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The role of professional association in developing teacher performance on ELT (a study on APSPBI)

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Abstract. This study aimed to determine the significance of the relationship between metacognitive strategies and students' listening comprehension skills. This research employed a quantitative correlational design. The samples consisted of 12 seventh-semester students selected through purposive sampling. The data were collected using a metacognitive strategy questionnaire and a listening comprehension test adopted from the TOEFL examination. The data were analyzed using the Pearson Product-Moment correlation technique with the SPSS v19 statistical program. The results of the analysis revealed that the sig. (2-tailed) The value was 0.944, which is greater than the significance level of 0.05, indicating no statistically significant correlation between the two variables. Furthermore, the correlation coefficient (r = 0.113) indicated a very weak relationship between metacognitive strategy use and listening comprehension. Based on these findings, the null hypothesis (H_0) was accepted, and the alternative hypothesis (H_a) was rejected. These results suggest that the use of metacognitive strategies alone may not directly influence students' listening comprehension performance in this context. The findings imply that other factors—such as linguistic competence, vocabulary mastery, or the quality of listening instruction—may play a more dominant role. Therefore, it is recommended that future research involve a larger sample size and include additional variables to understand better the complex factors affecting listening comprehension.

Keywords: Correlation; Metacognitive Strategy; listening comprehension.

INTRODUCTION

Listening is a major component in learning English listening is basic language skills therefore it serves as an important priority in the field of skills for students. In listening, students are expected to be able to understand what is being said, the listening process involves the speaker's understanding or pronunciation, the speaker's grammar and vocabulary and understanding the meaning (Chen, 2018).

Important and necessary role in people's daily communication and mastery of a second language in learning foreign languages. Listening skills are influential in foreign language lessons. Moreover, the key to mastering a foreign language is having good listening skills so no one can deny the importance of listening skills in foreign language learning because the key to acquiring a language is to accept language input. During communication using a foreign language people listen to information and know what the speaker is saying and analyze it to make an appropriate response. Listening plays an important role, as it helps to gain pronunciation and understanding of the message conveyed can only be based on tone of voice, tone and accent (Listiyaningsih, 2017).

Listening is one of the important aspects of English. Listening is also an important part of determining the success of students in an academic environment. From middle to tertiary level students, they need good listening comprehension skills to assist them in the teaching and learning process. According Morisano et al., (2010) that to be successful in an academic setting, both instructors and students must recognize the importance of understand listening. Especially university students, good listening comprehension can help students understand the material and get a lot of new information. Good listening comprehension skills will improve student achievement. In language learning, metacognitive strategy plays an important role in learning second languages and foreign languages for language acquisition. A process metacognitive strategy that shows how to use strategies for students to improve language learning and language evaluation. Listening comprehension is the most difficult skill in language skills, it is difficult to properly understand what the speaker says. Like student too quickly loses concentration when they are listening and it makes the students become difficult (Wang, 2020).

Therefore, the researcher goal is to apply students metacognitive strategies to improve their language learning, this can help students organize, direct, guide and develop their learning. An important role of metacognitive strategies is to help students perform listening activities more effectively and to differentiate between successful listeners and unsuccessful listeners. Based on the description, the researcher interested in conducting research on The Correlation between Metacognitive Strategy and Listening Comprehension of sevenths semester students at Madako University. So, the researcher conducted a research to answer the research question What is the correlation between metacognitive strategies and students' English listening comprehension?

METHOD OF THE RESEARCH

Researcher use correlation research designs to determine the correlation between two variables, listening test is used to determine student learning outcomes in listening,The total sample of this research were 12 students of grades A and B from students majoring in English, data were collected using two instruments, the researcher's listening comprehension, used listening test. Metacognitive strategy used a questionnaire in several aspects designed by (Vandergrift et al., 2006)

RESULTS AND DISCUSSION

To find out the result of this research, the researcher used SPSS program 19 to analyzed the data collection. In collection data, the researcher conducted a give of questioner and listening test.

The Result of Metacognitive Strategy

The researcher used questioner to get the data of metacognitive strategy, the questioner consists of 21 items of metacognitive strategy was adopt from (Goh, 2017).

