Correlation between metacognitive strategies and listening comprehension of the 4th semester students of English department at IAIN Palangka Raya

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Abstract

The purposes of this research are (1) to find out how metacognitive awareness strategies applied by 4th semester students of IAIN Palangka Raya in the learning process; (2) to find out the listening ability of 4th semester students of IAIN Palangka Raya; and (3) to find out whether or not there is correlation between metacognitive strategy and listening comprehension. The research belongs to the quantitative approach, and the design is correlation study. There are 63 students as the samples of this research that taken by using total sampling and purposive sampling technique. The data are collected by using three instruments, they are MALQ (Metacognitive Awareness Listening Questionnaire), Listening TOEFL score and interview. The data are analyzed by using pearson product moment correlation coefficient. The result showed that $r_{obtained}$ (-0.127) is lower than $r_{table}$ (0.248), then the level of probability ($p$) significance (sig.2-tailed) is .321. Subsequently, $p$ value (.321) is higher than 0.05. Then, it means that there is no correlation between metacognitive strategies and listening comprehension. On the other words, students’ metacognitive strategies are not a dominant factor that affect their listening comprehension.

Keywords: correlation; metacognitive strategies; listening ability

INTRODUCTION

Listening is the most common communicative activity in daily activities. Listening takes up 40-50% from the total time spent on communicating, speaking is 25-30%, reading is 11-16% and writing is 9%, which means that listening is crucial communication (Mandelson in Gilakjani and Ahmadi, 2011, p. 977). By the stated it means that mastering listening skill is a need by every English learner.

However, to master the listening skill is not easy. There are ten listening comprehension problem, they are (1) quickly forget what is hard; (2) do not recognize...
what they know; (3) understand words but not the intended message; (4) neglected the 
next part when thinking about meaning; (5) enable to form a mental representation from 
words; (6) cannot chunk streams of speak; (7) miss the beginning of the text; (8) 
concentrate too hard or enable to concentrate; (9) do not understand subsequent part of 
input because of early problem; and (10) confuse about the key of the message (Goh, 
2010, p. 59-60).

Based on informal interview with the 4th semester English education study 
program students of IAIN Palangka Raya, listening is difficult for them. There are some 
reasons why it is difficult, such as the speaker speaks too fast and lose concentration 
while listening. Thus, because of the difficulties, they do not know and cannot 
comprehend well what the speaker said.

To overcome the difficulties in mastering the listening skill, there are many 
strategies that can be applied. Obviously, the learners may pick any strategies that is 
suitable for them. Among many strategies, Metacognitive is one of the most 
recommended strategy. Metacognitive strategy does not only help learning in general 
but also have a lot to offer to listening comprehension specifically (Coskun, 2010, p. 
37).

Metacognitive strategy is a process which showed the ways of using strategies to 
students in order to enhance their language learning and language evaluating. 
Metacognitive strategy is promoted by O’malley and chamot. One reason metacognitive 
strategy is significant is that if learners are not aware of when comprehension is 
breaking down and what they can do about it, strategies introduce by the teacher will 

By implementing metacognitive strategy students could increase their language 
learning. It helps them manage, direct, guide, and establish their learning. The 
significant role of metacognitive strategies is to help learners to undertake the listening 
activity more effectively and to distinguish successful listeners from unsuccessful ones 
(Yang, 2009, p.134).

In this research, the researchers investigated application of metacognitive 
strategy and students’ listening abilities. In the end, the researchers wanted to find out 
whether or not there is correlation between metacognitive strategy and listening 
comprehension.

METHOD

The research belongs to the quantitative approach with correlation design. 
Correlation can be defined as the statistical test used to determine the tendency or 
pattern for two or more variables or sets of data to vary consistently (Creswell, 2003).

The population of this research is all the 4th semester students of English 
Education Study Program of IAIN Palangka Raya academic year 2018/2019 who 
enrolled in listening subject, and the total number is 66 students. From 66, there are 63
students, since the other 3 students did not come at that time, as the samples of this research that taken by using total sampling and purposive sampling technique.

Data is an important thing in a research. In order to be able to collect the required data, there are three instruments used in this research namely questionnaire, interview and documentation. It means that there are three data in this research, they are questionnaire result, interview result and listening’s score.

