

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher discusses the literature in detail that will use in this research project. The literature is about the nature of listening (definition of listening, factor influence listening, factors' of students' listening problem), listening comprehension, metacognitive listening strategies (planning and evaluation, personal knowledge, direct attention, mental translation, and problem-solving strategy), previous study, and summary.

2.1. The Nature of Listening

In this section, the researcher will explain about sub chapter contains of the definition of listening, factor influence listening, factors influence students' listening problem, as follows:

2.1.1. Definition of Listening Skill

Listening is part of communication in which we can understand spoken information which has been delivered by speaker. Listening is one of language skills which often uses in everyday life than the other skills. As like Scarcella and Oxford (1992); Oxford (1993) in Bidabadi & Yamat (2011) stated that listening is the necessary skill which has developed faster than speaking and affected the development of reading and writing in language learning. Here, listening is one of

the receptive skills that often uses as prior instruction or explanation that will be responded by oral or written form.

As defined by Purdy (1997) in Gilakjani & Sabaori (2016), listening is the process of receiving, constructing meaning and answering in spoken or nonverbal response. Here, the listeners not only have to listen but they also have to understand what the speaker says in order to respond it. As like Rost (2002) in Gilakjani & Sabaori (2016) stated that listening is the process of interpretation, which the listeners have to match between what listeners hear and what listeners already know about the information which has been delivered. Based on those explanations, we can conclude that listening is activity of interpreting spoken language which has been delivered by speaker by matching what the listener hears and what the listener' background knowledge in which through listening, the listener can respond the spoken information orally or in written form.

2.1.2. Factor Influences Listening

In order to better understanding about the complex process of spoken language, the listener has to construct meaning of information which has been presented by the speaker. Samuels (1984) in Thomas & Dyer (2007) stated that there is a different way for each listener in the way of interpreting meaning of the message which has been presented by speaker, it depends on the listeners' internal knowledge and skills. Here, Thomas & Dyer (2007) have presented five factors influence listening, as follows:

1. Intelligence

The difficulty of listening comprehension for someone can be influenced by their level of intelligence which they had. Person who has low level of intelligence often has a harder time for comprehending and understanding what speaker says. In another hand, person who has a high level of intelligence often has a better understanding the message which has been presented by the speaker (Samuales, 1984 in Thomas & Dyer, 2007).

2. Language Facility

Language facility involves the amount of attention which has been spent by the listener. Here, little attention was needed for the listener when the tasks are simple and easy. If the segmenting has done automatically and accurately, the listeners' capacity of limited attention is not too heavily burdening. Whatever, the capacity of attention remains after the segmenting task has completed and it can be used for the other task that necessary for actually understanding the message (Samuel, 1984 in Thomas & Dyer, 2007).

3. Vocabulary

Students' knowledge about the vocabulary which has been used by the speaker is one of qualities for good listening comprehension. Some words have many meanings which can be used in the different context of language. Here, most of people only identify the most common meaning of a word. That is why person who wants to be effective listener has to understand broader range of vocabulary (Samuel, 1984 in Thomas & Dyer, 2007).

4. Background Knowledge

Another important variable which influences listening is students' background knowledge of the topic. Although persons have mastered in analyzing speech, if they have lack in basic background knowledge, it can cause reduce listening comprehension (Samuel, 1984 in Thomas & Dyer, 2007).

5. Speech Register

Speech registers are variable that refers to different style which has been used by language person in social context. The speech style itself depends on the opinion of participant. It is about whether the listener views the situation as being serious or casual, high or low personal risk, formal or informal, and their notion of power and status of other people in social context is relative to their own power (Samuel, 1984, para. 16 in Thomas & Dyer, 2007).

2.1.3. Factors of Students' Listening Problem

Listening has a vital role in people daily life, which is everyone always involves this activity in order to communicate with other people. If listener cannot hear the information well, they will feel hard to communicate with other. There are four factors influence the problem of students' listening skill includes the message which has been delivered, the speaker, the listener, and the physical setting (Yagang, 1994 in Anandapong, 2011).

