

**METACOGNITIVE AWARENESS IN LISTENING SKILL
AMONG JUNIOR HIGH SCHOOL STUDENTS IN
YOGYAKARTA – A SURVEY STUDY**

A Thesis

**Presented to the Department of English Education
as Partial of the Requirements to Obtain the *Sarjana Pendidikan*
Degree in English Language Education**



Written by:

Novelia Arista Damayanti

17322118

**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
FACULTY OF PSYCHOLOGY AND SOCIOCULTURAL SCIENCES
ISLAMIC UNIVERSITY OF INDONESIA
YOGYAKARTA**

2024

APPROVAL SHEET

**METACOGNITIVE AWARENESS IN LISTENING SKILL AMONG
JUNIOR HIGH SCHOOL STUDENTS IN YOGYAKARTA – A SURVEY
STUDY**

By

Novelia Arista Damayanti

17322118



Approved on May 20th, 2024

By

Supervisor:

A handwritten signature in black ink, appearing to read 'Rizki Farani'.

Rizki Farani, S. Pd., M. Pd.
NIK. 123220404

RATIFICATION SHEET

METACOGNITIVE AWARENESS IN LISTENING SKILL AMONG JUNIOR HIGH SCHOOL STUDENTS IN YOGYAKARTA – A SURVEY STUDY

By

Novelia Arista Damayanti

17322118

**Defended before the Board of Examination on June 25th 2024 and
Declared Acceptable.**

Board of Examiners

Chairperson : Rizki Farani S. Pd., M. Pd.
First Examiner : Puji Rahayu S. Pd., M.LS.T., Ph.D.
Second Examiner : Nizamuddin Sadiq S. Pd., M. Hum., Ph.D.

Rizki Farani
Puji Rahayu
Nizamuddin Sadiq

Yogyakarta, July 16th, 2024

Department of English Language Education
Faculty of Psychology and Sociocultural Sciences
Islamic University of Indonesia



Head of Department,

Puji Rahayu

Puji Rahayu S. Pd., M.LS.T., Ph.D.
NIP. 053310402

STATEMENT OF WORK'S ORIGINALITY

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

Yogyakarta, June 20th 2024



Novelia Arista Damayanti

17322118

MOTTO

*Allah does not burden any soul with more than it can bear: each gain
whatever good it has done, and suffers its bad.*

(Q.S. Al-Baqarah/2: 286)

For indeed, with hardship (will be) ease. Indeed, with hardship (will be) ease.

(Q.S. Ash-Sharh/94: 5-6)

*So be patient, for the promise of Allah certainly is true. And do not be
disturbed by those who have no sure faith.*

(Q.S. Ar-Rum/30: 60)

*When I involve Allah SWT in all my plans and dreams, with full sincerity and
faith, I believe nothing is impossible to achieve.*

DEDICATIONS

Gratefully and thankfully, I dedicate this thesis to:

1. My beloved parents, Ibu Nuryanti and Bapak Wakimin, who are always there for me and always support me both morally and materially, who give me their endless love, who never give up believing in me, who never stop praying for the best for me and my future, and who give me a lot of motivation to finally complete this thesis. Also, for my respected stepfather, Papah Syamtono who has also supported me a lot. Thank you so much.;
2. The head of Department of English Language Education, Ms. Puji Rahayu S.Pd., M.LS.T., Ph.D., my DPA, Ms. Irma Windy Astuti, S. S., M. Hum. and also, my thesis supervisor, Ms. Rizki Farani, S. Pd., M. Pd.;
3. My uncle's family, Ome Ahmad Bukhori and Tante Fitriana and my cousins Selfia, Lucky, and Ayuk who always support and accompany me;
4. The big family of Pawiro Arjo and Eko Utomo, also all those who always cheer me up and pray for me during the writing of this thesis which may cannot be mentioned one by one.

ACKNOWLEDGEMENT

Alhamdulillah Rabbil 'Alamiin, all praises be to Allah SWT the Almighty and the Most Merciful, and peace be upon the beloved final Prophet Muhammad SAW. Praise and Gratitude to Allah SWT who has bestowed all the grace and blessings in the form of health, strength, and ability so that researcher can finally complete the writing of this thesis as a requirement to obtain the degree *Sarjana Pendidikan* in the Department of English Language Education, Islamic University of Indonesia.

On this occasion, with all my heart, I would like to express my endless gratitude to my parents (Bapak Wakimin and Ibu Nuryanti) as well as my stepfather (Papah Syamtono) who have patiently supported me, provided facilities as well as motivation and encouragement, and trust in my abilities so that in the end this thesis can be completed. Not to forget, my beloved younger siblings, Rana and Rasya.

With great honour and sincerity, I would like to thank Ms. Rizki Farani, S. Pd., M.Pd. as my thesis supervisor who has always given me a lot of guidance, advice, support, and motivation that is very precious to me so that I can complete this thesis. My appreciation and gratitude to all lecturers and staffs in the Department of English Language Education who have given all their compassion to teach and provide useful knowledge during my studies. Respectfully, the Headmaster of SMP Negeri 1 Tempel, Drs. Bintoro Johan and Mrs. Yasmina Wibawati, S. Pd., the English teacher of SMP Negeri 1

Tempel who have given permission and good facilities so that I can conduct research in this school.

