

## CHAPTER 4

### RESEARCH FINDINGS AND DISCUSSION

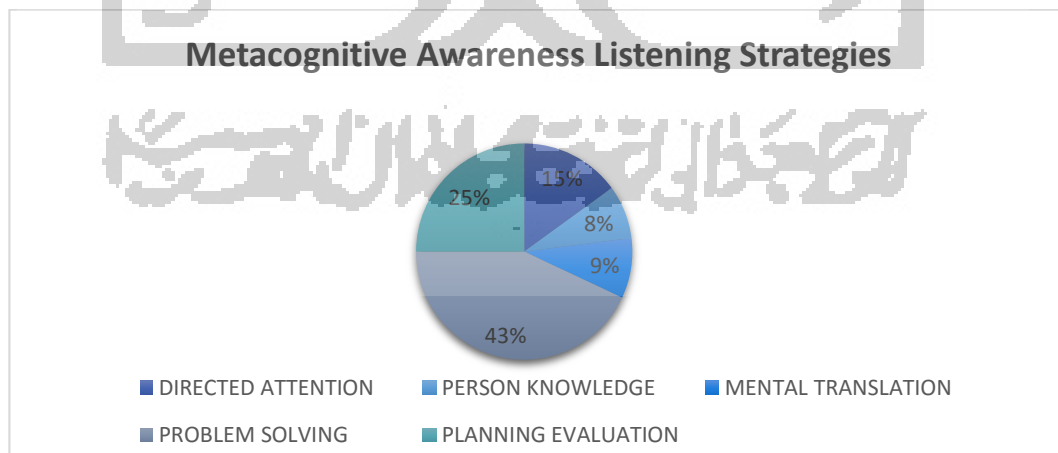
This chapter describes the findings of their data collection and analysis and interpretation. These include findings and research discussions.

#### 4.1. Research Findings

The results consist of students' responses on the 12 statements regarding students' metacognitive awareness listening strategies use based on Movahed (2014) questionnaires which are categorized into five parts; planning evaluation, problem solving, directed attention, mental translation, person knowledge. The data results are presented based on cumulative result and based overall class.

##### 4.1.1. Findings

This part aims to answer the research question on what strategies that used frequently by students in listening in similar context.



*Figure 4.1 The Profile of Metacognitive Awareness Listening Strategies*

Based on the data collected via questionnaire to 59 students, it shows that the highest average is 43% which is problem solving strategies, the second highest is planning evaluation strategies with 25%, the third highest is directed attention strategies with 15%, the second lowest is mental translation with 9% and the lowest average is 8% which is person knowledge strategies.

