

The Correlation Between Metacognitive Strategy And Listening Comprehension Of Seventh Semester Students At Madako University

Moh. Firmansyah^{1*}, Ismail Yunus H¹, Sri aqidah Ekri¹

¹English Study Program Teacher Training and Education Faculty, Madako Tolitoli University

*Corresponden author: moh.firmansyah@umada.ac.id

ABSTRACT

The aimed of this study is to determine the significant of relationship between metacognitive strategies and listening skills. This research was a quantitative research. There were 12 students of the samples consisted from seventh semester. The data were collected using questionnaires and listening instruments from the TOEFL Test. The analysis technique used correlation study with the SPSS 19 v19 program. The results showed that sig.(2tailed in the correlation between metacognitive strategies and listening comprehension obtained $0.944 > 0.05$. The correlation coefficient value showed 0.113 has a very weak correlation. Thus the hypothesis proposed is the Null hypothesis (Ho) is accepted and the alternative hypothesis (Ha) is rejected. It is concluded that there is no significant relationship between metacognitive strategies and listening comprehension.

Key Words: 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.

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.

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 Darweesh (2014: 1) 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 say. Like student too quickly loses concentration when they are listening and it makes the students become difficult.

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 seventh 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, Goh, Mareschals, & Tafaghodtari, (2006).

Findings 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 Vandergigrift, Goh, Mareschal & Tafaghodtari, (2006).

Table 1. Table 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 questionnaire

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

The table above presented that the first 8,3% of 1 students are strongly disagree, 8,3% or 1 students are disagree, 16,7% or 2 students are slightly disagree, 16,7% or 2 students are partly agree, 33,4% or 4 students are agree, 16,7% or 2 students are strongly agree. In conclusion, the agree category is the most preferred among 12 students. It indicated the students have the planning and evaluation represents 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 are strongly disagree, 8,3% or 1 students are disagree, 0 or 0 students is slightly disagree, 16,7 or 2 students are partly agree, 25% or 3 students are agree, 41,6 or 5 students are strongly agree. In conclusion, the strongly agree category is the most preferred among 12 students. It indicated the students have the problem solving represents a group of strategies used by listeners to make conclusions guess what they do not understand.

The third 8,3% of 1 students are strongly disagree, 0 or 0 students is disagree the rest is slightly disagree, 8,3% or 1 students are partly agree, 50% or 6 students are agree, 33,4% or 4 students are strongly agree. In conclusion, the agree category is the most preferred among 12 students. It indicated the students have the mental translation represents a strategy that listeners must avoid if they are to become skilled listeners.

No	Indikator	CATEGORY										TOTAL			
		Strongly disagree		disagree		slightly disagree		partly agree		agree		strongly agree		F	Skor
		F	%	F	%	F	%	F	%	F	%	F	%		
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 are strongly disagree, 8,3 or 1 students are disagree, 33,4 or 4 students are lightly disagree, 8,3% or 1 students are partly agree, 25% or 3 students are agree, 16,7% or 2 students are strongly agree. In conclusion, the lightly disagree category is the most preferred among 12 students. It indicated the students have the people's knowledge represents the listener's perception of the difficulty presented.

The last 8,3% of 1 students are strongly disagree, 8,3 or 1 students are disagree, 16,7% or 2 students are lightly disagree, 0% or 0 students is partly agree, 33,4% or 4 students are agree, 33,4% or 4 students are strongly agree. In conclusion, the agree and strongly agree category is

the most preferred among 12 students. It indicated the students have the focused attention represents the strategy the listener uses to concentrate and stay on task.

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.

a. Simple Correlation

		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

b. Normality Test

One-Sample Kolmogorov-Smirnov Test

		Metacognitive strategy	Listening Comprehension
N		12	12
Normal Parameters ^{a,b}	Mean	91.17	34.17
	Std. Deviation	22.946	21.221
	Most Extreme Differences		
Absolute	Positive	.264	.233
	Negative	.232	.233
Kolmogorov-Smirnov Z	Positive	-.264	-.159
	Negative	.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.

b. Normality Test
One-Sample Kolmogorov-Smirnov Tes

	Metacognitive strategies	Listening Comperhension
N	12	12
Normal Parameters ^{a,b}	Mean Std. Deviation	34.17 21.221
Most Extreme Differences	Absolute Positive Negative	.264 .233 -.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 Vandergrift, Goh, Mareschal, & Tafaghodtari (2006).

The second step was normality test. The normality test is used to find out whether data of metacognitive 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 between 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

REFERENCES

- Al-Alwan,A Asassfeh, S & Al-Shboul, Y. (2013). EFL learners' listening comprehension and awareness of metaccognitive strategies. *International education studies*, 6(9), 1913-9020.
- Asemota,H.E (2015). Nature, importance and practice of listening skill. *British journal of Education*, 3(7).
- Bingol, M. A., Celik, B., Yildis, N., & Mart, C. T. (2014). Listening Comprehension Difficulties Encountered by Students in Second Language Learning Class. *International Journal on New Trends in Education and Their implications*,4 (4).
- Coskun. (2010). The Effect of Metacognitive Strategy Training on The Listening Performance of Beginner Students, Novitas Royal a9Research on Youth and Language).
- Creswell, J. W. (2003). *Research design: qualitative, quantitative, and mixed method approaches* (3rd ed). Thousand Oaks, Calif: Sage Publications.
- Gilakjani, A. P., & Ahmadi, M. R. (2011) A study of factors effecting EFL learners, English listening comprehension and the strategies for improvement. *Journal of Language Teacing and Research*, 2(5), 977-988.
- Gilakjani, A. P., & Sabouri, N. B. (2016). The significance of listening comprehension in English language teaching. *Theory and Practice in Language Studies*, 6(8), 1670-1677.
- Gilakjani, A. P., & Sabouri, N. B. (2016). Learners` listening comprehension difficulties in English language learning. A literature review. *English Language Teaching*, 9(6), 1916-4750.

- Gilakjani, Ahmadi. (2011). A Study of Factors affecting EFL Learners' English Listening Comprehension And The Strategies for Improvement, Malaysia: School of Education Studies.
- Goh. (2010). Listening as Process, Learning Activities for Self Approach and SelfRegulation, United Kingdom: Cambridge University.
- halifah, R. (2013). The Effect of Using Listen and Draw game Toward Students' Listening Comprehension of The First Year Student of State Senior High School 1 Bungaraya Siak Regency. (Undergraduate Thesis). Islamic University of Sultan Syarif Kasim Riau, Pekanbaru.
- Rasouli, M., Mollakahan, K., & Karbalaei, A. (2013). The Effect of Metacognitive listening Strategy Training on Listening Comprehension in Iranian EFL Context. *European Online Journal of Natural and Social Sciences*, 2(1), 115-128.
- Vandergrifth, L., Goh, C, C, M., Mareschall, C., & Tafagodthari, M. H. (2006). The Metacognitive awareness Listening Questionnaire (MALQ): Development and Validation *Language Learning*, 56(3), 431-462.
- Yang, C. (2009). A Study of Metacognitive Strategies Employed by Eng