A SURVEY OF METACOGNITIVE AWARENESS IN LISTENING

STRATEGIES FOR HIGHER EDUCATION

A Thesis

Presented to the Department of English Language Education as Partial
Fulfillment of the Requirements to Obtain the Degree of *Sarjana Pendidikan* in
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STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work of parts of the work of other people, except those cited in the quotations and reference, as a scientific paper should.

Yogyakarta, 23 Januari 2020

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MOTTO

❖ If you wish to get something bigger, learn to sacrifice other things to get it.

❖ You might can't choose how your past looks like, but you always have the chance to set your future.

❖ We can go nowhere but up.

ACKNOWLEDGEMENT

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

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Last but not least, the researcher realizes that this thesis is still far from perfect. Therefore, suggestions and recommendations are required for further

improvements. Finally, the researcher expects this thesis can be beneficial for the readers.

Yogyakarta, 23 Januari 2020

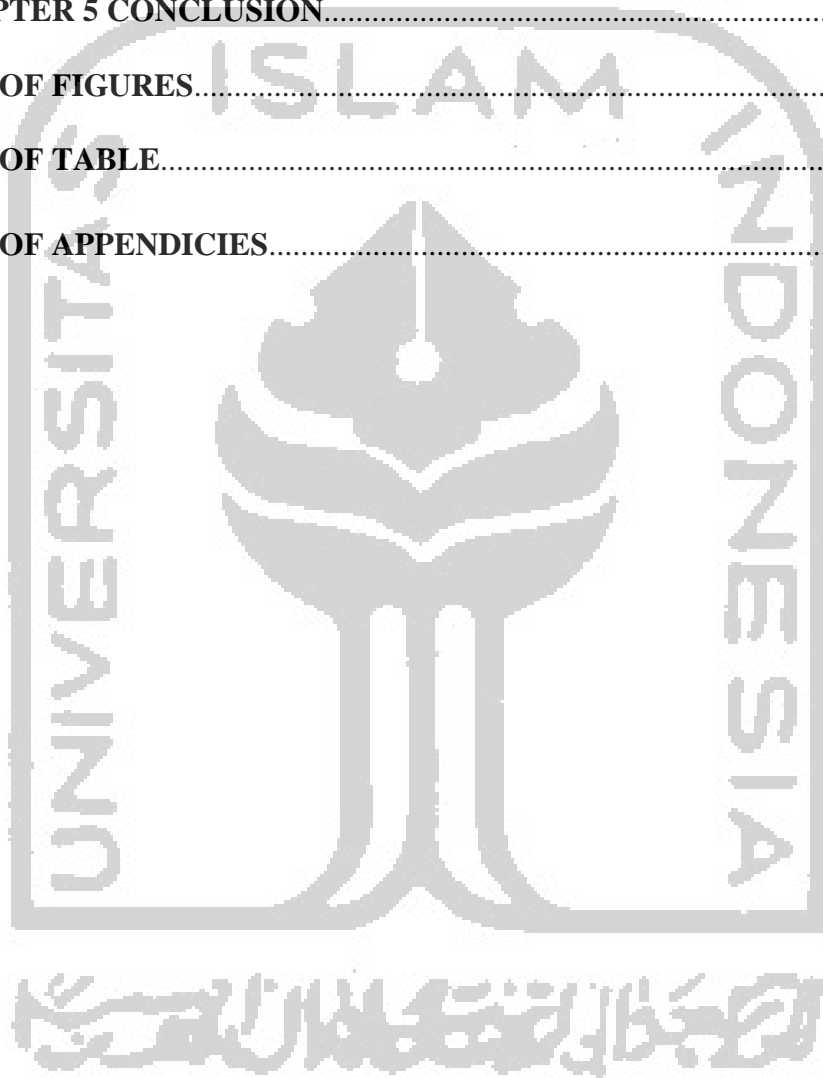Indah Puspita

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DEDICATION

It can't be denied that I dedicate this thesis to my own self who have been

dealing with a lot of insecurities, and fears. I knew this day would come, and I love

myself at its fullest.

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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*

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 resut 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 containts of 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 interviewed some students to asked 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-efective. 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.