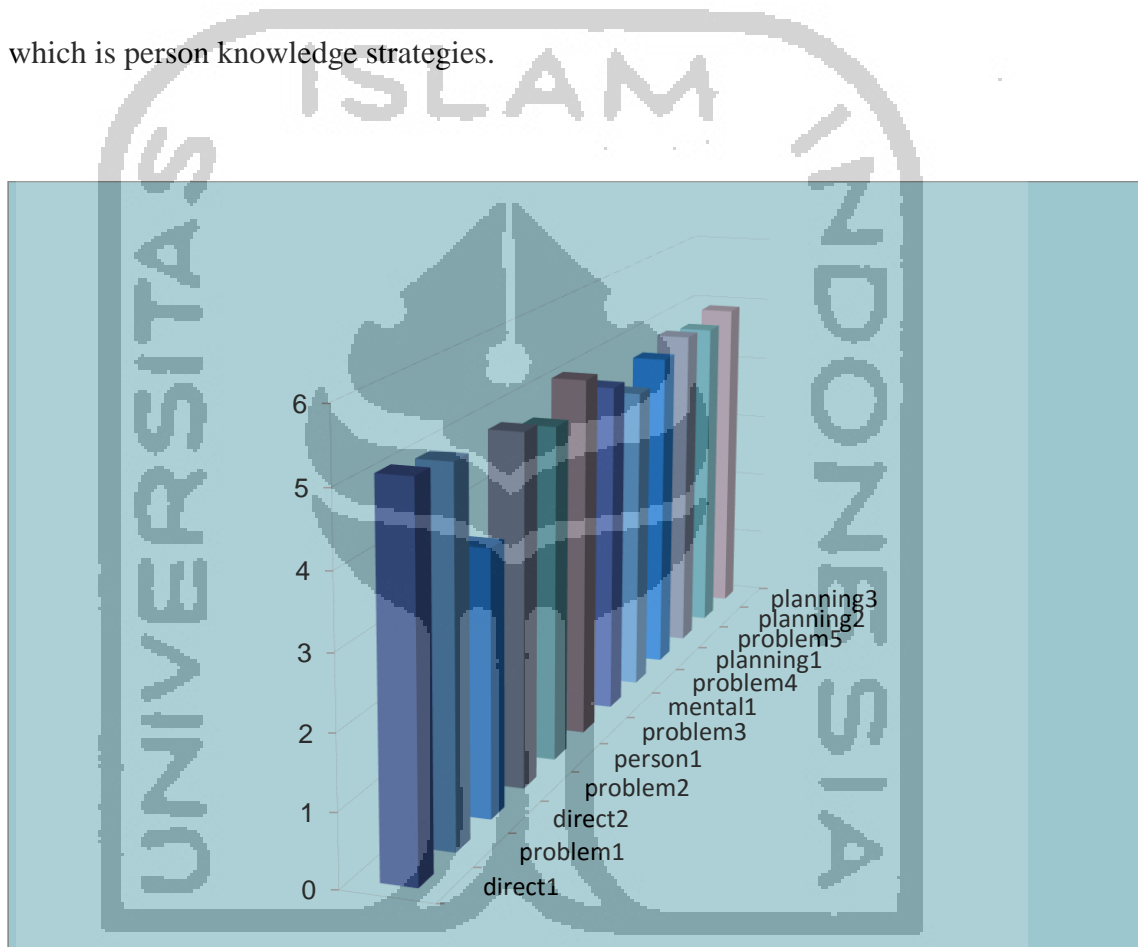


Figure 4.2 Mean of Score of Each Item

The highest score for each statement comes from statement number 1 (direct1) with statement “ I focus harder on the text when I have trouble understanding” with the score 5.1 and the lowest score comes from statement number 3 (direct 3) with

statement “when my mind wanders, I recover my concentration right away” with the score 3.6.

#### 4.1.3. Findings of Each Category of the Questionnaire

##### 4.1.3.1. Problem Solving

Based on the data collected from the respondents, the average result of problem-solving strategies are shown in the chart below

