "people information strategies" between high-caliber and high-caliber listeners.

The third study was conducted by Balaban and Acar (2017) about metacognitive awareness in second language listening and the role of strategy Training They examined that listening is an essential skill and plays a crucial role in learning and using a second language. Despite its importance, second language (L2) learners usually face great difficulty comprehending spoken English. Two of the innovative ideas in terms of developing listening skills in recent years is strategic listening and metacognition. Findings demonstrated that there were statistically significant differences between the two treatment groups on twelve MALQ items, and it was the shadowing group who had higher level responses to all of these items. This finding indicates that shadowing as a while-listening strategy has a bigger influence than note-taking on L2 learners' metacognitive listening awareness. All of the studies mentioned above are chosen as relevant studies to this research. But although there

have been studies similar to this study, the context discussed by the author is so different that it is not entirely the same.

2.4. Theoretical Framework

In general, this study contains a choice of listening strategies which is used by students in the Department of English Education in islamic private university batch 2017. In the meantime, this study uses a questionnaire to find out what strategies are used by the students in listening.

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                    │  Metacognitive Knowledge │
                    │      Flavell (1979)      │
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        ▼                     ▼                     ▼
┌────────────────┐   ┌────────────────┐   ┌────────────────┐
│ Person Knowledge│   │ Task Knowledge │   │Strategy Knowledge│
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              │ Metacognitive Awareness Listening │
              │      Questionnaire (MALQ) from    │
              │  Vandergrift et al (2006) adapted by│
              │            Movahed 2014.          │
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  │Planning │ │Directed │ │ Person  │ │ Mental  │ │ Problem │
  │evaluation│ │attention│ │knowledge│ │translation│ │ solving │
  │strategies│ │strategies│ │strategies│ │strategies│ │strategies│
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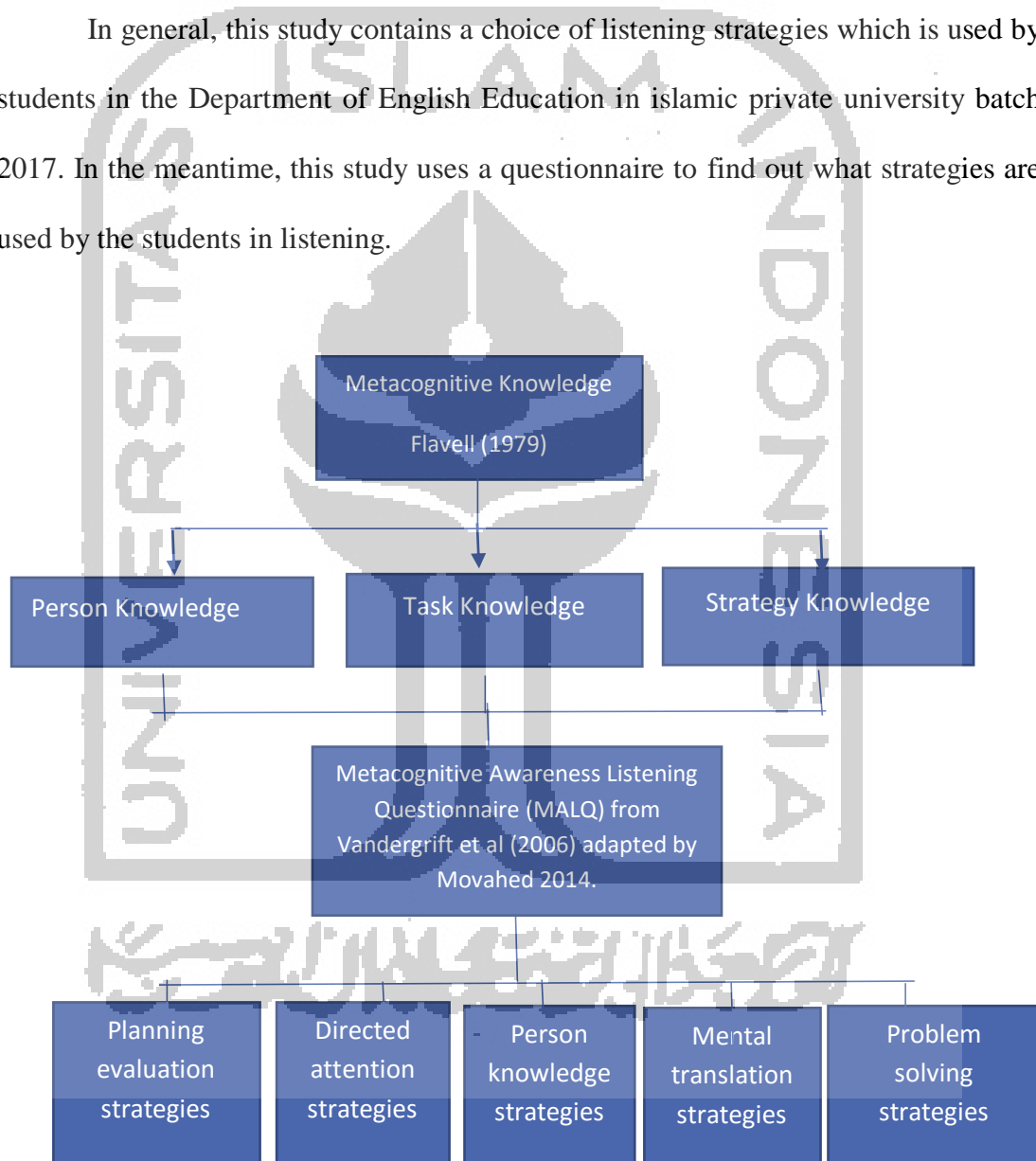
Figure 2.1 Theoretical Framework