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

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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.
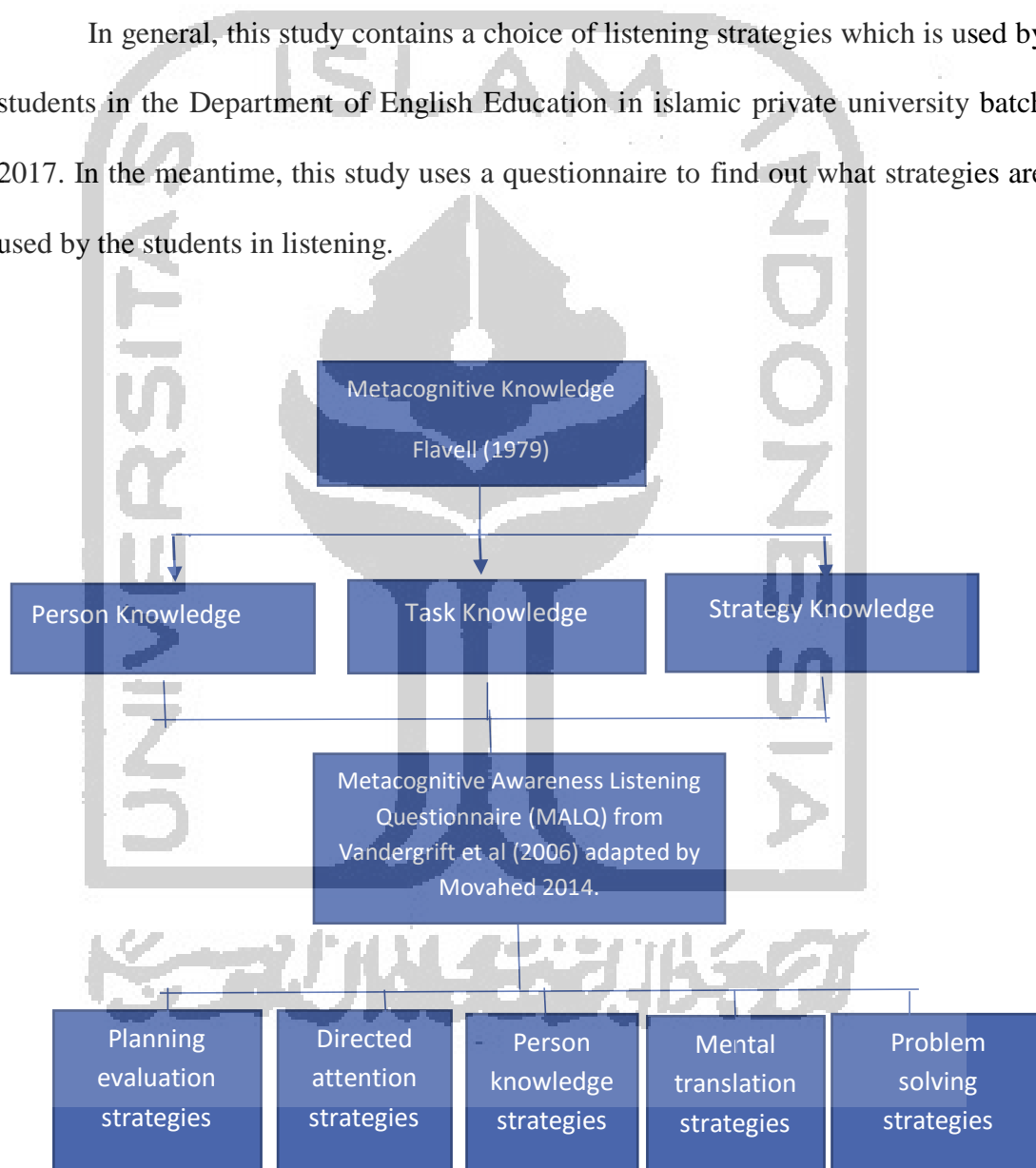

Figure 2.1 Theoretical Framework

CHAPTER 3

RESEARCH DESIGN

This chapter explains the research methodology. This includes research designs, populations and samples, data collection techniques, data analysis techniques.

3.1. Research Design

This study was designed to find the listening strategies used most by the English Language Department of an Islamic private university batch 2017. This study is a survey study using Metacognitive Awareness Listening Questionnaire with 6-point likert scale. This present study is using quantitative research. According to (Creswell,2014,p.32) stated that quantitative research is an approach for testing objective theories by examining the relationship among variables. These variables can be measured, usually on the instrument, so the amount of data can be analyzed using statistical procedures. This instrument is used to collect data and information. This research specifically uses survey research; Survey research provides quantitative or numerical illustrations of population trends, attitudes, or opinions by studying population samples. Survey research includes cross-sectional and longitudinal studies that use structured questionnaires or interviews for the purpose of collecting general purpose data from sample to population (Fowler, 2009). The data of student's listening strategies was obtained by a survey instrument.

3.2. Population and Sample

The population of this study is the students at English Language Education Department batch 2017. The writer choose the students from batch 2017 is because they had taken all listening classes and should have been able to answer the statements from the MALQ questionnaire that measures listening strategies. Based on the data that collected from the study program, the students in batch 2017 has an active student population about 90 students. According to Arikunto (2006), samples and populations are interrelated with similar features. Another statement from Arikunto (2006) is that significant differences between sample and population are obtained. If the population is less than 100, then all the population can be sampled. The 10 samples filled out the questionnaire with error margins above 10% and confidence levels below 90%.

