THE RELATIONSHIP BETWEEN METACOGNITIVE-COGNITIVE STRATEGIES IN LISTENING AND EFL LEARNERS' LISTENING COMPREHENSION

SKRIPSI

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SKRIPSI

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STATEMENT OF ORIGINALITY

I honestly declare that this *Skripsi* does not contain the work or parts of the work of other people, except those cited in the quotations and the references.

Yogyakarta, June 1, 2020

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Abstract

Luik, I. (2020). *The Relationship Between Metacognitive – Cognitive Strategies in Listening and EFL Learners' Listening Comprehension* (unpublished Undergraduate Thesis). Universitas Kristen Duta Wacana, Yogyakarta, Indonesia.

The nature of listening skill has been widely acknowledged as the first way of learning a language, particularly English. Among the four areas of English skills, listening plays as the most important skill to be mastered. Since listening activity seemed to be neglected in foreign language teaching, English Foreign Language Learners (EFL) learners perceived listening as their biggest challenge due to the lack of listening comprehension. Researchers in this field have investigated how intensively EFL learners employ metacognitive-cognitive strategies in listening and whether or not there is correlation with their listening achievement. Due to the limited amount of related research conducted in Indonesia, this quantitative study was designed to find the frequency use of these strategies in listening employed by Indonesian EFL learners at university levels and find whether there was a correlation between these strategies and their listening achievements in Comprehension of Long Talk class. Fifty-four participants from four generations of English Language Education Department students participated in this study by completing the listening strategies questionnaire. Descriptive and correlation analysis were further applied. The results indicated that cognitive strategies were less frequently used instead of metacognitive strategies and there was no correlation between the use of cognitive strategies and the participants' listening comprehension at the level, $p > 0.05$. Meanwhile, there was a positive weak correlation between metacognitive strategies and the participants' listening performance. Despite the facilitation of both strategies could help the EFL learners throughout listening, several listening problems could also appear as the obstacles throughout the skill practice.
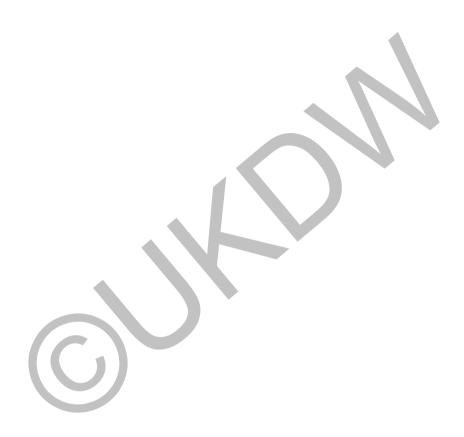
Keywords: Listening, EFL learners, Metacognitive Strategies, Cognitive strategies

Intisari

Luik, I. (2020). *The Relationship Between Metacognitive – Cognitive Strategies on Listening and EFL Learners' Listening Comprehension* (unpublished Undergraduate Thesis). Universitas Kristen Duta Wacana, Yogyakarta, Indonesia.