The data collection is divided into some stages. The first stage is to collect the data by using questionnaire. The steps are scheduling the time, giving the questionnaire to the students, collecting the results, checking the results and tabulating the result. The second stage is to collect the data by using interview. The steps are scheduling the time, interviewing the students and transcribing the results. The third stage is to collect the data by using documentation. The steps are scheduling the time, giving the listening comprehension test, collecting the results, checking the results and tabulating the result.

Once the data has already gained, the next thing that should be done is to analyze it. In analyzing the data, the researchers used correlation product moment. The steps are finding the correlation score, interpreting the correlation score, finding the scatterplot and drawing the conclusion.

FINDINGS

The Descriptive Statistic for student’s metacognitive Strategies Use

The researchers used Metacognitive Awareness Listening Questionnaire (MALQ) from Vandergifth, Goh, Mareschal and Tafagodhatri. The questionnaire consists of 21 statements which are categorized into five factors related to metacognitive listening strategies awareness, they are Planning & Evaluation, Problem Solving, Mental Translation, Person Knowledge, and Directed Attention. Metacognitive Awareness Strategies Listening Questionnaire (MALQ) was rated by six points of Likert scale, ranged from “strongly agree” to “strongly disagree”. The scales are, 6 indicated “strongly agree”, 5 indicated “agree”, 4 indicated “partly agree”, 3 indicated “slightly disagree”, 2 indicated “disagree”, 1 indicated “strongly disagree”. The results from the questionnaire are analyzed by calculating the score of the students’ Metacognitive Strategies Listening Questionnaire (MALQ) and divided into two categories “high metacognitive strategies use” and “low metacognitive strategies use”. The highest score of the questionnaire refer to the frequent of metacognitive strategies used by students in listening to English.

The descriptive statistical analysis of MALQ for the students who are participated in the research is shown in the table 1.
Table 1. Descriptive Statistic of Overall Metacognitive Strategies Use and Its Subcategories

<table>
<thead>
<tr>
<th>Scale</th>
<th>N</th>
<th>N I</th>
<th>PR Range</th>
<th>Min</th>
<th>Max</th>
<th>Sum</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Average per Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>P&amp;E</td>
<td>63</td>
<td>5</td>
<td>5-30</td>
<td>24</td>
<td>5</td>
<td>29</td>
<td>1343</td>
<td>21.32</td>
<td>5.66</td>
</tr>
<tr>
<td>PS</td>
<td>63</td>
<td>6</td>
<td>6-36</td>
<td>29</td>
<td>6</td>
<td>35</td>
<td>1596</td>
<td>25.33</td>
<td>8.94</td>
</tr>
<tr>
<td>MT</td>
<td>63</td>
<td>3</td>
<td>3-18</td>
<td>15</td>
<td>3</td>
<td>18</td>
<td>787</td>
<td>12.49</td>
<td>3.47</td>
</tr>
<tr>
<td>PK</td>
<td>63</td>
<td>3</td>
<td>3-18</td>
<td>15</td>
<td>3</td>
<td>18</td>
<td>791</td>
<td>12.56</td>
<td>3.38</td>
</tr>
<tr>
<td>DA</td>
<td>63</td>
<td>4</td>
<td>4-24</td>
<td>18</td>
<td>4</td>
<td>22</td>
<td>788</td>
<td>12.51</td>
<td>4.59</td>
</tr>
<tr>
<td>MALQ</td>
<td>63</td>
<td>21</td>
<td>21-126</td>
<td>101</td>
<td>21</td>
<td>122</td>
<td>5305</td>
<td>85.21</td>
<td>20.962</td>
</tr>
</tbody>
</table>

Valid N 63

From the main categories of Metacognitive Awareness Listening Strategies in MALQ, the category of Planning & Evaluation is the first most frequently used by the students, and “Problem Solving” is the second highest strategies of Metacognitive Strategies that frequently used by the students. The third strategies most frequently used by the students is “Person Knowledge”, and the last category of “Directed Attention” is the Metacognitive strategies with the least frequency.

In the end, the distribution of overall Metacognitive Strategies, the interval, the score, the mean, the frequency and the percentage of MALQ, can be seen in the table 2.