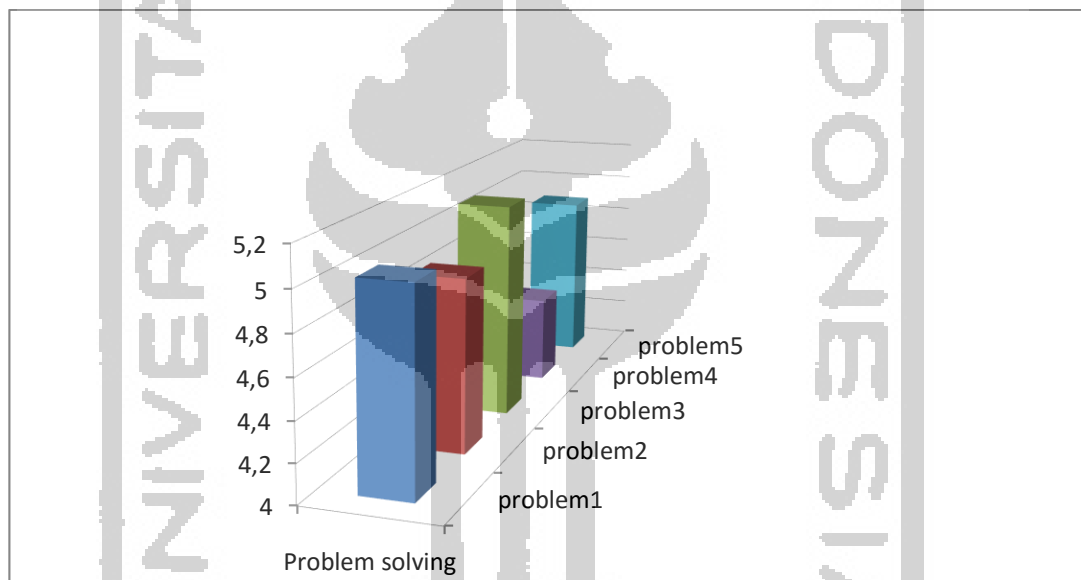


Figure 4.3 Problem Solving Strategies Average

The chart above describes the cognitive strategies that students might use when they listen in English. The highest average comes from the statement number 3 (problem3) with the statement “I use my experience and knowledge to help me understand” with the score 5.11. The second is statement number 1 (problem1) with the statement “I use the words I understand to guess the meaning of the words I don’t understand” with 5.02. The third is from the statement number 2 (problem2) with the statement

“as I listen, I compare what I understand with what I know about the topic” with the score 4.88. The fourth is from the statement number 5 (problem5) “I use the words I understand to guess the meaning of the words I don’t understand” with 4.88. And the lowest average comes from number 4 (problem4) with the statement “as I listen, I adjust my interpretation if I realize that it is not correct” with 4.45. From these statements above, it can be concluded that the students tend to associate the topic they listened to with the one that they already knew.

#### 4.1.3.2. Planning Evaluation

Based on the result of the questionnaire, the average of planning evaluation category is shown in the chart below.