Table 1. The Result of Metacognitive Strategy

No	Names	Score
1	ADA	92
2	AD	94
3	AR	104
4	EL	23
5	FD	104
6	LM	101
7	MI	98
8	MN	87
9	MS	108
10	PR	106
11	RH	80

12	RM	98
	Average	91.025

Classification of scoring grade and percentage in the metacognitive strategy of the questionnaire

The data metacognitive strategy was taken from 12 participants as the research sample. The average result of the metacognitive strategy was 91.025.

The table above presents that the first 8,3% of 1 students strongly disagree, 8,3% or one students disagree, 16,7% or two students slightly disagree, 16,7% or two students partly agree, 33,4% or four students agree, 16,7% or two students strongly agree. In conclusion, the agree category is the most preferred among 12 students. It indicated that the students have the planning and evaluation, which represent the strategies listeners use to prepare themselves for listening and to evaluate the results of their listening efforts.

The second 8,3% of 1 students strongly disagree, 8,3% or one students disagree, 0% of 0 students slightly disagree, 16,7 of 2 students partly agree,25% of 3 students agree, 41,6 of 5 students strongly agree. In conclusion, the strongly agree category is the most preferred among 12 students. It indicated that the students have a problem-solving approach that represents a group of strategies used by listeners to make conclusions about what they do not understand.

Third, 8.3% of 1 students strongly disagree, 0% of 0 students disagree, the rest slightly disagree, 8.3% or one student is partly agree, 50% or six students are agree, and 33,4% or four students are strongly agree. In conclusion, the agree category is the most preferred among 12 students. It indicates that the students have the mental translation strategy, which listeners must avoid if they are to become skilled listeners.

Tabel 2. Indicator of students response

No	Indicator	CATEGORY												TOTAL	
		Strongly disagree		disagree		slightly disagree		partly agree		agree		strongly agree			
		F	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**F**	Skor
1	Planning & Evaluation	1	8,3	1	8,3	2	16,7	2	16,7	4	33,4	2	16,7	12	100
2	Problem Solving	1	8,3	1	8,3	0	0	2	16,7	3	25	5	41,6	12	100
3	Mental Translation	1	8,3	0	0	0	0	1	8,3	6	50	4	33,4	12	100
4	Person Knowledge	1	8,3	1	8,3	4	33,4	1	8,3	3	25	2	16,7	12	100
5	Directed Attention	1	8,3	1	8,3	2	16,7	0	0	4	33,4	4	33,4	12	100

The fourth, 8.3% of 1 students strongly disagree, 8.3% of 1 students disagree,33,4% or 4 students are lightly disagree, 8.3% of 1 students are partly agree, 25% of three students are agree, and 16.7% of two students are strongly agree. In conclusion, the lightly disagree category is the most preferred among 12 students. It indicates that the students have the people's knowledge that represents the listener's perception of the difficulty presented.

The last 8,3% of 1 students strongly disagree, 8,3% of 1 students disagree, 16,7% or 2 students lightly disagree, 0% of 0 students partly agree, 33,4% or four students agree, and 33,4% or four students strongly agree. In conclusion, the agree and strongly agree category is the most preferred among 12 students. It indicates that the students have focused attention, which represents the strategy the listener uses to concentrate and stay on task.

Tabel 3. Result of Metacognitive Strategy students

No	Respondents	Score
1	AFF	80
2	AD	20
3	AR	13
4	EL	26
5	FD	66
6	LM	20
7	MI	13
8	MN	20
9	MS	40
10	PA	46
11	RH	40
12	RM	26
	Average	**34.167**

The result of Listening Comprehension

Based on the table above, that the average of result of the participants score were 34,167. The data was taken from 12 students as the sample of the research. table above it shows that the metacognitive strategy was 0,371>0,05 and listening comprehension was 0,532>0,05. It can conclude the data of metacognitive strategy and listening comprehension distribute normal.