Table 2 Distribution of Metacognitive Strategies

<table>
<thead>
<tr>
<th>MALQ Interval</th>
<th>MALQ Score</th>
<th>Mean</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>(&gt;93)</td>
<td>104.05</td>
<td>34</td>
<td>53.97%</td>
</tr>
<tr>
<td>Low</td>
<td>(&lt;93)</td>
<td>69.68</td>
<td>29</td>
<td>46.03%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>63</td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

The Result of students’ Interview

From the interview analysis, it can be concluded that the majority of the students use the metacognitive awareness strategies in their process of listening and the minority of them choose not to use it because of some reasons.

Related to listening ability, most students have similar problems. It is difficult for them when they find speed speech, unfamiliar words, unfamiliar accents, and so on.

The Descriptive Statistics for Students’ listening Comprehension

The result of listening comprehension test showed that the lowest score is 8 and the highest score is 90. The mean of the listening comprehension score is 32.70 and the standard deviation is 17.077. The specification can be seen in the table 3.
Table 3 Distribution of students listening score

<table>
<thead>
<tr>
<th>Interval</th>
<th>Students</th>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>86-100</td>
<td>2</td>
<td>Very Good</td>
<td>3.17%</td>
</tr>
<tr>
<td>71-85</td>
<td>2</td>
<td>Good</td>
<td>3.17%</td>
</tr>
<tr>
<td>56-70</td>
<td>2</td>
<td>Average</td>
<td>3.17%</td>
</tr>
<tr>
<td>46-55</td>
<td>3</td>
<td>Poor</td>
<td>4.78%</td>
</tr>
<tr>
<td>0-45</td>
<td>54</td>
<td>Very Poor</td>
<td>85.71%</td>
</tr>
<tr>
<td>Total</td>
<td>63</td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: scoring system of fourth semester of IAIN Palangka Raya

It can be concluded that the listening ability of the 4th semester students of English Education Study Program of IAIN Palangka Raya is very poor.

Relation description between Metacognitive strategies and Listening Comprehension.

In this research both of students’ Metacognitive Awareness Strategies and listening comprehension score are related by using person product moment formula.

Based on the calculation, \( r_{\text{obtained}} = -0.127 \) is lower than \( r_{\text{table}} = 0.248 \), then the level of probability \( p \) significance (sig.2-tailed) is .321. Subsequently, \( p \) value (.321) is higher than 0.05. Then, it means that Metacognitive Strategies is not correlated or does not give influence to students’ Listening Comprehension. The chart of correlation result is shown as follow:

![Figure 1 The Scatterplot of Correlation between Metacognitive Awareness Listening Questionnaire and Listening Comprehension](image-url)
DISCUSSION

Listening is an important part in determining students’ success in their academic settings. From the junior high school until University students need to have a good listening comprehension in order to help them in the process of teaching and learning. For success in academic settings, both instructors and students should acknowledge the importance of listening comprehension (Darweesh, 2014, p. 1). Knowing that have a good listening comprehension is important to help the students and also the teacher, that having a good listening comprehension also helping the students to get new knowledge and more information from all over the world and achieve the students learning achievement.

In this research, researchers focused on the metacognitive strategies and listening comprehension. There 63 students of 66 students from the total sample.

Based on the findings, 53.97% of sample is categorized as high metacognitive awareness strategies use. It means that they believe that the strategies can improve their listening comprehension. Student who frequently use metacognitive strategies when listening in English get higher score in the listening test.

In relation to their listening comprehension, based on the findings, 85.7% is categorized as very poor level, 4.78% is categorized as poor level, 3.17% is categorized as average level, 3.17% is categorized as good level and 3.17% is categorized as very good level. So, it can be concluded that listening is not easy for most students especially when they find speed speech, unfamiliar words and unfamiliar accents. To improve the students’ listening ability, the lecturer must improve the listening teaching skill. Then, students have to interact with English as often as possible. Moreover, as English is not a phonetic language, then they should make listening to how English words are pronounced their habit.

Actually, strategies can influence the students in listening because strategy is a plan that is indented to achieve a particular goal. However, the result of this study can happen because not only strategies used by the student that can influence the student in listening, but also there are other factors influence the students’ listening. There are some dominant factor that influence the student in listening included (1) concentration, it is an ability to direct all our effort and attention on one thing without thinking of other things; (2) interest, it is a desire to learn or know about something; (3) attention, it is looking at or thinking about something or somebody carefully; (4) expectation, it is a strong believe about the way something should happen or how somebody should behave and; (5) lack of knowledge, it is state of having enough of knowledge, (Khalifah, 2013, p. 21).

