STUDENTS' METACOGNITIVE AWARENESS ON LISTENING : SURVEY ON ENGLISH DEPARTMENT STUDENTS

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Abstract

Metacognitive awareness is a cognitive evaluation of students' impressions of themselves during listening activities in the form of their comprehension, goals, and strategies to enhance listening abilities. The purpose of this study was to discover what metacognitive awareness strategies students frequently use in their listening performances. The subject in this study was the students of the 4th semester of English Department, Muhammadiyah University of Ponorogo, who took the Listening for authentic materials course. The study used quantitative correlational research design with the data collected from questionnaire which adopted and elaborated from Vandergrift et al. The respondent who filled out the questionnaire was 10 of the 15 existing students. The results showed that students' metacognitive awareness in listening strategies were classified into: problem solving (4.67), directed attention (4.13), planning / evaluation (4.10), mental translation (4.03), and person knowledge (3.60). It indicated that most English Department students used problem solving as their listening strategy. It also showed that students frequently use their understanding about the context rather than translating word for word in their heads; comparing the impact of their listening efforts; sustaining concentration and remaining focused on listening.

Keywords: Metacognitive Awareness, Listening Strategy, Metacognition, EFL

INTRODUCTION

Learning a foreign language takes a significant amount of students' effort in order for their language proficiency to improve day by day (Maghfiroh, 2019). It is emphasized not only for linguistic proficiency, but also for students to practice and process optimally in order to achieve communicative competence (Mufanti, 1999). Students are expected to master the four English skills in order to complete it. The four skill categories aim to help learners how to emulate native speakers in reading, speaking, listening, and writing (Febriana et al, 2018). Aside from reading, speaking, and writing, listening is one of language ability that students must master when studying a foreign language. Because listening is the starting point in learning a language, it has become an important skill. Many researchers have defined listening skills. Listening is the practice of paying attention to speakers and attempting to make sense of what we hear (Gilakjani et al, 2011). Listening helps us understand our surroundings and it is the important parts of establishing good communication skills (Rost, 2009). Listening strategy is a tool for active and self-directed involvement in language acquisition. In order for students to increase their communicative competence, particularly in listening comprehension, it is essential to handle the obstacles that may arise while listening (Rohmatin et al, 2019).

Teachers and students of foreign languages should be concerned about their listening skills. Brain processes are involved in decoding spoken language and assigning meaning to what is

heard in the understanding of listening approach. This enables students to employ certain strategies more effectively to aid comprehension and make listeners more knowledgeable and confident (Movahed, 2014). As a result, listening comprehension is a key feature of language learning that necessitates a substantial amount of mental effort of the listener (Vandergrift et al., 1999).

Listening is a competence that develops faster than speaking and has an impact on the development of reading and writing skills in a foreign language (Oxford, 1993). Listening helps to establish linguistic rules and promotes the development of other language abilities. Therefore, listening comprehension approaches will help students understand the listening process and provide a better theoretical foundation for what teachers can do in the classroom. So, implementation effective listening techniques can allow students to make the most of the language feedback they obtain (Vandergrift, 1997). However, Ridgway (2000) stated that listening in a foreign language is a task that has a high level of cognitive difficulty, therefore it requires full attention. This is in line with the results of the preliminary research which found that students tended to think that listening in English was difficult and chose other activities besides listening. Moreover, during listening activities students were required to do the tests as an exercise without being taught how to find ideas, details, or other tips. Unfortunately, in teaching listening, listening is sometimes viewed as a passive skill in which the listener absorbs the information from the speaker. Teachers primarily serve as distributors of listening material, such as audio or video, while students passively listen to the content with no interaction between teacher-student and student-student (Maghfiroh, 2021). This causes students' listening comprehension to be stuck without increasing. Thus, students need to have metacognitive awareness as an important strategy in listening activities to recognize, learn and be aware of their strategies, understand how to monitor and develop the effectiveness of their strategies.

Metacognitive listening awareness has been described as cognitive evaluation of students' impressions of themselves during listening in the form of their comprehension, goals, and strategies to enhance listening skills (Vandergrift et al., 2006). In addition, metacognitive strategies are used to prepare, control and evaluate the learning process, to control the learning conditions of an individual, to set long term and short term objectives, and to analyze the comprehension of learners during listening tasks (Oxford, 1993). The metacognitive approach to education aims not only to improve students' understanding, but also how to maintain their learning and understanding as L2 listeners (Goh, 2008). It helps students to know what to do when they feel pressure. From the aforementioned explanation, metacognition assists students in becoming mindful of the learning process and using different strategies to achieve their learning objectives. Students would be encouraged to improve their listening skills if they use the proper listening strategy. Therefore, the purpose of this study was to discover what metacognitive awareness strategies students frequently used in their listening performances.