Furthermore, I would also like to thank all my friends at English Language Education Department batch 2017 especially April, Tari, and Fifi who have always helped and been alongside me during my college years and provided beautiful memories. For my high school friends who I cannot mentioned one by one who cheered me up a lot, as well as all the people from all circles who have helped me a lot during the thesis writing process. From the bottom of my heart, I would like to express my biggest appreciation to all the people I have mentioned above. I believe that without their help, support, and prayers, I would not have been able to make it to this point.

Finally, I realize that this thesis is far from perfect. Therefore, I would appreciate any suggestions and recommendations for further improvement of this thesis. Hopefully, this thesis can be useful and contribute to the learning process of listening skills in English and can provide benefits to the readers.

Yogyakarta, July 2024

A handwritten signature in black ink, appearing to read 'Novelia', written in a cursive style.

Novelia Arista Damayanti

TABLE OF CONTENTS

APPROVAL SHEET	
RATIFICATION SHEET	
STATEMENT OF WORK’S ORIGINALITY	i
MOTTO	ii
DEDICATIONS	iii
ACKNOWLEDGEMENT	iv
TABLE OF CONTENTS	vi
ABSTRACT	viii
CHAPTER I INTRODUCTION	1
1.1 Background Study.....	1
1.2 Formulation of the Problems	4
1.3 Objective of the Study.....	4
1.4 Significance of the Study.....	4
CHAPTER II LITERATURE REVIEW	6
2.1. Metacognitive Awareness in Listening Skill.....	6
2.2. Review to Relevant Studies.....	8
CHAPTER III RESEARCH METHODOLOGY	9
3.1. Research Design	9
3.2. Setting and Participants.....	9
3.3. Data Collection Techniques.....	11
3.3.1. Validity.....	11
3.3.2. Reliability	12
3.4. Data Analysis Techniques	12
3.4.1. Data Indicators.....	12
3.4.2. Steps of Data Analysis Techniques.....	13
CHAPTER IV RESEARCH FINDING AND DISCUSSION	14
4.1. Research Finding	14
4.2. Discussion.....	18

4.3. Suggestion	19
CHAPTER V CONCLUSION	21
APPENDIX.....	23
REFERENCES.....	28

METACOGNITIVE AWARENESS IN LISTENING SKILL AMONG JUNIOR HIGH SCHOOL STUDENTS IN YOGYAKARTA – A SURVEY STUDY

Novelia Arista Damayanti

17322118

ABSTRACT

This study aims to identify the aspects of metacognitive awareness of students' listening skills. The study applied quantitative research method with survey study approach. There were 80 junior high school students from grade 7 and grade 8 who were participate in this research. The data for this study was collected by using The Metacognitive Awareness Listening Questionnaire (MALQ) which were adopted from Vandergrift et al. (2006). The questionnaire has 5 metacognitive awareness aspects strategies (*problem solving, planning and evaluation, mental translation, directed attention, and person knowledge*) with total 21 items. The results showed that the item with the highest score chosen by students was from item PK2 which stated that "*I feel that listening comprehension in English is a challenge for me.*" (M=93,5). While the statement with the lowest score chosen by students is item MT4 that states "*I translate key words as I listen.*" (M=35,2). This finding of this study shows that most of the junior high school students used Person Knowledge from metacognitive awareness aspect as their learning strategy.

Keyword: Metacognitive Awareness, Listening Skill, Students' Metacognitive Awareness, Students' Metacognitive Awareness in Listening Skill

CHAPTER I

INTRODUCTION

1.1 Background Study

Listening skills are one of the skills that contribute to learning English as a foreign language. However, sometimes students still find some obstacles when they encounter listening activities in English learning. According to Nadira and Warni (2021), during studying listening, there were several problems faced by students which included unfamiliar words, rate of speech, accent, unclear pronunciation, recording quality, and inadequate facilities. These things are involved by several factors: background knowledge, lack of practices, and environment noise (Nadhira & Warni, 2021). This similar to the statement of Samuel (1984 as cited in Fiani et al., (2019) that there are three factors that make learning English skills a fairly difficult activity for beginners and intermediate EFL. The first is external factors which refer to speaker factors such as rate speech, pronunciation and accent. The next is media factors that related to context, type of text type and task type. The last is internal factors, factors that come from ESL/EFL listeners themselves such as their motivation, background, knowledge and listening ability.

Ridgway (2000 as cited in Rohmatika et al., 2021) stated that listening in a foreign language is a task that has a high level of cognitive difficulty so that it requires full attention when doing it. However, sometimes teaching listening is considered as a passive skill in which the listener only absorbs information