3.3. Data Collecting Techniques

This study describes data collection techniques which are instrument, validity and reliability.

3.3.1 Questionnaire

The original questionnaire used to collect the data is from Vandergrift (2006), modified by Movahed (2014) to narrow the context to metacognitive awareness in listening strategies. The MALQ has 21 statements measured using 6 point likert scale. The questionnaire was adapted by the author through translated it

into bahasa Indonesia adapted. However, before using the questionnaire, the researcher conducted the try out twice to make sure that all the items are valid. The result is there are 9 invalid items from the questionnaire and should be removed in order to collecting the main data. The Metacognitive Awareness Listening Questionnaire (MALQ) is designed for researchers and instructors to rate the extent to which language learners are aware of and can manage the process of EFL listening cognition. Each strategies from the questionnaire was categorized according to the strategies types. There are two parts in the questionnaire. The first part is respondent's background information. The second part is the questionnaire which contains 12 statements regarding strategies that learners can use when listening in English.

This questionnaire was adapted to the researcher by translating it into bahasa Indonesia. To use metacognitive awareness listening questionnaire, there are twelve key statements that need to be answered on a Likert scale about the strategies that the students use when listening. It is divided into five domains of strategies, such as planning evaluation (statement number 11,12,9), Problem solving (statement 2,4,6,8,10), mental translation (statement 7), directed attention (statement 1,3), and person knowledge (question 5).

3.3.2 Validity

According to Widoyoko (2012), there are four kinds of validity; logical validity, content validity, construct validity and predictive validity. Content validity and construct validity were used in this research. Content validity refers to how

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accurately a measurement tool taps into the various aspects of the specific statement in the questionnaire. Comparing the domain and theory with the questions/statements is a way to test the content validity of an instrument non-test. Brown (2000) affirmed that construct validity can be defined as tentative demonstration which a test is measuring the construct. The questionnaire was being try out on 30 students to check its validity score because in Movahed's study there was no validity score presented. The try out were conducted twice to ensure all items were valid both in the original questionnaire and in Bahasa Indonesia questionnaire. From the first try out that the author conducted, there were 9 items which are not valid, and the second try out it showed that all the items were valid thus the total of the statements from the questionnaire are 12. The questionnaire used in this present study was checked by the advisors before the data collection process.

3.3.3 Reliability

Validity and reliability are interrelated techniques. According to Semin (2001), in the presence of reliability, instruments can be measured with the same phenomenon of consistency. Which means that this instrument is reliable when generating the same data more than once when used on different participants. The statements from The MALQ are presented in Indonesian, which is the origin of the statements directly from The MALQ without any word change. By using Google form media as a support in analyzing data from questioner. For the reliability score, the MALQ has a (a = 0,87).

3.4. Data Analysis Techniques

3.4.1 Data Indicators

Scale	Meaning Range	Level	Score Range
6	Strongly Agree	Very High	5.17 – 6.
5	Agree	High	4.33 – 5.16
4	Partially Agree	Average	3.49 – 4.32
3	Partially Disagree	Average	2.67 – 3.50
2	Disagree	Low	1.83 – 2.66
1	Strongly Disagree	Very Low	1.00 - 1.82

*Table 3.1 The Interpretation of The Scale*

Based on the interpretation from Best (1981), The mean score for each item indicated the level of metacognitive listening strategies from students. These usage levels provide convenient standards that can be used for interpreting the score averages obtained by respondents. The score obtained should be interpreted using the very low, low, average, high and very high designation included on the scoring sheet that accompanies the instrument.

3.4.2 Steps of Data Analysis Techniques

The writer took some appropriate steps in this research.

1. The first step was review of literature about Metacognitive Awareness Listening Strategies.

2. Movahed (2014) Metacognitive Awareness Listening Strategies questionnaire was modified from Vandergrift et al (2006) questionnaire as the instrument.

3. Checked one by one item in the questionnaire to make sure that it was easy to understand the meaning.

4. Shared the link of questionnaire to the 59 students at Teaching Speaking Listening Class of English Language Education. The researcher assisted for more or less 30 minutes until the students completed the questionnaires to avoid the biases.