Based on the factors above, researchers state that all factors in the strategies influence the student in comprehending listening. Then, before listening the students should have a plan while listening or monitoring their progress in listening and also the last is evaluate their comprehension to measure their ability.
The researchers also assume that the students’ background knowledge influence their listening. This is reflected not only from their insufficient preparation for listening task, but also inadequate listening practice. It can become the reason why the students have low score in listening comprehension. Other factors that should not be neglected are the students positions when doing the test, anxiety, quality of the speaker sound when joining the test and lack of concentration.

There are several problems which may appear during or before listening: (1) Quality of recorded material. The quality of sound system also affects understanding of listening; (2) Cultural differences. Being unfamiliar of cultural knowledge of language plays a great role understanding the context; (3) Accent. (4) Unfamiliar vocabulary; (5) Length and speech of the listening. The level of students play a great role when listening long part and keeping all the information in the mind. It is not easy for the lower level students to listen more than three minutes long listening the completing the desired activities. Another reason makes listening difficult is the speed. If the speaker speaks faster than normal listener may have difficulties to catch the target words; (6) Physical condition. Sometimes inconvenient of the classroom affects the student listening comprehension. In the large classroom students who are sitting on the back rows may not listen the recording as student sit in front. Students who prefer to stay next to the windows also affects by the noise that come from outside. Obviously, teachers should take all these conditions into consideration. The size of the classroom also makes difficult for teachers to manage the all class in group activity or to get feedback from the students. The temperature of class can be counted as a factor that makes listening comprehension difficult; (7) Lack of concentration. Students’ motivation is one of the crucial factors that affects listening comprehension. It can be difficult for student maintaining the concentration in the foreign language learning classroom in listening comprehension, even the smallest pause in attention may considerably spoil comprehension. When students find the topic of the listening text interesting, comprehending will be easier. For that, students find listening very boring even if they are interested in the topic because it needs a huge amount of effort in order to not miss the meaning, (Bingol, Celik, Yildiz, and Mart, 2014, p. 4.).

The finding of this study is similar to Mansoor (2012) that a significant negative correlation was found with p-value -0.658. He indicated there is negative correlation including the listening test, quality of the speaker sound, student position when doing the test and also their background knowledge in listening.

In short, there is no correlation between metacognitive strategies and listening comprehension because of the metacognitive strategies is not the only one which influence the student listening comprehension, the listening test, quality of the speaker sound, student position when doing the test and also their background knowledge in listening are also affected the student’s listening comprehension.

Although in this study metacognitive strategies do not have correlation in affecting students’ listening comprehension, the role of metacognitive strategies as psychological factor should not be ignored in academic setting. The student should be
provided with better strategy instruction since it is believed that metacognitive strategies have very good influence on listening competence. It is hoped better listening comprehension can be achieved as it is known the process happened when the students do listening test, it means the lecturer and the students can do any effort to get the improvement in listening comprehension.

CONCLUSION

The findings showed that \( r_{\text{observed}} \) -0.127 < \( r_{\text{table}} \) 0.248. It can be explained that the value of \( r \) observed showed negative correlation between Metacognitive Strategies and Listening Comprehension. Based on the calculation, \( \alpha = 0.05 \) and \( n = 63 \) so, \( df = n-2 = 63-2 = 61 \) and \( t_{\text{table}} \) was 1.667. So it can be seen that \( t_{\text{value}} < t_{\text{table}} \) (-0.990 < 1.670). So that the result is there is no correlation between metacognitive strategies and listening comprehension.

It can be concluded that in fact the metacognitive strategies do not influence or give the dominant effect for students’ listening ability. It means that the students are not certified by the effect of one variable to the other variable. In addition, students with the high score of MALQ (Metacognitive Awareness Listening Questionnaire) are not guaranteed can have a good result in listening comprehension test and the students with low understanding in MALQ (Metacognitive Awareness Listening Questionnaire) are also not guaranteed will have a bad score in listening comprehension test.

REFERENCES


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**Author’s Brief CV**

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