1. The Message

This factor includes of two aspects, those are the content and linguistic feature. The first aspect is content. Many learners feel more difficult to listen than

to read a message. Which is listening message is coming from the ear in short time. In another hand, reading material can be read as long as the reader wants to read. In addition, the content of spoken message usually not well organized, which is the listener cannot predict what speakers are going to say and the conversation cannot listen at a slower speed. The second aspect is linguistic feature. Some listening materials which have been made by an everyday conversation which is uses slang language. In another hand, most of the foreign language students taught by using formal or bookish English. That is way, the students are not familiar with those expressions (Anandapong, 2011).

2. The Speaker

Most of the learners tend to use their teacher's accent or the standard variety of British or American English. So, the learners will find difficult to understand the message of the speaker with other accents (Anandapong, 2011).

3. The Listener

Most of the foreign language students are not familiar with English language aspects such as clichés and collocation. That is why they usually feel difficult to predict a missing word or phrase that presented by the speaker (Anandapong, 2011).

4. The Physical Setting

Listening material is a material which has been presented by spoken form without visual presentation. Here, the listeners cannot see the speaker's body language and facial expression. It makes the students more difficult to understand the speakers' meaning (Anandapong, 2011).

2.2. Listening comprehension

Listening comprehension is process of getting information which has been presented by the speaker in which listener will construct the meaning of what speaker says. As like Brown & Yule (1983) in Gilakjani & Sabouri (2016) stated that listening comprehension is process when person understands about what he/ she already heard. It means that he/ she will understand what the speaker says during listening. Moreover, Rost (2002) and Hamouda (2013) in Gilakjani & Sabouri (2016) defined listening comprehension as an interactive process, which the listeners have involved in constructing meaning process. Here, the listeners have to comprehend the oral input through sound discrimination, grammatical structure, previous knowledge, stress and intonation, and other linguistic or non-linguistic clues Gilakjani & Sabouri (2016). If the listeners use all of those aspects, they will understand and comprehend the information which has been presented by the speaker. Based on that explanation, we can conclude that listening comprehension is the process of understanding an implicit information which has been delivered orally by giving attention to several aspects of spoken language.

2.3. Students' Metacognition

Metacognition is the students' knowledge which contains of the monitoring process and students' self-regulation before, during, and after learning language. As like Wenden (1998, p.516) in Chang (2013) said that metacognition is learning's knowledge of learners. In addition, Tabeei, Tabrizi, & Ahmadi

(2013) stated that metacognition is an executive control, which includes of students' monitoring and self-regulation. Here, According to Flavell (1979) in Tabeei, Tabrizi, & Ahmadi (2013), there are two components of metacognitive, those are knowledge of cognition and regulation of cognition. Knowledge of cognition consists of three aspects includes of declarative, procedural, and conditional knowledge. Declarative knowledge describes the learners' knowledge about themselves and their learning strategies. Procedural knowledge talks about learners' thinking process. Conditional knowledge is learners' knowledge about how to select and use an appropriate strategy in the different context of learning and evaluates the benefit of using those strategies Tabeei, Tabrizi, & Ahmadi (2013). The second component of metacognitive is regulation of cognition, it is type of component which talks about learners' planning before accomplishing their different tasks, self-monitoring during the learning process and problem-solving while doing the tasks, and evaluating the effectiveness of the approach after accomplishing the tasks Tabeei, Tabrizi, & Ahmadi (2013).

In order hands, Flavell (1979) in Chang, 2013 defined metacognition as metacognitive knowledge. He has divided metacognitive knowledge into three types; those are person, task, and strategy. The first is personal knowledge, which consists of learners' knowledge generally about how learning is taking place and how different factors such as age, aptitude, and learning styles can influence their language learning. This type of metacognitive knowledge also includes of how long the students know about themselves as learners and the students' beliefs about what leads for their success or failure in language learning (Wenden, *ibid.*:

p. 35-43 in Chang, 2013). The second is task knowledge, it is about how long the learners know about purpose, difficulty, and nature of learning a task. This type also includes of the students' knowledge about the procedures which is represent the task (Wenden, *ibid.*: p. 35-43 in Chang, 2013). The last is strategic knowledge, it is about what learners know about strategies. It means, the learners know which strategies that would be effective for achieving the goal of learning (Wenden, *ibid.*: p. 35-43 in Chang, 2013). Based on those explanations, we can conclude that metacognition is an important aspect that must be possessed by language learners. As like Devine (1993) in Tabeei, Tabrizi, & Ahmadi (2013) stated that learners would be successful language learners if they have metacognitive knowledge about themselves, task, and using an appropriate strategy in order to achieve their cognitive aims.

