

CHAPTER 1

INTRODUCTION

This chapter discusses the background of the study, the objective of the study, the significance of the study, scope and limitation of the study, and definition of key terms.

1.1. Background of the Study

Listening is one of language skills that should be mastered by English learners. Listening is the activity of constructing meaning which has been delivered by speaker. As like Bentley & Bacon (1996) stated that listening is an active process that occurs when the listeners construct meaning of oral information. In this process, the listener not only has to listen what the speaker says but also comprehend what the information which has been delivered by speaker.

Listening has an important part of foreign language learning process. Listening is one of the receptive skills that can influence the other language skills, especially speaking. Through listening, language learners obtain a deep understanding of linguistic information, without it, the learners cannot produce a language (Brown, 2001 in Kassem, 2015). That is why language learners have to learn listening more in order to develop their listening skill.

In fact, English listening comprehension has been ignored for a long time. The main reason itself is English listening comprehension rarely includes in

the examination. Moreover, only some schools which have a special space for the teacher and students to do English listening learning process. That is why most of the students and the English teachers have neglected listening skill. This situation makes the English learners have some problems in listening comprehension. The first is the listeners cannot control the speed of the speaker speaks. The second is the listeners cannot get repetition words. The third is the listeners have limited vocabulary. The fourth is the listeners fail to recognize the signal which has been delivered by speaker. The fifth is the listeners may lack contextual knowledge. The sixth is the listeners have difficult to concentrate in a foreign language, and the last is the listeners may have established certain learning habits.

In order to overcome those listening problem, the learners' need a strategy which can help them to improve their listening skill. Here, Taghizadeh & Abady (2016) have conducted a research that demonstrated the strategy that has benefits on listening skill development. This research is entitled "The effect of metacognitive strategy training on the listening comprehension and self-regulation of EFL learners". In this study, the researcher wanted to know the key role of metacognitive strategies training for the development of listening comprehension skill and self-regulation strategies by conducting an experimental design by giving a test and distributing questionnaire. The result of this study showed that metacognitive listening strategies training was improved students' listening performance in the experimental group. Moreover, the result also suggested that listening metacognitive strategies training have benefits not only for the

development of listening skill but also listening metacognitive strategies training can increase the use of self-regulatory and metacognitive strategies.

Here, metacognitive awareness of listening itself is the awareness in which included of learners' metacognitive knowledge about their perceptions of themselves, learners' understanding of listening necessities, learners' cognitive purposes, and learners' approach to tasks and strategies (Vandergrift, et al., 2006 in Taghizadeh & Abady, 2016). Metacognitive listening strategy contains of five types strategy. The first is problem-solving strategy. Problem-solving strategy is the strategy which is contained of several strategies which have been applied by the listeners in order to create an inference and to observe these inferences (Mohammadali & Negin, 2014). The second is planning and evaluation. It is the strategy which has been applied by listeners in order to get ready for hearing and assessing the outcomes of their listening attempt (Mohammadali & Negin, 2014). The third strategy is mental translation, it is strategy which is contained of some kinds of method that needed for listeners to avoid whenever they intend to be professional listeners (Mohammadali & Negin, 2014). The fourth is personal knowledge, it is a type of strategy which contained of learners' awareness and point of view, which focuses on the difficulty of listening activity and learners' self-confidence (Mohammadali & Negin, 2014). The last is directed attention, which have presented some strategies or methods which can be employed by learners to focus and stay on their listening activity (Mohammadali & Negin, 2014).

In other hands, Al-Awan, Asassfeh, & Al-Shboul (2013) conducted a research by entitle “EFL learners’ listening comprehension and awareness of metacognitive strategies: How are they related?”. Here, the researcher wanted to investigate metacognitive listening strategies awareness and its relationship with listening comprehension by conducting a test and distributing a questionnaire for tenth-grade students. The result of this study showed that the students had a moderate level of metacognitive listening strategies awareness. The result also showed that there was significant correlation between listening comprehension and overall MALQ, but for each subscale only mental translation that insignificant correlation with listening comprehension.