from the speaker. Therefore, metacognitive awareness is needed by students as an important strategy in listening activities in order to recognize, learn and be aware of their strategies, and understand how to monitor and develop the effectiveness of their strategies. Metacognitive are not only used to involve planning the way to approach a given learning task, monitoring comprehension, and also assessing improvement over the completion of a task but also helps students to gain lasting understanding (Rahimirad & Shams, 2014). From the research obtained by Rohmatika et al., (2021) it concluded that “in listening activities, metacognitive awareness was a cognitive evaluation of students' impressions of themselves during listening in the form of their comprehension, goals, and strategies to enhance listening skills. The metacognitive teaching approach emphasized growing students' understanding of themselves as second language listeners as well as teaching students how to maintain their understanding. Furthermore, metacognitive have been implemented in order to plan, control, and evaluate individual learning processes and situations, as well as to assess students' comprehension during listening exercises”. Another study from Namaziandost et al. (2020) shows that the help of the existence of metacognitive awareness succeeded in helping students' thinking to be active and their performance in most cases to be improved. Meanwhile, according to Tavakoli et al., (2012 as cited in Valizadeh et al., (2020) in their research explained that (1) there is a relationship between listeners' metacognitive awareness and their performance in listening tests; (2) compared with less proficient listeners, more proficient

listeners demonstrated higher levels of using problem solving and focused attention strategies; and (3) in using planning and evaluation strategies and people knowledge, little difference was observed between more and less proficient listeners. The study has similar findings with Hosseini et al., that has proven that listening performance becomes more effective after implementing metacognitive awareness strategy. Teachers as facilitators or trainers are required to set up an environment for learning, assign appropriate tasks, be on standby to train and provide feedback on students' assignments and repeat explanations if necessary. Thus, the focus of learning becomes more focused on students (Hosseini et al., 2020).

Thus, this study aims to identify the aspect of metacognitive awareness that students used in their English listening and learning activity. and a junior high school in Yogyakarta was chosen as the setting for this study. The characteristics of the junior high school students itself are like students in general, there are students who are enthusiastic when following English lessons and some are not. One thing that the researcher knows later is that students, especially grade 7 and grade 8, still lack a high interest in listening activity in English lessons so that teachers do not give much or rarely give lessons related to listening activities. However, teachers still occasionally use listening activities and the learning materials are shared through class groups since students are allowed access to cell phones while in class or at school. According to the teacher, this makes it easier for students to re-access the

material when needed and can also restore students' enthusiasm and focus on lessons in class.

1.2 Formulation of the Problems

Based on the background of the study, there were several findings regarding the difficulties faced by students during listening learning from 3 factors (external factors, media factors, and internal factors) which involved unfamiliar words, rate speech, accent, unclear pronunciations, recording or sound source quality, inadequate facilities, practice and environment noise. Therefore, the identification of the problems may be formulated by following question: What metacognitive awareness aspect in listening skill of the junior high school students?

1.3 Objective of the Study

This study is aims to identify the aspect in metacognitive awareness of students' listening skill.

1.4 Significance of the Study

The results of this study are expected to contribute to students, especially for their metacognitive awareness in listening skills. Applying metacognitive awareness can help students improve their listening performance, evaluate their metacognitive awareness, and they can plan their learning strategies in listening skills. In addition, the results of this survey can help teachers to acquire more insights to improve their teaching ability in listening skills and it is also expected to help teachers to know the best methods that they can use in

the learning process for students. By recognizing students' metacognitive awareness in their listening skills, teachers are expected to choose effective strategies to facilitate students' learning.

CHAPTER II

LITERATURE REVIEW

2.1. Metacognitive Awareness in Listening Skill

Metacognitive awareness is a term that was first introduced in 1976 by a psychologist from Stanford University named John Flavell. There are various definitions of metacognitive awareness that caused much debate in various circles. However, the metacognitive awareness itself can be defined as the ability to control the domain or cognitive aspects or thinking about how we think. The term of metacognitive awareness also can be defined as “*one’s knowledge of one’s cognitive processes or related to them*”. Metacognitive awareness refers to acquired knowledge that can be used to control cognitive process (Flavell, 1976). There are 3 categories classified as metacognitive knowledge by Flavell, including: 1) knowledge, 2) task, and 3) strategy (Rahimirad & Shams, 2014). According to Flavell (1976) metacognitive awareness has two important components. The first component is the knowledge of cognitive and the second component is the control of cognitive which then includes the dimensions of knowing and doing.

Metacognitive awareness encompasses several things including identifying what we know and what we do not know and our awareness of the thinking process. Metacognitive leads to higher-order thinking processes that involve active control of cognitive processes in learning. From this understanding, it can be said that during daily activities everyone always works with their metacognitive. In others words, metacognitive awareness can not only help

language learners to enhance their listening performance but also can help teachers to reconsider how to approach and teach listening skill in the classroom (Maftoon & Fakhri Alamdari, 2020).

Metacognitive strategy instruction, as described by Vandergrift and Goh refers to “Pedagogical procedures that enable learners to increase awareness of listening process by developing cognitive metacognitive knowledge about themselves as listeners, the nature and the demands of listening, and also strategies for listening” (Goh., 2017). Through metacognitive awareness, a person is able to grow up and become an independent learner, foster an honest attitude and dare to make mistakes and be able to improve the results of their thinking clearly by knowing and realizing how someone learns. By giving students practice with metacognitive strategies can improve how well they transfer knowledge to new contexts and how long it will stick in their brains. Moreover, it can also help students to become capable thinkers dan creative problem solvers who can flourish in any career or path that they pursue. Once students realize that they are capable of using some of the strategies, they can be more likely to become more independent and responsible learners. In addition, knowing the best working strategy is a valuable skill that can enable one to differentiate between an expert learner and a novice student.