Keterampilan menyimak telah diakui secara luas sebagai cara pertama belajar bahasa, khususnya bahasa Inggris. Diantara keempat bidang keterampilan bahasa Inggris, menyimak berperan sebagai keterampilan yang paling penting untuk dikuasai. Karena aktivitas ini tampaknya diabaikan dalam pengajaran bahasa asing, pembelajar Bahasa Inggris sebagai bahasa asing menganggap aktivitas ini sebagai tantangan terbesar mereka karena kurangnya pemahaman menyimak. Para peneliti dibidang ini telah menyelidiki seberapa intensif pelajar Bahasa Inggris menggunakan strategi metakognitif-kognitif dalam aktivitas menyimak dan apakah ada korelasi dengan prestasi menyimak mereka. Karena keterbatasan jumlah penelitian terkait yang sedikit di Indonesia, penelitian kuantitatif ini dirancang untuk menemukan frekuensi penggunaan strategi menyimak metakognitif-kognitif yang digunakan oleh peserta didik Indonesia di tingkat universitas dan mencari tahu apakah ada korelasi antara strategi-strategi ini denganprestasi menyimak mereka di kelas Comprehension of Long Talk. Lima puluh empat peserta dari empat generasi mahasiswa Jurusan Pendidikan Bahasa Inggris berpartisipasi dalam penelitian ini dengan mengisi kuesioner strategi menyimak. Analisis deskriptif dan korelasi selanjutnya diterapkan. Hasil penelitian menunjukkan bahwa strategi kognitif jarang digunakan daripada strategi metakognitif dan tidak ada korelasi antara kognitif strategi dan pemahaman menyimak peserta di tingkat, $p > 0,05$. Sementara itu ada korelasi positif yang lemah antara strategi metakognitif dan kinerja menyimak peserta. Meskipun fasilitas kedua strategi dapat membantu pembelajar Bahasa Inggris sebagai Bahasa asing pembelajar Bahasa Inggris, beberapa masalah menyimak juga dapat muncul sebagai hambatan selama menyimak.

Kata kunci: Menyimak, Pembelajar Bahasa Inggris Sebagai Bahasa Asing, Strategi Metakognitif, Strategi Kognitif

CHAPTER I

INTRODUCTION

This chapter demonstrates the general background and the rationale of this study. It specifically consists of research background, research questions, research objectives, and research benefits.

1. Research background

In the process of learning a foreign language, it is a must for English foreign language (EFL) learners to master four basic skills of language such as listening, speaking, reading, and writing. As the first way of learning a language, listening skill plays as an essential role and is considered as the foremost skill to be mastered in second language acquisition (Liu, 2008; Thompson & Rubin, 1996; Vandergrift & Goh, 2012). Meanwhile, the knowledge of this skill is still limited because it seems to be neglected in English teaching and teachers do not teach EFL learners how to learn listening effectively (Vandergrift, 2007; Widiati & Cahyono, 2009). However, listening skill is considered as hard to be taught because it is a passive activity (Vandergrift, 1999).

As discussed above, Vandergrift (1999) further explained that listening is categorized as a complex activity, in which the EFL students have to differentiate the pronunciation of each vocabulary, grammatical structures, and intonation. If most of them are non-native speakers, there seems to be an assumption that listening is hard, specifically in decoding the talk. As has been exemplified, EFL learners tend to find difficulties in understanding native speakers' conversation (Krashen, Terrell, Ehrman, & Herzog, 1984). For instance, Flowerdew and Miller (2005) admitted that "big and pig differ only in their initial sounds, /b/ and /p/" (p. 30). Second, Field (2004) also mentioned that most EFL listeners mishear the sentence between "I won't go to London as I want to go to London" (p. 364).When it comes to a conversation between native speakers and EFL learners, reaching and catching the native speakers' sounds immediately are hard for them as they do not know how

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to distinguish between those two words and they might also lose the phonetic details (Chien & Wei, 1998). Within the quick conversation of the speakers, it leads the EFL learners to notice the stress that brings important information (Vandergrift, 2006). These factors are identified as listening problems that affect effective listening performances.

In relation to the problems of listening, it is unsurprising that EFL learners perceive it as a challenge due to the use of authentic materials and speakers (Hapsari & Ratri, 2014). They further added that these factors presented a challenge for the EFL learners to comprehend the listening; therefore, they hardly caught the key message. As exemplified in Renandya and Farrell's (2010) study, Chinese EFL learners could not catch the words due to the speed of the listening audio and the authenticity of the native speakers' talk. It seems natural for them to simply modify the sounds of certain words, while the EFL learners still need to put much effort in decoding the sounds.