Metacognitive Awareness Listening Strategies
Metacognition is a component of cognitive growth that is both a product and a creator of the latter (Marzano, 1988). It enables students to actively participate in regulating and managing their own learning, as well as providing them with a personal perspective on their own learning styles and abilities. It can also be used in the classroom. Learners with a high level of metacognitive awareness are more adept at absorbing and memorizing new knowledge, as well as selecting the most effective ways for practicing and reinforcing what they have learned (Vandergrift et al., 2006).
Meanwhile, metacognition plays a very crucial part in improving student learning, especially in listening. John Flavell simply describes the concept of metacognition as "knowledge and

cognition about cognitive phenomena" (Flavell, 1979). It is comprised of two fundamental components: knowledge and regulation (Flavell, 1979). Metacognitive knowledge refers to an individual's belief in oneself and others as learners, as well as the prerequisites of the learning process (Flavell, 1979). There are three different types of metacognition knowledge that can affect the output of a person: person knowledge (cognitive and individual knowledge of oneself and others), task knowledge (individual knowledge to execute a task) and strategy knowledge (the understanding of the strategies that an individual employs to complete a task) (Flavell, 1979). On the other hand, metacognitive regulation refers to conscious management of both cognitive and emotional processes (Flavell, 1979).

Likewise, self reflection and self direction are both part of metacognition (Vandergrift et al., 2006). When learning a language, for example, reflecting on our ideas can help us adopt more effective learning strategies. Learners' metacognition has a direct impact on the learning process and outcome (Boekaerts, 2000). Metacognitive abilities are a psychological attribute possessed by some successful students. These learners are not only aware of their own learning processes and the demands of their learning assignments, but they also have a number of approaches at their hands, which they employ and adjust to match the needs of diverse circumstances (Vandergrift et al., 2006).

Metacognitive listening awareness has been described as cognitive evaluation of students' impressions of themselves during listening in the form of their comprehension, goals, and strategies to enhance listening skills (Vandergrift et al., 2006). Vandergrift classified metacognitive awareness into five strategies. (1) Planning and evaluation constitute strategies that students use to prepare for listening and compare the effectiveness of their listening efforts; (2) direct attention refers to strategies that students use to maintain concentration and remain focused on listening, such as pause and repeat, when they tend to lose concentration or concentrate more intensely when facing difficulty; (3) person's knowledge strategies include the listeners' judgments of the difficulty presented by L2 listening, as well as their self-efficacy in L2 listening; (4) mental translations are listening strategies that students use to avoid mental translation if they want to become qualified listeners; (5) and problem-solving refers to strategies that students use to guess the meaning of the oral text they have listened to monitor their understanding in the listening process (Vandergrift et al., 2006).

Futhermore, Movahed (2014) further said listening entailed more than simply hearing the sounds. It is a complicated problem-solving ability in which the meaning of words, phrases, clauses, sentences and discourse must be understood. Vandergrift (1997) investigated the varied listening strategies employed by students at various levels and found that beginners relied mainly on semantic, cognitive, and kinesis clues, voice sounds, and cognitive techniques such as elaboration and inferencing. Then, secondary students use a more reliable and more credible metacognitive approach. In addition, an earlier study by Goh (1997) noticed that when students become completely aware of their listening processes, they become an active listeners. It shows that the strategies are important for students and teachers alike.

Previous Studies Related Research Finding
There were some studies conducted related to metacognitive listening strategies. First, Rahimi et al, (2012) studied metacognitive awareness strategies among Iranian high school and university students studying English as a foreign language. They discovered that university and high school students have different general metacognitive awareness listening strategies, as well as different components of person knowledge and mental translation.

Then, Handayani et al., (2009) conducted a study to examine the sorts of metacognitive listening strategies that students in the English Education Study Program utilized the most and least frequently. The results showed that respondents utilized problem solving the most frequently, with 111 replies from each item of problem solving method picked strongly agree by respondents above the other four metacognitive listening strategies. Furthermore, mental translation was considered to be one of the least employed strategies by respondents, with just 38 responses from each item of mental translation approach picked strongly agree by respondents. As a result, rather than translating word for word in their minds, responders tend to use their knowledge to assist them understand.nRatebi et al. (2013) also conducted a study to assess the various metacognitive strategies used by Iranian students majoring in English, as well as the disparities in their use between listeners with high and low levels of proficiency. The findings showed that Iranian university students used problem solving strategies the most and person knowledge strategies the least. It was also shown to be used more frequently by more proficient listeners than by less skilled listeners.