In the metacognitive listening strategy itself, there are several classifications, including: 1) a person’s knowledge is the listener’s perception of the difficulty of listening to the second language and the efficacy in

listening to the second language; 2) problem-solving is a collection of strategies that the listener uses to make guesses and to monitor these abilities; 3) planning and evaluation strategies are the types of strategies used by listeners to prepare themselves before listening and evaluating the results obtained from the listening effort; 4) mental translation is a strategy that must be avoided if the listener wants to be a capable listener (Zarrabi, 2020). The existence of these strategies proves that listening activities are not activities that only listen in passing but through various processes so that listening activities can produce information that useful for someone.

2.2. Review to Relevant Studies

According to Kok (2018), in his research shows the results that the higher the proficiency, the higher the strategy used in the metacognitive and cognitive groups, which supported some of the other research results. With socio-affective strategies, correlation was negative and not statistically significant. One reason for this was the students' misconception of their ability to overcome their negative emotion. Another reason could be that the socio-affective strategy component of the inventory included items that examine whether learners tried to cooperate with each other or their teachers (social) (Kök, 2018). Therefore, the proficient learners used mental translation, problem identification, and evaluation strategies significantly more than the less proficient learners.

CHAPTER III

RESEARCH METHODOLOGY

3.1. Research Design

The aim of this study is to identify the aspect in metacognitive awareness of students' listening skill in their English learning. This research uses a quantitative research method with a survey study approach by applying a questionnaire in order to collect large amounts of information quickly and efficiently from a wide sample volume. Creswell stated that quantitative research can be used by researchers when they want to investigate a research problem with the aim of knowing the cause of it. In this procedure, survey researchers collect quantitative, numbered data using questionnaires (e.g., mailed questionnaires) or interviews (e.g., one-on-one interviews) and statistically analyse the data to describe trends about responses to questions and to test research questions or hypotheses. They also interpret the meaning of the data by relating results of the statistical test back to past research studies" (Creswell, 2012).

3.2. Setting and Participants

This study involved students from a junior high school in Yogyakarta and the participants chosen by the researcher were grade 7 and 8 students with a total population of 383 students. However, due to the limited permissions from teachers and schools, this study could not include all student populations. Therefore, *simple random sampling* method was used to

determine the sample size of participants to participate in the study. The intent of *simple random sampling* method is to choose individuals to be sampled who representative the population. The reason why the researcher chooses this participant is because the researcher wanted to find out more about the metacognitive awareness in listening strategy that students use.

To determine the sample size, the researcher used the Slovin formula:

$$n = \frac{N}{1 + N(e)^2}$$

Description:

$n =$ *Sample Size*

$N =$ *Population Size*

$e^2 =$ *Margin Error (in this study used 10% or 0.1)*

The number of samples in this study are:

$$n = \frac{383}{1 + 383(0,01)^2}$$

$$n = \frac{383}{1 + 3,83}$$

$$n = \frac{383}{4,83}$$

$$n = 79,2960662526 \text{ (adjusted by the researcher to be 80)}$$

By using the Slovin formula with the calculation as above, it can be said that the total number of samples of participants in this study was 79,2960662526 which was then adjusted to 80 students.

3.3. Data Collection Techniques

3.1.1. Instruments

Data for this study was collected from the results of the questionnaire. The Metacognitive Awareness Listening Questionnaire (MALQ) by Vandergrift et al. that published in 2006 was adopted for the data collecting technique in this research. The MALQ has 21 items (see Appendix 1) with 5 groups of strategies which include; 1) *problem solving strategies* (making and monitoring inferences) from question number 1-6; 2) *planning and evaluating strategies* (preparing for listening and evaluating results of listening efforts) from question number 7-11; 3) *mental translation strategies* (finding equivalents in the learners' own language) from question number 12-14; and 4) *directed attention strategies* (concentrating and staying on task) from question number 15-18, and one dimension of metacognitive knowledge labelled *person knowledge* (perceptions of challenge, anxiety, and self-efficacy) from question number 19-21 (Goh., 2017). The questionnaire was arranged in the Likert Scale and the participants answered to each item by choosing one of these responses: strongly agree, neutral, and strongly disagree.

3.3.1. Validity

In this research, the validity technique is conducted by using content validity. The instrument was validated by supervisor prior data collection. The original question from the MALQ were

21 items but the data collection only used 18 relevant items since some items were not relevant with research question. There is no significant changes in the items because all items were adopted as it is.

3.3.2. Reliability

An instrument is reliable when generating the same data more than once when used on different participants. The statements from the questionnaire for this research are presented in Indonesian language, which is the origin of the statements directly from the MALQ without any word change and using Google Form as the support media in analysing data from questionnaire. Vandergrift (2006 as cited in Goh., 2017) reported that the estimates of sample data ranging of the MALQ was from 0,68 to 0,78 (Cronbach's alpha; problem solving=0,74; planning and evaluation=0,75; mental translation=0,78; directed attention=0,68; and person knowledge=0,74).

3.4. Data Analysis Techniques

3.4.1. Data Indicators

The results were analysed by describing the highest and lowest mean scores in each aspect of metacognitive awareness, including problem solving, planning and evaluation, mental translation, directed attention, and person knowledge.