5. Used Microsoft Excel to provide the data, then moved the data from Microsoft Excel to SPSS to statistically analyze the data from the questionnaires into statistical package.
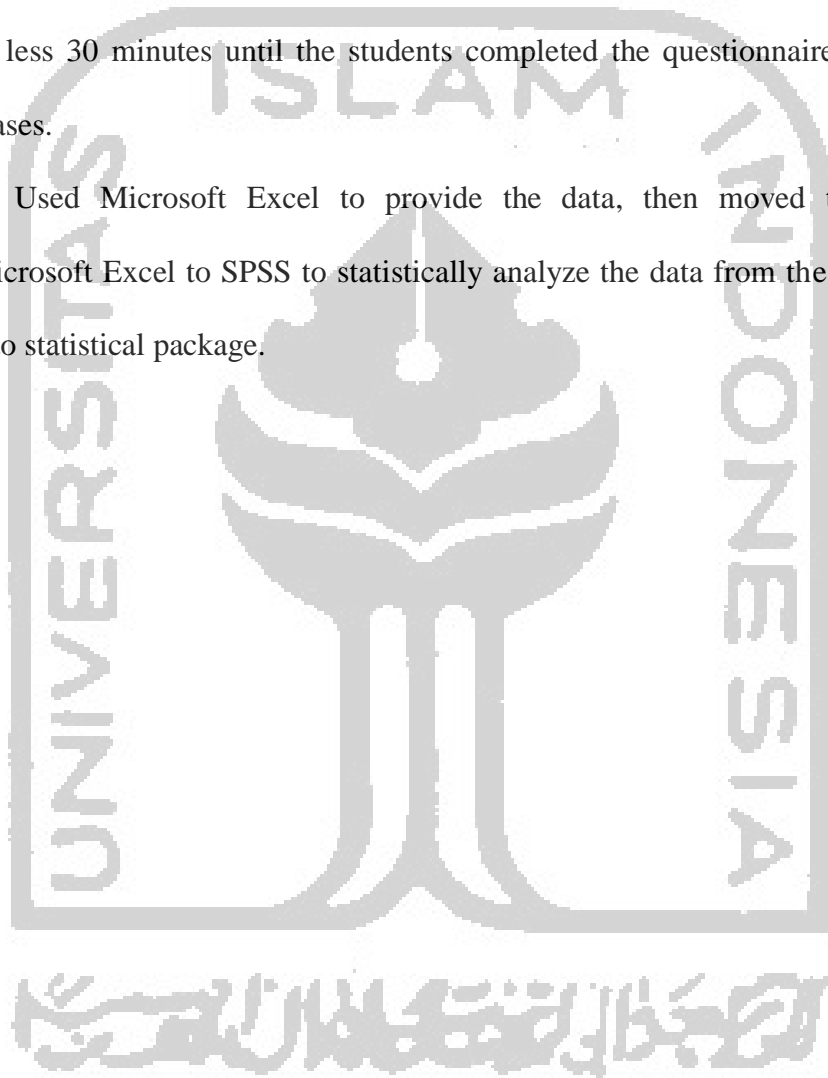
CHAPTER 4

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.
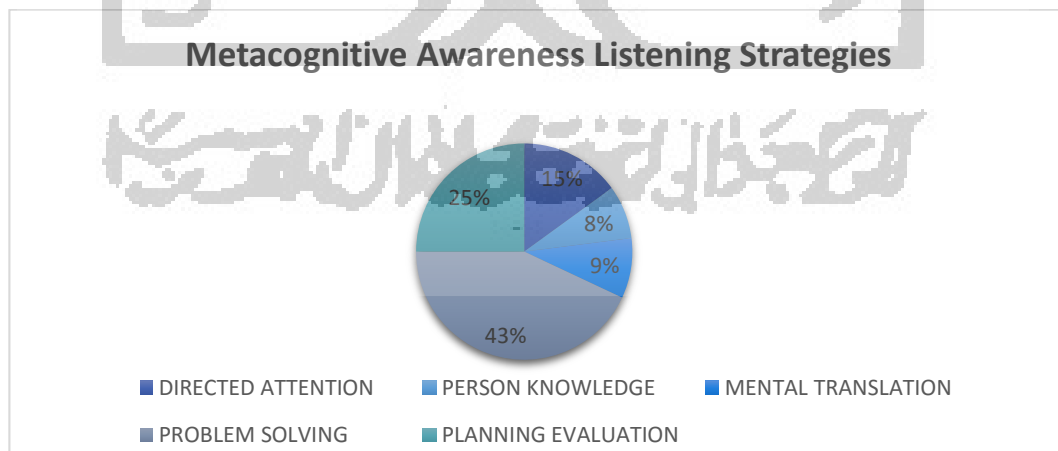