2.4. Metacognitive Listening Strategies

Metacognitive strategy is the strategy in which involved some activities that can be applied by the language learners in order to monitor and evaluate their listening process. As like Holden, 2004 in Bingol, et al. (2014) stated that metacognitive strategy is activity of planning, monitoring, and assessing the gathered information from the listening that similar with the pre listening activities. This metacognitive listening strategy can help the learners to get their attention back when their attention has lost (Oxford, 1990 in Bingol, et al. 2014). Here, Taghizadeh & Abady (2016) have divided metacognitive listening strategies into five types of strategies. Those are problem-solving, planning and evaluation, mental translation, personal knowledge, and direct attention.

1. Problem-solving Strategy

It is the type of strategies which contains of several strategies that can be applied by the learners in order to create an inference and observe these inferences (Mohammadali & Nagin, 2014).

2. Planning and Evaluation Strategy

This strategy has been employed by the learners to get ready for hearing and assessing their listening outcomes (Mohammadali & Nagin, 2014)

3. Mental Translation Strategy

It is the type of strategy which contained of some kinds of method that needed by learners to prevent whenever they intend to be a professional listener (Mohammadali & Nagin, 2014).

4. Personal Knowledge Strategy

It contained of students' awareness and point of view related to the difficulty that they found in listening activity (Mohammadali & Nagin, 2014).

5. Direct Attention Strategy

It is about the strategies and method that can be applied by learners to focus and stay on the listening activity (Mohammadali & Nagin, 2014).

2.5. Previous Study

In this study, some previous studies have conducted some research related to the relationship between metacognitive listening strategies and listening comprehension. The first was conducted by Ratebi & Amirian (2013) entitled "Use of Metacognitive Strategies in Listening Comprehension by Iranian

University Students Majoring in English: A Comparison between High and Low Proficient Listeners”. The purpose of this study is to investigate types of metacognitive strategies used by Iranian university students and the differences in the use of the strategies in different proficiency level, these are high and low proficiency level. This research used two kinds of instrument include IELTS test and metacognitive awareness listening questionnaire (MALQ) by applying quantitative research design. The result showed that problem-solving strategies are the most frequently used by Iranian university students and personal knowledge become the least frequently used. In addition, the result also revealed that more proficient listener is more frequently used metacognitive strategies than less proficient listeners and there are differences in the use of personal knowledge strategy between high and low proficient listeners.

The second study has taken from Taghizadeh & Abady (2016) on the title “The Effect of Metacognitive Strategy Training on the Listening Comprehension and Self-Regulation of EFL Learners”. The aim of this study was to investigate the key role of metacognitive strategies training for the development of listening comprehension skill and self-regulation strategies of EFL learners. The participant of this study was female Iranian students in Kish English Language Institute by applying experimental quantitative design. Here, the researcher used four instruments, those are pretest of listening comprehension, metacognitive awareness listening questionnaire (MALQ), academic self-regulated learning scale (A-SRL-S), and posttest of listening comprehension. The result revealed that the training of metacognitive listening strategies was improved listening

performance of learners in the experimental group. It is also found that there was significant difference between experimental and control group on the use of metacognitive strategies. In addition, the result also revealed that learning metacognitive strategy was helped language learners to regulate the use of self-evaluation, goal-setting, organizing, seeking assistance, responsibility strategies, and environmental structuring. Here, self-regulation strategies accounted for 37% and metacognitive strategies accounted 6% of the variance.

The third study was conducted by Tabeei, Tabrizi, & Ahmadi (2013) entitled “The Effect of Metacognitive Strategies Instruction on Listening Comprehension of Iranian EFL Learners: Focusing on Gender”. The goal of this study was to investigate the effect of metacognitive strategy instruction on students’ listening comprehension of 72 Iranian EFL learners at Iran Language Institute (ILI) in Parsabad, Iran by applying experimental research design. The instruments of this study were pre test of listening comprehension, metacognitive awareness listening questionnaire (MALQ), posttest of listening comprehension, and interview. The result of this study revealed that there was positive effect of the instruction of metacognitive strategy on the listening comprehension of Iranian EFL learners. The result also showed that there was no different effect of the instruction of metacognitive strategy and listening comprehension between female and male learners.