3. 4. 2. Steps of Data Analysis Techniques

The researcher took some appropriate steps for analysing the collected data in this research which include:

1. The first step was by reviewing the literature about Metacognitive Awareness in listening skill;
2. Adopting the Metacognitive Awareness Listening Questionnaire by Vandergrift et al. as the research instrument;
3. Preview and translate the items of the questionnaire into Indonesian language and checked one by one of items to make sure it was easy for students to understand the meaning;
4. Distribute the items of questionnaire in the form of link by using Google Form to the students of the Junior High School in grade 7 to 8. The researcher assisted for more or less than 30 minutes until the students completed the questionnaire to avoid the biases;
5. Use Microsoft Excel to provide the data, then descriptively analyse the data from the questionnaire results.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents the results of statistical analysis of the data based on questionnaire, followed by discussion of the findings. The finding of this research contained responses of the students as the participants to 18 item statements about the use of students' metacognitive awareness listening strategies based on the questionnaire adopted from Vandergrift et al.

4.1. Research Finding

The following table below shows the demographic information from the participants of this research. This information includes the number of participants based on gender and study program.

Table 1

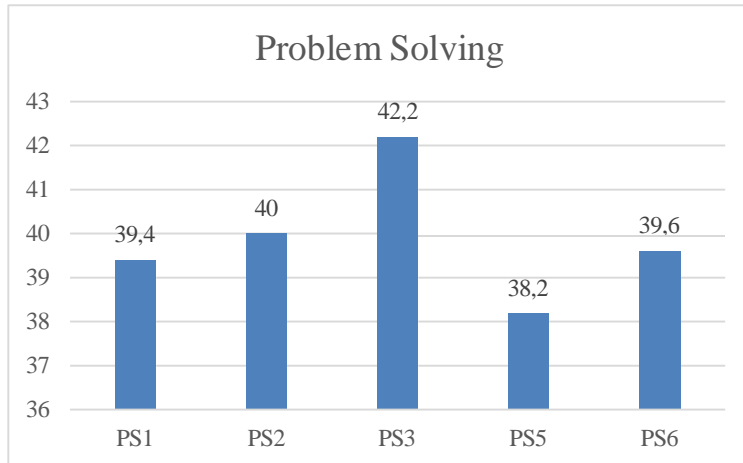
The Demographic Information of the Research Participants

	Grade	Frequency	Percentage (%)
Participants	8	59	73,8
	7	21	26,3
Total		80	100

From the research that has been obtained by the researcher, it can be seen that the 80 participants who participated in filling out the questionnaire consisted of students from grade 8 with 59 students and at least students from grade 7 with 21 students. Researchers could not include all population of the students from class 8 and 7 due to limited access from the school.

Figure 1

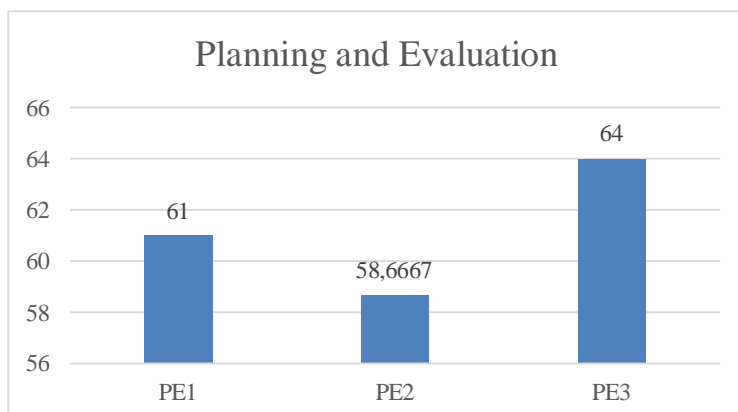
Overall Result of Mean Score of Problem Solving Strategy



Furthermore, in Problem Solving the result shows that the highest score item chosen by students is PS3 which states that *"I use my experience and knowledge to help me understand."* (M=42,2), while the lowest score item is PS5 that stated *"I use the general idea of the text to help me guess the meaning of the words that I don't understand."* (M=38,2).

Figure 2

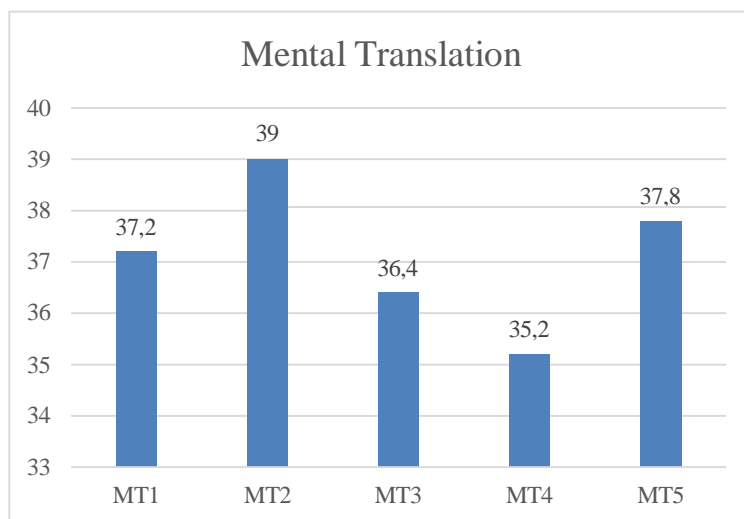
Overall Result of Mean Score of Planning and Evaluation Strategy



In Planning and Evaluation, the result of the highest score item from the questionnaire is the item PE3 that states “*After listening, I think back to how I listened, and about what I might do differently next time.*” (M=64). Therefore, there is item PE2 that being the lowest score item of the questionnaire that states “*Before listening, I think of similar texts that I may have listened to.*” (M=58,6667).