Figure 4.1 The Profile of Metacognitive Awareness Listening Strategies

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.
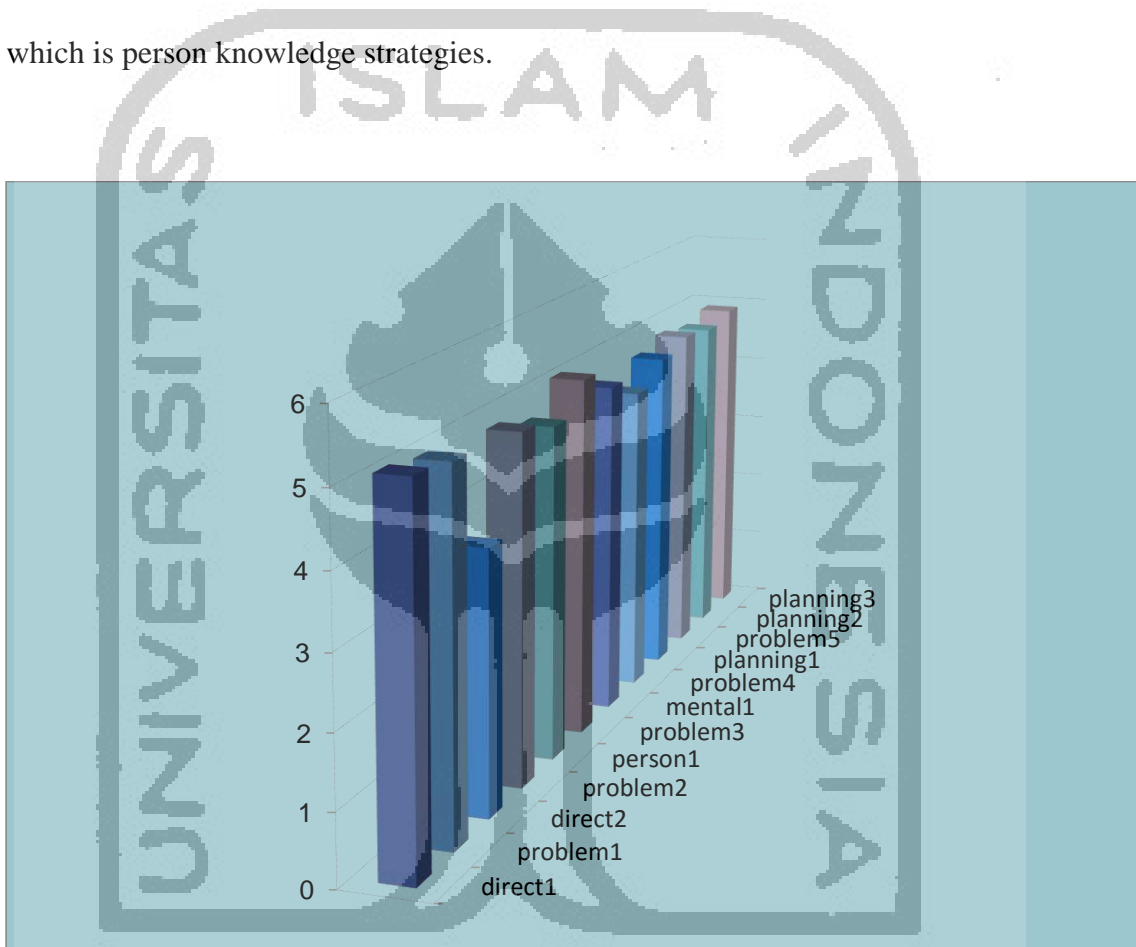

Figure 4.2 Mean of Score of Each Item

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
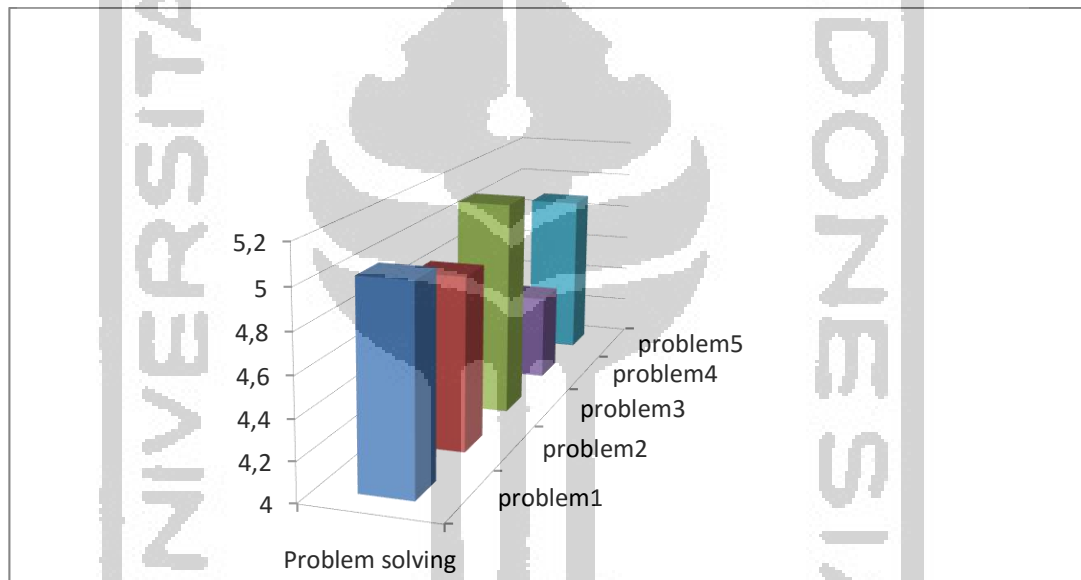