Tabel 4. Simple Correlation Correlations

		Metacognitive strategy	Listening Comprehension
Metacognitive strategy	Pearson Correlation	1	.113
	Sig. (2-tailed)		.726
	N	12	12
Listening Comprehension	Pearson Correlation	.113	1
	Sig. (2-tailed)	.726	
	N	12	12

Tabel 5. Normality Test One-Sample Kolmogorov-Smirnov Tes

		Metacognitive strategi	Listening Comperheti on
N		12	12
Normal Parameters[a,b]	Mean	91.17	34.17
	Std. Deviation	22.946	21.221
Most Extreme Differences	Absolute	.264	.233
	Positive	.232	.233
	Negative	-.264	-.159
Kolmogorov-Smirnov Z		.916	.808
Asymp. Sig. (2-tailed)		.371	.532

Based on the table above, it presented that Pearson correlation showed 0,113, it means there is very weak correlation between metacognitive strategies an listening comprehension. Furthermore, the significance sig (2-tailed) in the correlation between metacognitive strategy toward listening comprehension 0,944>0,05. It can be concluded that there is no significant correlation between mtacognitive strategies toward listening comprehension.

Tabel 6. Normality Test One-Sample Kolmogorov-Smirnov Tes

		Metacognitive strategi	Listening Comperheti on
N		12	12
Normal Parameters[a,b]	Mean	91.17	34.17
	Std. Deviation	22.946	21.221
Most Extreme Differences	Absolute	.264	.233
	Positive	.232	.233
	Negative	-.264	-.159
Kolmogorov-Smirnov Z		.916	.808
Asymp. Sig. (2-tailed)		.371	.532

a. Test distribution is Normal.
b. Calculated from data.

Base on the result table above, look at the bottom and rightmost rows that contain Asymp. Sig. (2-tailed). Then the interpretation is that if the value is > 0.05 then the data distribution is declared to meet the assumption of normality, and if the value is < 0.05 then it is interpreted as not normal.

Discussion

This discussion was to find out what is there any correlation between metacognitive strategy and listening comprehension. The research object obtained was twelfth research respondents in questionnaire and the result of students score of the listening comprehension. After conducted the research to find out the result of this research, the research used normality test and simple correlation by SPSS versions 19.0.

The first step of this research, the researcher gave the questionnaire to the respondents to know the level of metacognitive strategy. This questionnaire consists of 21 items. It adopted from (Durmaz & Aşik, 2022)

The second step was normality test. The normality test is used to find out whether data of metacognive strategy and listening comprehension which had been collected from the research came from normal distribution or not. The result computation was used one sample from Kolmogorov-Smirnov formula because in Normality test was significance. It could be seen that there were sig>a or >0,05 in metacogniive strategy 0,371>0,05 and in listening comprehension 0,532>0,05. If the test was higher than 0.05 (sig.>a), it means that the data spared of research result distribute normality. Therefore, it concluded that the data of questionnaire and the test o is distributed normality.

The last step was simple correlation test to find out correlation between the metacognitive strategy toward listening comprehension by used SPSS version 19.0 to analyze the data correlation. The researcher found that the data of metacognitive strategy and listening comprehension 0,944>0,05. And person correlation showed 0,113, it was very weak correlation. It can be concluded that there is no significance correlate between metacognitive strategy and listening comprehension. The hypothesis Is Null Hypothesis (Ho) was accepted and Hypothesis Alternative (Ha) was rejected.

CONCLUSION

Metacognitive strategy is based on the result of the correlation between metacognitive strategy and listening comprehension of the seventh semester students at Madako University of the previous chapter, the result of the research showed that sig. (2tailed) in the correlation beween metacognitive strategy and listening comprehension was obtained 0,944>0,05. The value of coefficient correlation showed 0,113, it has very weak correlation. Therefore, the hypothesis is Null Hypothesis (Ho) was accepted and Hypothesis Alternative (Ha) was rejected. It concluded that there is no significance correlation between metacognitive strategy and listening comprehension. Furthermore, listening is not only related to metacognitive strategy but has a relationship with various factor such as physical, experience, attitude, motivation and environmental factors, metacognitive strategy is a small part of the supporting factors in listening to seventh semester students at madako university

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