METHOD

This study used a quantitative correlational research since it compared two variables and seeks a relationship between them. The goal of correlational research was to determine whether or not there is a relationship between two or more quantitative variables and how strong it is. These variables should be measured, usually on the instrument, so that the amount of data can be evaluated using statistical procedures. The point of this study was to determine the effect of students' metacognitive awareness on their listening activity. Correlational analysis is used in this study to demonstrate relationship an power.

The research subjects in this study were the 4th semester students of English department, Muhammadiyah University of Ponorogo, who took the Listening for Authentic Materials course. The Metacognitive Awareness Listening Questionnaire (MALQ) was employed in this investigation as a research instrument adopted and elaborated from Vandergrift et al., (2006). The Metacognitive Awareness Listening Questionnaire (MALQ) was intended to assess language learners' awareness of and ability to manage the EFL listening cognition process. This instrument was divided into five sections that assess students' planning / evaluation, problem solving, mental translation, person knowledge, and directed attention. The researcher only took 16 out of 21 statements measured using 6 point Likert scale ranged from *strongly agree* (6)*; agree* (5)*; partially agree* (4)*; partially disagree* (3); disagree* (2); *strongly disagree* (1). The selection of such a scale aims to record the growth of metacognitive awareness for self evaluation. Respondents are unable to hedge due to the lack of neutral points on the scale.

Table 1. The Interpretation of the scale

| Scale	Meaning Range	Level	Score Range
6	Strongly Agree	Very High	5.17 – 6.00
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

To collect data, the researcher employed the Metacognitive Awareness Listening Questionnaire (MALQ) in the form of a web-based instrument. The questionnaire will be filled out before learning is carried out. It was intended that students can try out the strategies in the

questionnaire. As for filling out the questionnaire, students would be guided to fill it out from one statement to another. After that students work on listening questions by applying metacognitive awareness strategies in the process. Calculations were carried out related to how much influence the metacognitive awareness strategies in listening activity.

RESULTS AND DISCUSSION

Results

The results of the study contained student responses to 16 statements about the use of students' metacognitive awareness listening strategies based on a questionnaire adopted from Vandergrift et al. The respondents who filled out the questionnaire were 10 of the 15 existing students. This questionnaire is categorized into five types strategies; planning/evaluation contained in statements 10 and 16; directed attention in statements 1, 5, and 12; mental translation is contained in statements 3, 8, and 14; person knowledge is in statements 2 and 11; and problem solving are contained in statements 4, 6, 7, 9, 13, and 15. The results of students' questionnaire can be describe as follow :
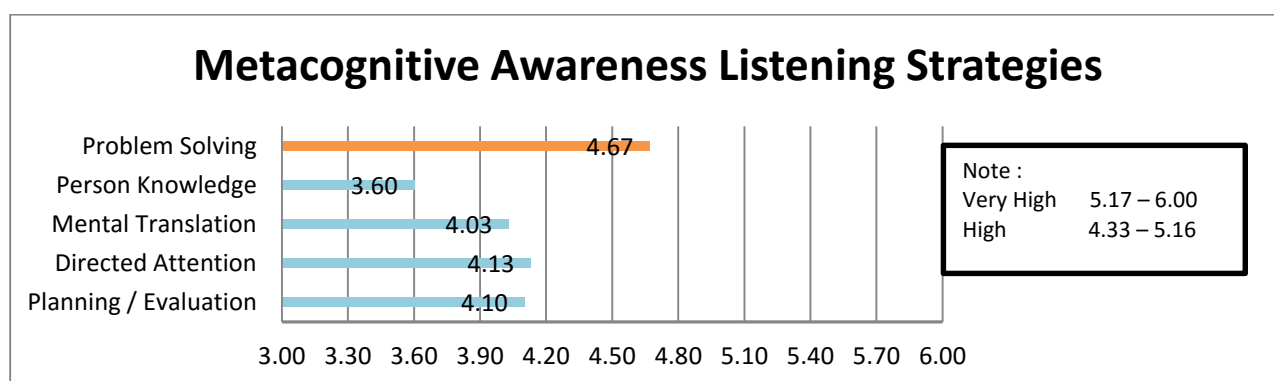
Figure 1. The Profile of Metacognitive Awareness Listening Strategies

From the illustration above, it showed that most students use problem solving as their listening strategy with an average score of 4.67. The second strategy that is widely used by students is directed attention with a score of 4.13. Then, planning/evaluation received a score of 4.10. The mental translation strategy used by students in the listening activity was slightly used and got a score of 4.03. Last, the least used strategy is person knowledge with a score of 3.60.