Figure 4.3 Problem Solving Strategies Average

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.
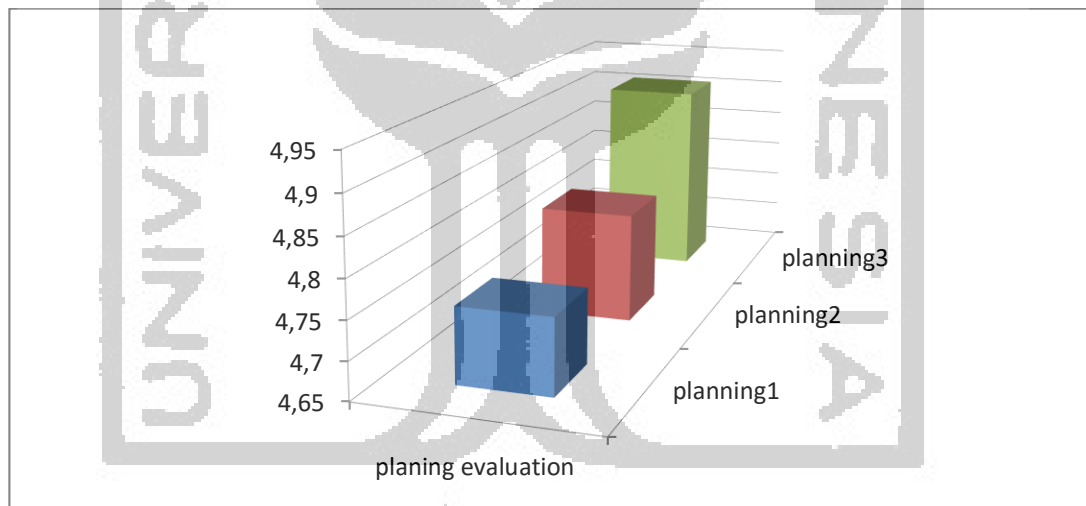

Figure 4.4 Planning Evaluation Strategies Average

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.
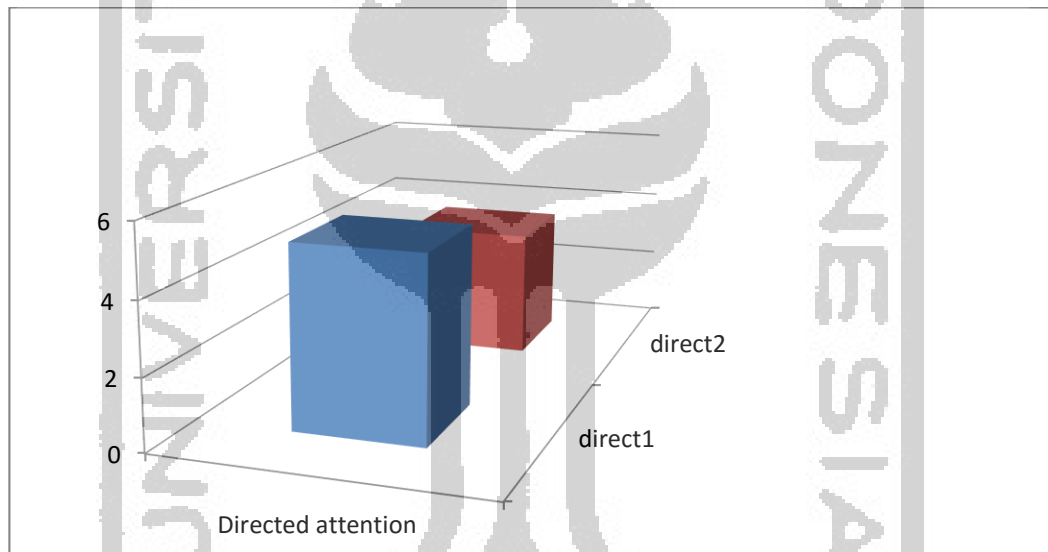