Figure 3

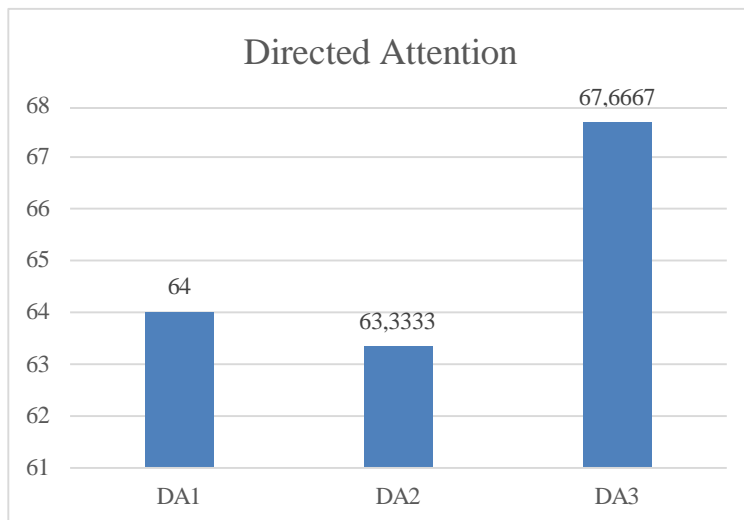
Overall Result of Mean Score of Mental Translation Strategy



In Mental Translation, results shows that the item with highest score is MT2 which states that “*I have a goal in mind as I listen.*” (M=39) while item with the lowest score from the questionnaire is MT4 that states “*I translate keywords as I listen.*” (M=35,2).

Figure 4

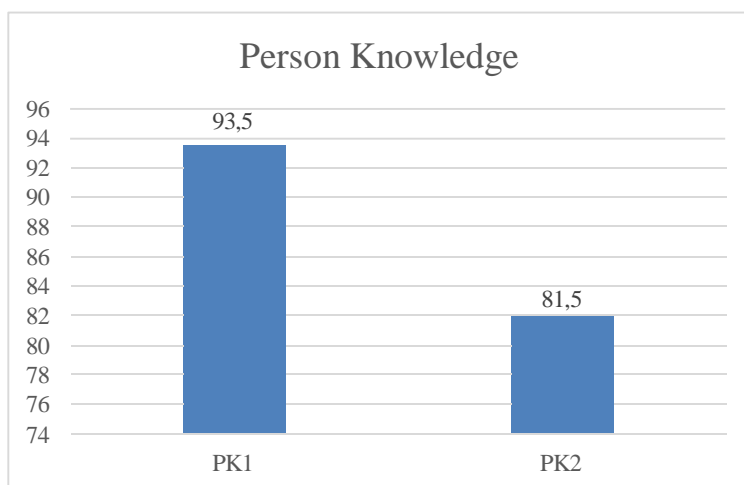
Overall Result of Mean Score of Directed Attention Strategy



From Directed Attention results shows that item DA3 from the questionnaire is the highest score item that states that *“I try to get back on track when I lose concentration.”* (M=67,6667). Meanwhile, the item DA2 of the questionnaire that states *“When my mind wanders, I recover my concentration right away.”* (M=35,2) is shown to be the lowest score item chosen by students.

Figure 5

Overall Result of Mean Score of Person Knowledge Strategy



The item PK2 from the questionnaire that states “*I feel that listening comprehension in English is a challenge for me.*” (M=93,5) is being the item with the highest score in Person Knowledge strategy. Moreover, the item PK3 with statement “*I don’t feel nervous when I listen to English.*” (M=81,5) were the lowest score item from the questionnaire chosen by the students.

4.2. Discussion

The findings of this study are quite similar to the results of a previous study conducted by Namaziandost et al. (2020) which showed that metacognitive strategies make students more active in class and their ability in learning becomes quite developed. Students' activeness in learning in class proves that learning English is something that makes them feel challenged to listen and or solve various problems in learning English. This is also in line with research conducted by Goh (2017) which states that metacognitive strategies allow students to increase their awareness as listeners of what they will listen to in learning. By being active in class and understanding the most suitable strategies to use in listening activities can improve how well they receive new knowledge and being responsible learners who are able to solve a problem and can also enable students to create wonderful things with their English listening skills.

Furthermore, the unavailability of metacognitive awareness can make students experience many difficulties in understanding learning especially in listening skills. This difficulty can cause students to have difficulty connecting learning topics with the understanding that exists in their thinking especially if

their ability in their listening activities is still lacking. As explained by Samuel (1984 as cited in Fiani et al., (2019) which states that learning English language skills becomes an activity that is quite difficult for learners because it is influenced by several factors which are derived from external factors, selected learning content media, and internal factors from the learners. Therefore, learning listening in English requires metacognitive awareness. Applying the right metacognitive strategy can enable learners to improve their understanding in recognizing unfamiliar words, increase their speaking speed, and reduce unclear pronunciation in English.