Discussion

Among the five strategies of metacognitive awareness, problem solving was the most frequently used strategy with an average score of 4.67. The score was interpreted as a high score. It indicated that students frequently compare their understanding with what they know about the topics addressed during listening activities. As Vandergrift said, problem solving strategies comprise strategies that students can use to guess the meaning of the oral text they have listened to in order to monitor their comprehension during the listening process (Vandergrift et al., 2006). MALQ divided listening exercises that demonstrate problem-solving behavior into many statements. The statement "As I listen, I compare what I understand with what I know about the topic" was chosen by the most students with an average score of 5.1. Followed by the statement "I use my experience and knowledge to help me understand" which got an average score of 4.9. Then the statement "I use the words I understand to guess the meaning of the words I don't understand" is used by students with an average score of 4.7. Statements "I use the general idea of the text to help me guess the meaning of the words that I don't understand" and "When I

guess the meaning of a word, I think back to everything else that I have hear, to see if my guess makes sense" receives same average score of 4.6. The least problem solving behavior that students choose is "As I listen, I quickly adjust my interpretation if I realize that it is not correct" with an average score of 4.1. According to the statements above, English Education students prefer to compare their understanding so far with the topics discussed in order to make it easier to deal with listening tasks.

The second strategy that was widely used by students was directed attention with a score of 4.13. The score was interpreted as an average score. Listeners' strategies for concentrating and staying on focus were reflected by directed attention (Vandergrift et al., 2006). The element contains strategies such as focusing harder when having trouble comprehending (4.9), getting back on track while losing concentration (4.8), and when one is having difficulty understanding information, one should not give up (2.7). These strategies all emphasize the importance of attention and concentration in the listening comprehension process.

Therefore, planning/evaluation received a score of 4.10. The score was also interpreted as an average score. Indeed, planning and evaluation constitute strategies that students use to prepare for listening and compare the effectiveness of their listening efforts (Vandergrift et al., 2006). Strategies such as occasionally monitoring one's satisfaction with the ongoing interpretation while listening (4.3) and having a plan for varied listening exercises (3.9) are among the items chosen for this aspect.

The mental translation strategy used by students in the listening activity was slightly used and got a score of 4.03. Again, this score was also interpreted as an average score. Mental translations were listening strategies that students wish to become qualified listeners, they should avoid these situations (Vandergrift et al., 2006). Three items that lead to mental translation strategies such as translating that keyword (4.7), translating in the student's mind (4.6), and translating word to word (2.8) during the listening process.

Last, the least used strategy was person knowledge with a score of 3.60. The score was interpreted as an average score. Person knowledge strategies included the listeners' judgments of the difficulty presented by L2 listening, as well as their self efficacy in L2 listening (Vandergrift et al., 2006). This element includes measures that assess learners' linguistic confidence in L2 listening (3.4) as well as the perceived difficulty of listening in comparison to the other three language skills (3.8). In other words, students regard listening as tough work, they concentrate on the difficulty, and they endeavor to do their best in this regard.

Meanwhile, the results of this study was similar to those of Handayani et al., (2009) which found that respondents utilized problem solving more frequently than the other four metacognitive strategies. Furthermore, respondents claimed that one of the least used strategies was mental translation. Again, this study's findings are congruent with those of Ratebi et al., (2013), who found that students chose problem-solving strategies the most often and person knowledge strategies the least. However, this outcome differs from that of Rahimi et al (2012). They discovered that listening strategies for general metacognitive awareness differed between university and high school students, indicating that person knowledge and mental translation were more dominant than other strategies (Rahimi et al., 2012). The differences may occur because of different settings of research.

CONCLUSION

1. 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 L2 listeners as well as teaching students how to maintain their understanding. Furthermore, metacognitive strategies 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.

2. The researcher concluded that English Department students use metacognitive awareness during listening activities. Finding showed that most English Department students use problem solving as their listening strategy. It showed that students frequently use their understanding about the context rather than translating word for word in their heads; comparing the impact of their listening efforts; sustaining concentration and remaining focused on listening.

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