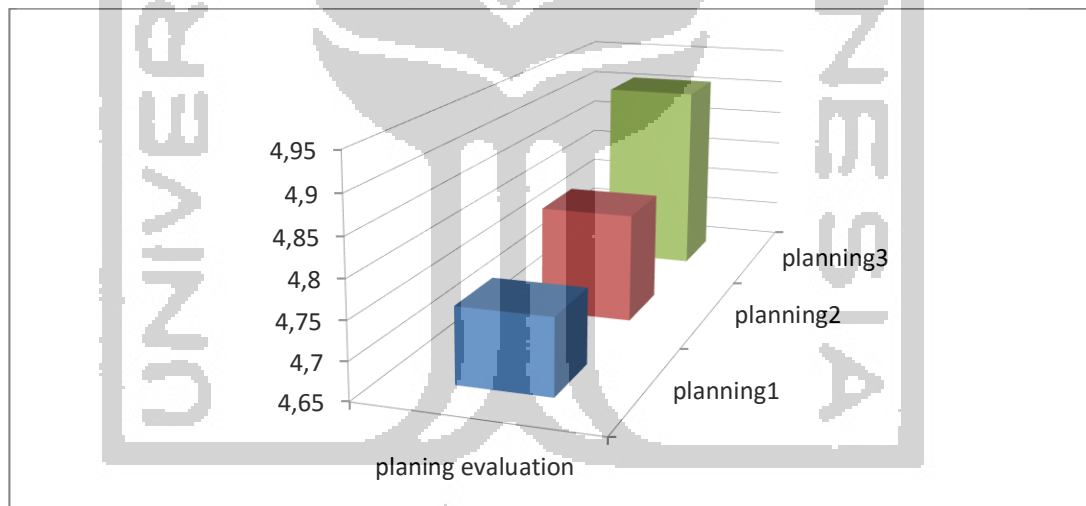


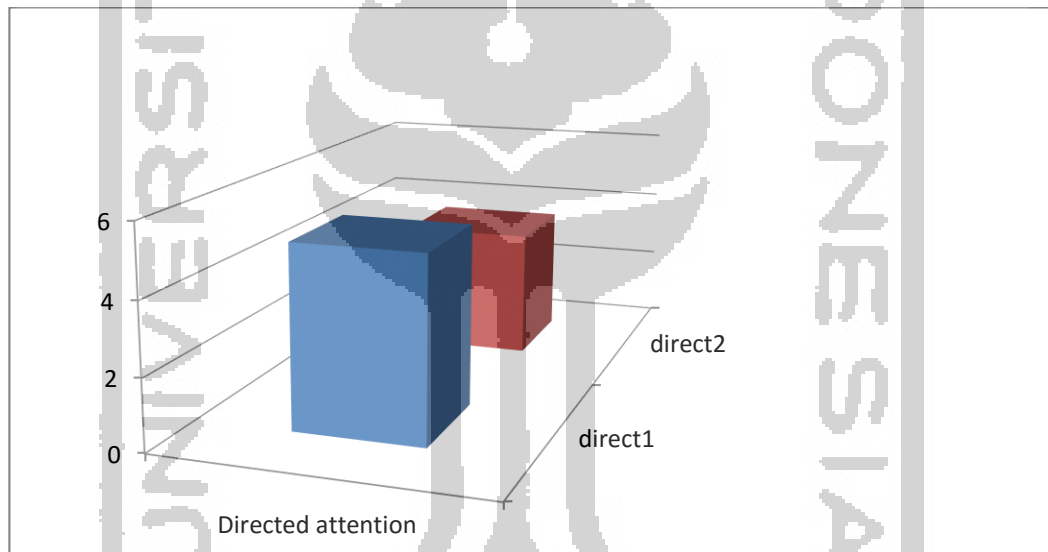
Figure 4.4 Planning Evaluation Strategies Average

The chart above describes the planning evaluation strategies which students might use when listen in English. The highest average comes from statement number 3 (planning3) with the statement “I have a goal in mind as I listen” with the score 4.90. The second is number 2 (planning2) with the statement “as I listen, I periodically ask

myself if I am satisfied with my level of comprehension” with the score 4.79. Later, the third is followed by number 1 (planning1) with the statement “after listening, I think back to how I listened, and about what I might do differently next time” with the score 4.75. Thus, it can be concluded that the respondents usually reflect their understanding.

#### 4.1.3.3. Directed Attention

Based on the result of the questionnaire answered by the respondents, the average of directed attention strategies is shown in the chart below.



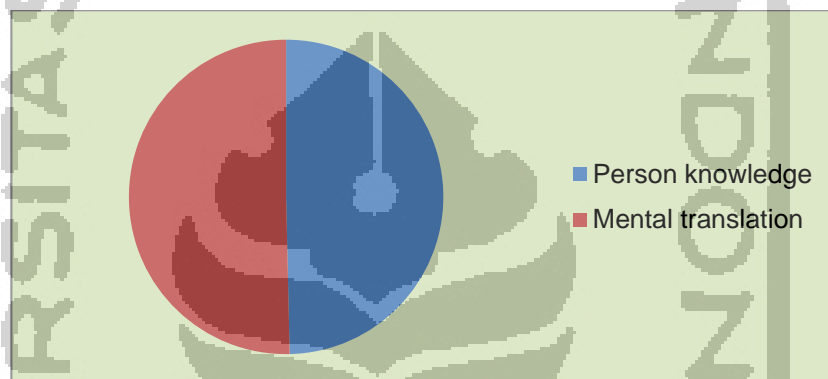
*Figure 4.5 Directed Attention Strategies Average*

The chart above shows the directed attention strategies that students might use when they listen in English. The highest average is from statement number 1 (direct1) with the statement “I focus harder on the text when I have trouble understanding” with the score 5.11. The second comes from number 2 (direct2) with the statement “when my

mind wanders, I recover my concentration right away” with 3.63. It means that the students trying to focus when they listen.

#### 4.1.3.4. Mental Translation

Based on data collected from the questionnaire, the average result of mental translation strategy is shown in the chart below.