Figure 4.5 Directed Attention Strategies Average

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.
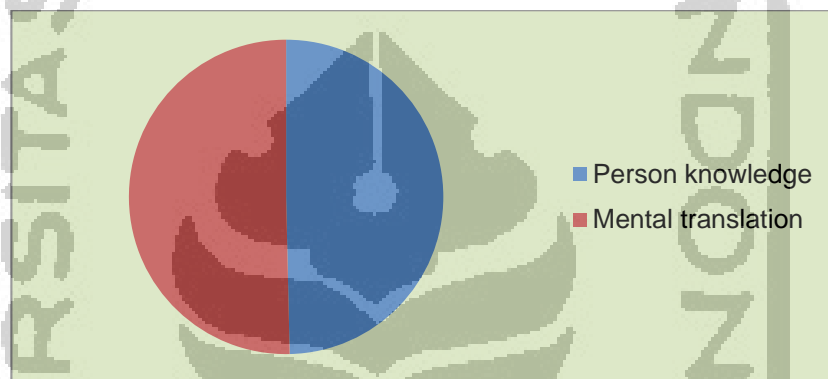

Figure 4.6 Mental Translation Strategies Average

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.
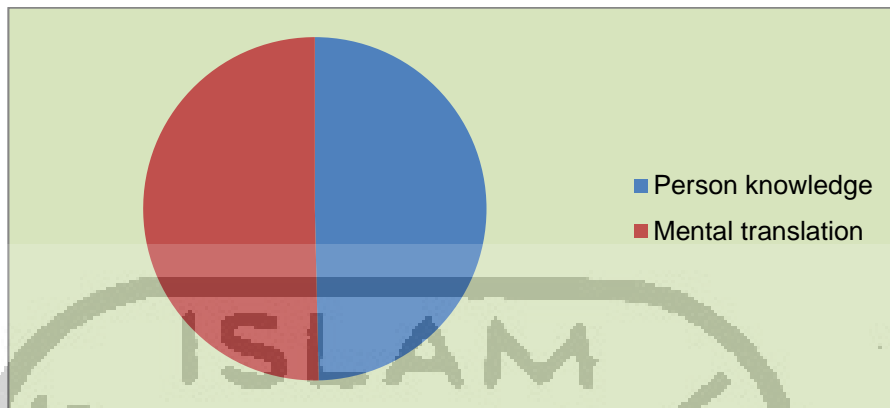
Figure 4.7 Person Knowledge Strategies Average

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.
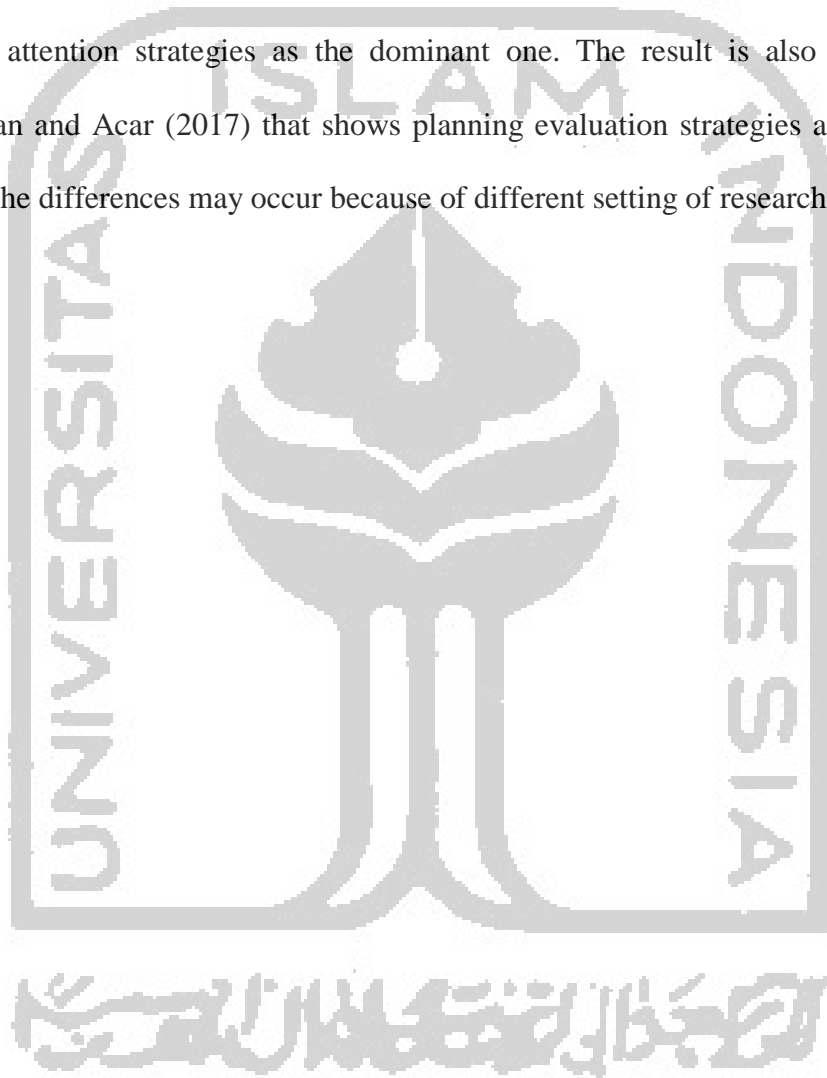
CHAPTER 5

CONCLUSION AND RECOMMENDATION

This study describes the type of metacognitive strategies used by students in the Department of English Education at islamic private university. There were 59 students who participated as respondents from the questionnaire on the Metcaognitive Awareness Listening Strategy. The results of the study show Problem Solving strategies ($\bar{X} = 4.87$) is the dominant domain. It indicates that the students make more use of the words they comprehend so as to guess the meaning of unknown words. Furthermore, the students make more comparison between their background knowledge and their listening context.