4.3. Suggestion

It is known from the research that the unavailability of metacognitive awareness in English listening skills enables students to experience difficulties in English listening activities because it is influenced by several factors. Thus, students need to find the right strategy to help them in learning. Therefore, teachers as the preceptors need to develop their ability in teaching to provide support for students by attracting interest and developing students' learning motivation in English listening activities. Teachers can provide facilities by providing learning using varied learning media. Students who have lack of English listening skills can be more helped by visual-based learning media such as using videos or using various games that are fun and colorful.

Using such learning media can also increase the motivation of the junior high school students to listen more to the explanation. To develop students' thinking in solving learning problems, teachers also need to know how to

stimulate students' knowledge by giving students the right questions so that this can help students to organize their thinking. When students can realize the right learning methods to improve their English listening skills, it can allow students to think beyond the thinking of others and this can also enable students to generate something outstanding.

CHAPTER V

CONCLUSION

Based on the findings in this study, it can be concluded that most students use the Person Knowledge strategy in their English listening activities. Person Knowledge is closely related to each student's personal knowledge and understanding of the things they have observed. Using the Person Knowledge strategy indicates that students are confident enough in their own abilities as good listeners and have lower anxiety when listening to English learning. Meanwhile, the Mental Translation strategy is the aspect with the lowest average score which indicates that students still do not have a good mastery of basic things in English such as vocabulary, understanding phrases or still have difficulty in translating English sentences into the language they understand. That is why metacognitive awareness is needed to support English learning, especially in listening skills. This is supported by the findings of research conducted by Hosseini et al., (2020) which states that the use of metacognitive strategies makes training in listening skills more effective. With the right metacognitive strategies applied to English language learning, it can help students to enhance their way of thinking to transfer knowledge to new contexts and grow into creative independent learners. Teachers are responsible for providing support to improve students' ability especially in listening skill, by applying the right learning methods and providing learning media that can

attract students' attention and increase students' critical thinking and motivation in English listening activities in the classroom.

APPENDIX

The Metacognitive Awareness Listening Questionnaire (MALQ) by Vandergrift et al. (2006)

Please indicate your opinion after each statement. Choose only ONE number which best shows your level of agreement with the statement.

	Strongly Disagree	Neutral	Strongly Agree
			Scale
No.	Items	Translated Version	<div style="display: flex; justify-content: space-between; padding: 0 10px;"> Strongly Disagree Neutral Strongly Agree </div>
1.	I use the words I understand to guess the meaning of the words I don't understand.	Saya menggunakan kata-kata yang saya mengerti untuk menebak arti kata-kata yang tidak saya mengerti.	
2.	As I listen, I compare what I understand with what I know about the topic.	Saat saya mendengarkan, saya membandingkan apa yang saya pahami dengan apa yang saya ketahui tentang topik tersebut.	

3. I use my experience and knowledge to help me understand. Saya menggunakan pengalaman dan pengetahuan saya untuk membantu saya memahami.
4. As I listen, I quickly adjust my interpretation if I realize that it is not correct. Saat saya mendengarkan, saya segera menyesuaikan interpretasi saya jika saya menyadari bahwa itu tidak benar.
5. I use the general idea of the text to help me guess the meaning of the words that I don't understand. Saya menggunakan ide umum teks untuk membantu saya menebak arti kata-kata yang tidak saya mengerti.
6. 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. Ketika saya menebak arti sebuah kata, saya memikirkan kembali semua hal lain yang telah saya dengar untuk melihat tebakan saya masuk akal.

7. Before I start to listen, I have a plan in my head for how I am going to listen. Sebelum saya mulai mendengarkan, saya memiliki rencana di kepala saya tentang bagaimana saya akan mendengarkan.
8. Before listening, I think of similar texts that I may have listened to. Sebelum mendengarkan, saya memikirkan teks serupa yang mungkin telah saya dengarkan.
9. After listening, I think back to how I listened, and about what I might do differently next time. Setelah mendengarkan, saya memikirkan kembali bagaimana saya mendengarkan dan tentang apa yang mungkin saya lakukan secara berbeda di lain waktu.
10. As I listen, I periodically ask myself if I am satisfied with my level of comprehension. Saat saya mendengarkan, saya secara berkala bertanya pada diri sendiri apakah saya puas dengan tingkat pemahaman saya.

11. I have a goal in mind as I listen. Saya memiliki tujuan dalam pikiran saat saya mendengarkan.
12. I translate in my head as I listen. * Saya menerjemahkan di kepala saya saat sedang mendengarkan.
13. I translate key words as I listen. * Saya menerjemahkan kata-kata kunci saat saya mendengarkan.
14. I translate word by word as I listen. * Saya menerjemahkan kata demi kata saat saya mendengarkan.
15. I focus harder on the text when I have trouble understanding. Saya lebih fokus pada teks ketika saya mengalami kesulitan memahami.
16. When my mind wanders, I recover my concentration right away. Ketika pikiran saya mengembara, saya segera memulihkan konsentrasi saya.
17. I try to get back on track when I lose concentration. Saya mencoba untuk kembali ke jalur yang benar ketika saya mulai

kehilangan konsentrasi.