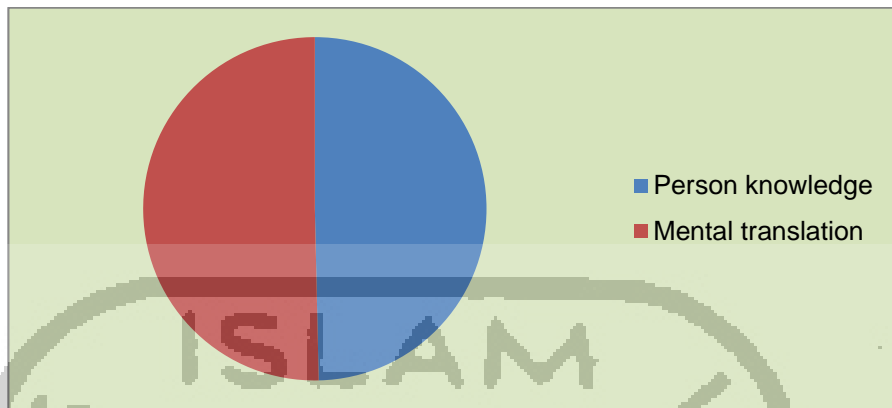


*Figure 4.6 Mental Translation Strategies Average*

In these strategies, there is only one statement exist with 4.77 with the statement “I translate key words as I listen”. It means that students tend to translate key words to help them understand.

#### 4.1.3.5. Person Knowledge

Based on the result of the questionnaire answered by the respondents, the average of person knowledge strategies is shown in the chart below.



*Figure 4.7 Person Knowledge Strategies Average*

Person knowledge strategies only has one statement which is “I feel that listening comprehension in English is a challenge for me” with 4.70. It means that students think that listening in English is a challenge for them.

#### **4.2. Discussion**

The data obtained from the questionnaire was linked to the previous studies, theories, and concept from literature. Student data results are calculated in 2 steps. The first step is the overall data. Based on the graph discussed above, problem solving strategies is the most frequently used strategies ( $\bar{X} = 4.87$ ) while the lowest strategies are person knowledge strategies ( $X = 4.70$ ).

The second step elaborated each category of the questionnaire. There are 5 categories, which are problem solving, planning evaluation, directed attention, mental translation and person knowledge. Problem solving strategies consists of 5 statements with average  $\bar{X} = 4.87$ . Planning evaluation strategies consists of 3 statements with

average  $\bar{X} = 4.81$ . Directed attention strategies consists of 2 statements with average  $\bar{X} = 4.37$ . Mental translation strategies consist of 1 statement with average  $\bar{X} = 4.77$ . Person knowledge strategies also consist of 1 statement with average  $\bar{X} = 4.70$ .

Among the five strategies of metacognitive awareness in MALQ, the "problem solving" strategies is the most frequently used. According to Vandergrift (2003) and Goh (2000), metacognitive strategies, such as monitoring and problem solving, are used by students when they translate what they hear often. These strategies represent problem solving, knowledge seeking, and monitoring (Kintsch, 1998, p. 189). The second strategy awareness is the "planning strategy" which is the type of strategy that people use to organize themselves to hear and evaluate the results of their listening efforts. This strategy reflects the intentional nature of the understanding process and assesses the target's understanding (Richards, 1983).

The third highest strategies awareness was for "directed attention" which indicate strategies which listeners use to focus and to stay on task like getting back on track when losing the concentration or try to focusing harder when having trouble understanding (Rost, 2002). The second realization of the lowest strategies is the "mental translation strategies" which includes strategies that listeners should avoid if they want to become a skilled listener (Vandergrift, 2003). The first low-key strategies is the "person knowledge" which contains listening English as a challenge. In other words, it can be said that students view listening as a difficult task, they focus on difficulty and they strive to do their best in this way.



The result of this research is similar to Ratebi and Amerian (2013) because both result show problem solving as the highest domain. The setting of both researches was conducted in undergraduate program majoring in English. However, the result is different from Chin, Unin and Johari (2017) because the result shows that direct attention strategies as the dominant one. The result is also different from Balaban and Acar (2017) that shows planning evaluation strategies as the dominant one. The differences may occur because of different setting of research.