There are two recommendations from the writer, as followed: First, lecturer should facilitate the students with familiar material based on context since the students like to associate their background knowledge with the material. And the last one, for the next research it is suggested to describe more samples on metacognitive awareness in listening strategies.

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APPENDIX 1

Metacognitive Awareness Listening Questionnaire in Bahasa Indonesia Version

PERTANYAAN   TANGGAPAN   59

6. Saya menggunakan pengalaman dan pengetahuan saya untuk memudahkan saya memahami

	1	2	3	4	5	6	
Sangat tidak setuju	○	○	○	○	○	○	Sangat setuju

7. Saya menerjemahkan kata kunci ketika saya mendengarkan

	1	2	3	4	5	6	
Sangat tidak setuju	○	○	○	○	○	○	Sangat setuju

8. Ketika saya mendengarkan, saya dengan cepat menyesuaikan interpretasi saya ketika saya sadar interpretasi saya salah

	1	2	3	4	5	6

9. Setelah mendengarkan, saya memikirkan kembali bagaimana saya mendengarkan dan apa yang dapat saya ubah di lain waktu

	1	2	3	4	5	6	
Sangat tidak setuju	○	○	○	○	○	○	Sangat setuju

10. Ketika saya menebak arti suatu kata, saya memikirkan semua yang pernah saya dengar untuk meyakinkan apakah tebakan saya masuk akal

	1	2	3	4	5	6	
Sangat tidak setuju	○	○	○	○	○	○	Sangat setuju

11. Ketika saya mendengarkan, saya bertanya kepada diri sendiri apakah saya puas dengan tingkat pemahaman saya

12. Saya memiliki tujuan di pikiran saya ketika saya mendengarkan

	1	2	3	4	5	6	
Sangat tidak setuju	○	○	○	○	○	○	Sangat setuju

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Metacognitive Awareness Listening Questionnaire English Version

Metacognitive Awareness Listening Questionnaire (MALQ)

Type scale	Strategy or belief/perception						
Planning-evaluation	1. Before I start to listen, I have a plan in my head for how I am going to listen.	1	2	3	4	5	6
Directed attention	2. I focus harder on the text when I have trouble understanding.	1	2	3	4	5	6
Person knowledge	3. I find that listening in French is more difficult than reading, speaking, or writing in French.	1	2	3	4	5	6
Mental translation	4. I translate in my head as I listen.	1	2	3	4	5	6
Problem-solving	5. I use the words I understand to guess the meaning of the words I don't understand.	1	2	3	4	5	6
Directed attention	6. When my mind wanders, I recover my concentration right away.	1	2	3	4	5	6
Problem-solving	7. As I listen, I compare what I understand with what I know about the topic.	1	2	3	4	5	6
Person knowledge	8. I feel that listening comprehension in French is a challenge for me.	1	2	3	4	5	6
Problem-solving	9. I use my experience and knowledge to help me understand.	1	2	3	4	5	6
Planning/evaluation	10. Before listening, I think of similar texts that I may have listened to.	1	2	3	4	5	6
Mental translation	11. I translate key words as I listen.	1	2	3	4	5	6
Directed attention	12. I try to get back on track when I lose concentration.	1	2	3	4	5	6
Problem-solving	13. As I listen, I quickly adjust my interpretation if I realize that it is not correct.	1	2	3	4	5	6
Planning/evaluation	14. After listening, I think back to how I listened, and about what I might do differently next time.	1	2	3	4	5	6
Person knowledge	15. I don't feel nervous when I listen to French.	1	2	3	4	5	6
Directed attention	16. When I have difficulty understanding what I hear, I give up and stop listening.	1	2	3	4	5	6
Problem-solving	17. I use the general idea of the text to help me guess the meaning of the words that I don't understand.	1	2	3	4	5	6
Mental translation	18. I translate word by word, as I listen.	1	2	3	4	5	6
Problem-solving	19. When I guess the meaning of a word, I think back to everything else that I have heard, to see if my guess makes sense.	1	2	3	4	5	6
Planning/evaluation	20. As I listen, I periodically ask myself if I am satisfied with my level of comprehension.	1	2	3	4	5	6
Planning/evaluation	21. I have a goal in mind as I listen.	1	2	3	4	5	6