The fourth study was conducted by Tavakoli, Shahraki, & Rezazadeh (2012) on the title “The Relationship between Metacognitive Awareness and EFL Listening Performance: Focusing on IELTS Higher and Lower Scores”. The

purpose of this study was to investigate the relationship between metacognitive awareness of language learners and their performance on listening section. This study involved three intermediate classes and two advanced classes at a language institute in Isfahan by employed quantitative and qualitative design. The instruments of this study were listening comprehension test and metacognition awareness questionnaire. The result of this study showed that there was a positive relationship between the learners' metacognitive awareness and listening test performance and more proficient listeners used problem-solving and direct attention strategies are more frequently than less proficient listeners. The result also found that less proficient learners tended to use mental translation strategies. In addition, there was no difference used of planning and evaluation and person knowledge between more proficient learners and less proficient learners.

Those are some previous studies which focused on metacognitive listening strategies included of problem-solving, planning and evaluation, mental translation, personal knowledge, and directed attention. From those previous studies, it can be concluded that there are some similarities and differences between the previous studies and this study. For the similarities between the previous studies and this study is about the use of metacognitive listening strategies include problem-solving, planning and evaluation, mental translation, personal knowledge, and directed attention strategies. In another hand, the differences between previous study and this study are: (1) the first, third, and fourth previous study involved university students as the participant. In other hands, the second previous study involved senior high school and college

students for the participant. Whereas, in the present study the researcher involves eleventh grade of senior high school as the participant of this study, (2) the second difference is about research design. Here, the first previous study was conducted the research by applying quantitative comparison design. The second and the third previous study was applied experimental design and the fourth previous study was applied qualitative and quantitative design. In other hands, the present study applies quantitative design by using correlation analysis, (3) about the instrument, the first and the fourth previous study was used IELTS as listening comprehension test and metacognitive awareness listening questionnaire (MALQ). The second and the third previous study used four kinds of instrument, those are pre test of listening comprehension, posttest of listening comprehension, and MALQ, but if the second previous study was used self-regulation questionnaire as the fourth instrument, the third previous study was used the interview as the fourth instrument. In other hands, the present study use two kinds of instrument, those are TOEFL as listening comprehension test and metacognitive awareness listening questionnaire, (4) the last differences is the goal of each study. The first previous study had aim to investigate the different type of metacognitive strategies used high and low proficient students. The second previous study had goal to investigate the key role of metacognitive training on the development of listening comprehension and self-regulation. The third previous study had purpose to investigate the effect of metacognitive strategy instruction on the students' listening comprehension. In other hands, the similarity is about the goal. Both of the fourth previous study and the present

study in which the goal is to investigate the relationship between metacognitive awareness of the students in listening and their listening comprehension, but the present study will divide the students into three proficient level, those are high, middle, and low proficient students in listening.

Based on those explanations, the present study wants to investigate the relationship between metacognitive listening strategies used by proficiency level and their listening comprehension for eleventh grade at SMA Negeri 1 Gresik. In order to collect the data, the researcher involves high, middle, and low proficient student of IPS-1 and IPA-1 classes at eleventh grade as the participant by giving listening comprehension test and listening strategies questionnaire. This study is quantitative research which focuses on correlation research. Here, the researcher wants to investigate the relationship between listening strategies used by eleventh-grade students at SMA Negeri 1 Gresik and their listening comprehension.

2.6. Summary

In this English program, there are four skills which should be mastered by language learners includes reading, writing, listening and speaking. As we know, the purpose of learning English is the students are able to communicate effectively by using English. Here, listening skill is the important skill that influences the function of language in which if the students know the message which has been delivered by speaker they automatically can respond it. In fact, in

our country that used English as foreign language, only some schools that have a special space to teach listening. So, the students cannot develop their listening. In addition, in order to increase the students' ability in listening, they need metacognitive listening strategy which can improve their listening comprehension skill. If the students have a high awareness about metacognitive listening strategy, automatically they can evaluate and increase their listening comprehension. In other hands, if the students have low awareness about metacognitive listening strategy, they will feel difficulty in listening comprehension. It means there is a relationship between metacognitive listening strategy and students listening comprehension.