18. When I have difficulty understanding what I hear, I give up and stop listening. *
Ketika saya mengalami kesulitan memahami apa yang saya dengar, saya menyerah dan berhenti mendengarkan.
19. I find that listening in English is more difficult than reading, speaking, or writing in English. *
Saya menemukan bahwa mendengarkan dalam Bahasa Inggris lebih sulit daripada membaca, berbicara, atau menulis dalam Bahasa Inggris.
20. I feel that listening comprehension in English is a challenge for me. *
Saya merasa bahwa memahami dalam bahasa Inggris merupakan tantangan bagi saya.
21. I don't feel nervous when I listen to English.
Saya tidak merasa gugup saat saya mendengarkan Bahasa Inggris.
-

REFERENCES

- Creswell, J. W. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (4th ed.). Pearson Education, Inc.
- Fiani, A., Suherdi, D., & Musthofa, B. (2019). *The Impact of Metacognitive Instruction on EFL Students' Listening Comprehension and Metacognitive Awareness in Lubuklinggau*.
- Flavell, J. H. name. (1976). Metacognitive Aspects of Problem Solving. In *The Nature of Intelligence* (In B. Resnick (Ed.), pp. 231–236). NJ: Erlbaum.
- Goh., C. C. M. (2017). Chapter 39 : Metacognitive Awareness Listening Questionnaire (MALQ): (Vandergrift, Goh, Mareschal, & Tafaghodtari, 2006). In D. L. Worthington & G. D. Bodie (Eds.), *The Sourcebook of Listening Research: Methodology and Measures* (pp. 430–437). John Wiley & Sons, Inc. <https://doi.org/10.1002/9781119102991>
- Hosseini, G., Izadpanah, S., & Fasih, P. (2020). The Effects of Metacognitive Strategy Training on Improving Iranian EFL Learners' Listening Performance and the Similarities and Differences Across Three Elementary, Intermediate and Advanced Proficiency Levels. *International Journal of Research in English Education*, 5(2), 29–48. <https://doi.org/10.29252/ijree.5.2.29>
- Kök, İ. (2018). Relationship between Listening Comprehension Strategy Use and Listening Comprehension Proficiency. *International Journal of Listening*, 32(3), 163–179. <https://doi.org/10.1080/10904018.2016.1276457>
- Maftoon, P., & Fakhri Alamdari, E. (2020). Exploring the Effect of Metacognitive Strategy Instruction on Metacognitive Awareness and Listening Performance Through a Process-Based Approach. *International Journal of Listening*, 34(1), 1–20. <https://doi.org/10.1080/10904018.2016.1250632>
- Nadhira, S., & Warni, S. (2021). *Students' Listening Difficulties in English as a Foreign Language Learning at Secondary School in Indonesian Context*.
- Namaziandost, E., Imani, A., Sharafi, S., & Banari, R. (2020). Exploring the Relationship between Listening Strategies Used by Iranian EFL Senior High School Students and Their Listening Comprehension Problems. *International*

Journal of Research in English Education, 5(1), 36–52.
<https://doi.org/10.29252/ijree.5.1.36>

Rahimirad, M., & Shams, M. R. (2014). The Effect of Activating Metacognitive Strategies on the Listening Performance and Metacognitive Awareness of EFL Students. *International Journal of Listening*, 28(3), 162–176.
<https://doi.org/10.1080/10904018.2014.902315>

Ridgway, T. (2000). *Listening strategies-I beg your pardon?*

Rohmatika, H. I., Asiyah, S., Mustikawati, D. A., & Maghfiroh, A. (2021). *Students' Metacognitive Awareness on Listening: Survey on English Department Students*. 4(6).

Samuels, S. J. (1984). Factors Influencing Listening: Inside and Outside the Head. *Theory Into Practice*, 23(3), 183–189.
<https://doi.org/10.1080/00405848409543112>

Tavakoli, M., Shahraki, S. H., & Rezazadeh, M. (2012). The Relationship between Metacognitive Awareness and EFL Listening Performance: Focusing on IELTS Higher and Lower Scorers. *The Journal of Language Teaching and Learning*, 2, 24–37. <http://www.jltl.org/jltl/>

Valizadeh, F., Farvardin, M. T., & History, A. (n.d.). (2020). International Journal of Linguistics, Literature and Translation (IJLLT) The Relationship between Metacognitive Awareness and L2 Listening Comprehension Performance in Junior High School Students ARTICLE INFO ABSTRACT. *Original Research Article*. <https://doi.org/10.32996/ijllt>

Vandergrift, L., Goh, C. C. M., Mareschal, C. J., & Tafaghodtari, M. H. (2006). The Metacognitive Awareness Listening Questionnaire: Development and Validation. In *Language Learning Research Club* (Vol. 56, Issue 3).

Zarrabi, F. (2020). Investigating the Relationship between Learning Style and Metacognitive Listening Awareness. *International Journal of Listening*, 34(1), 21–33. <https://doi.org/10.1080/10904018.2016.1276458>