This study was contrary to the result of the research which has been conducted by Bogorevich (2009) entitled “The relationship between metacognitive strategies awareness and listening comprehension performance”. Here, the researcher wanted to know the impact of teaching metacognitive strategies on listening comprehension of PIE level three by conducting quasi-experimental design. The result of this study showed that there was no difference in students’ metacognitive awareness although students’ listening comprehension increased. It means that students who get a treatment of metacognitive listening strategies instruction can improve students’ listening comprehension.

Based on those previous studies above, the present study wants to investigate the relationship between metacognitive listening strategies and students’ listening comprehension by entitle “The relationship between metacognitive listening strategies used by proficiency level and their listening

comprehension for eleventh grade at SMA Negeri 1 Gresik". Here, the researcher will classify the students into three level include high, middle, and low proficient students using correlation as design of the research. The researcher applies this research design because it is one way to investigate the relationship between metacognitive listening strategies and listening comprehension.

1.2. Statement of the Problem

Based on the explanation above, the problem of this study was formulated by the question:

1. Is there significance different on the use of metacognitive listening strategies by proficiency level?
2. Is there significance correlation between metacognitive listening strategies used by eleventh-grade students at SMA Negeri 1 Gresik and their listening comprehension?

1.3. Objective of the Study

According to the statement of the problem above, the objective of this study are:

1. Explain the significance different on the use of metacognitive listening strategies by proficiency level
2. Explain the significance correlation between metacognitive listening strategies used by eleventh-grade students and their listening comprehension

1.4. Significance of the Study

Perhaps this study gives contribution for two significances. They are theoretical and practical significance.

1.4.1. Theoretical Significance

In theoretical significance, the result of this study expected to be meaningful contribution in exploring listening comprehension strategies by proficiency level and stimulating senior high school students to improve their listening comprehension.

1.4.2. Practical Significance

- a. This study expected to be useful for the teacher to improve students' listening comprehension by giving training about metacognitive listening strategies.
- b. For the students, perhaps the students will get a progress in mastering listening comprehension by applying metacognitive listening strategies.
- c. For the other researcher, perhaps the other researcher will investigate about metacognitive listening strategy deeply.

1.5. Scope and Limitation

In order to make this study more specific, the researcher determines scope and limitation which focus on the students of eleventh grade at SMA Negeri 1 Gresik in which would be classified into three categories; those are high, middle, and low proficiency students and focus on listening comprehension skill. In this research, the researcher focuses on investigation of the relationship between metacognitive listening strategies and students' listening comprehension.

1.6. Hypothesis of the Study

To achieve the objective of the study, the researcher decides the hypothesis as follows:

H₁1 : There is significantly different on the use of metacognitive listening strategies by proficiency level

H₁2 : There is significant correlation between metacognitive listening strategies used by eleventh grade students at SMA Negeri 1 Gresik and their listening comprehension

1.7. Definition of Key Term

1.7.1. Metacognitive Listening Strategies

Metacognitive listening strategies are the strategies that can improve learners' listening comprehension in which metacognitive listening strategies contains of five types of strategies: problem-solving, planning and evaluation, mental translation, personal knowledge, and directed attention.

- 1.7.1.1. Problem-solving consists of strategies which has been applied by the learners to make an inference and monitor their inference
- 1.7.1.2. Planning and evaluation is a strategy which helps the learners to make a preparation for listening and evaluate their result of listening
- 1.7.1.3. Mental translation is a strategy that requires to avoid if the learners intend to become proficient listener
- 1.7.1.4. Person knowledge is learners' perception concerning their difficulty while listening and their self- efficacy in listening.
- 1.7.1.5. Directed attention is a strategy which can be used by learners to keep their attention in order to stay and focus on the listening task

1.7.2. Listening comprehension

Listening comprehension is the ability of the student to construct meaning from the oral information which has been delivered by the speaker

1.7.3. Proficiency level

The classification of the students which has been determined based on the students' score of certain test. The classification itself includes high, middle, and low. The students' classifications would be obtained based on the students score in listening comprehension from TOEFL test. The score itself is about 24 - 42 for low-level students, 43 – 52 for middle students, and 52 – 68 for high-level students.