For the past few decades, there have been a great number of studies investigating the use of listening strategies and its impacts toward EFL learners' listening comprehension in different contexts (Zuhairi & Hidayanti, 2016). First, a study done by Thompson and Rubin (1996) in Russian EFL learners context showed the implementation of cognitive and metacognitive strategies were successfully increasing students' listening comprehension. Then, it was followed by Bidabadi and Yamat (2011) who also investigated the utilization of cognitive strategies and metacognitive strategies in EFL freshman of Iran. The correlation analysis could show that those listening strategies bring positive impacts to the participants' listening comprehension. Recently, Bozorgian and Pillay (2013) have also examined Iranian context about the relationship between the use of listening strategies such as guessing, making inferences, repetition, identifying topic and note-taking and EFL learners' achievement. The result showed that these strategies are successful in enhancing EFL learners' listening comprehension (Bozorgian & Pillay, 2013). As could be seen from the previous studies, it can be concluded that

the use of listening strategies is effective to improve EFL learners' listening comprehension.

In specific, empirical studies in Indonesian contexts toward the correlation between listening strategies and students' listening comprehension have also been conducted (Ratnaningsih, 2015; Yulisa, 2018; Zuhairi & Hidayanti, 2016). For instance, Yulisa's (2018) study revealed that there was a significant relationship between listening strategies and students' achievement on listening comprehension in senior high school context. Likewise, Zuhairi and Hidayanti (2016) found out in junior high school context which demonstrated that cognitive strategies and metacognitive listening strategies have successfully provided positive impacts on the students' listening comprehension. In specific to university context, a study by Ratnaningsih (2015) revealed that the use of metacognitive and cognitive strategies had no relationship with the EFL learners' listening comprehension. As can be inferred from the previous studies in Indonesian contexts, quantitative methods are widely used.

Turning now to this current study, it investigated the use of cognitive and metacognitive strategies along with the correlation of each strategy and students' listening comprehension. This study further involved university EFL learners Indonesia because they do not use English as their first language and when they communicate with native speakers, they mostly give 45% of their effort in listening compared to other skills (Huy, 2015). In addition, the EFL learners are also demanded to master English skills, specifically listening (Liu, 2008). Hence, in order to know their strategies use in listening, this study employed quantitative method because it is widely used to gather and measure the data of listening strategies, (e.g.: Bidabadi & Yamat, 2011; Bozorgian & Pillay, 2013; Nurhidayah & Ma'mun, 2016; Thompson & Rubin, 1996; Yulisa, 2018; Zuhairi & Hidayanti, 2016).

2. Research questions

The main purposes of this study includes:

1. To what extent do English Language Education Department (ELED) students use metacognitive strategies in Comprehension of Long Talk class?
2. To what extent do ELED students use cognitive strategies in Comprehension of Long Talk class?
3. What is the relationship between the use of metacognitive strategies and ELED students' listening comprehension as measured by students' score?
4. What is the relationship between the use of cognitive strategies and ELED students' listening comprehension as measured by students' score?

3. Research objectives

This study aims to examine the use of cognitive-metacognitive strategies and how they correlate with ELED students' listening comprehension. Specifically, this study intends to:

1. Investigate the extent to which ELED students use metacognitive strategies in Comprehension of Long Talk class
2. Investigate the extent to which ELED students use cognitive strategies in Comprehension of Long Talk class
3. Investigate the relationship between the use of metacognitive strategies and ELED students' listening comprehension as measured by students' score
4. Investigate the relationship between the use of cognitive strategies and ELED students' listening comprehension as measured by students' score

4. Research benefits

As Vandergrift (2003) stated that "knowledge about listening comprehension strategies is still limited" (p. 470), the finding of this research possibly bring benefits for:

1. Students

Through investigating the features of cognitive strategies and metacognitive strategies and the problems of students' listening comprehension, hopefully, the students are expected to be aware of the use of these two strategies in the listening process.

2. Teachers/Lecturers

This study is proposed to the use of listening strategies in teaching foreign languages. Besides the students, teachers may also apply these strategies in teaching listening.

3. Other researchers

This study is also aimed for the other researchers to investigate more about listening comprehension in Indonesian university context using quantitative methods. This method in specific can be employed to gain data in numerical forms which not be influenced by personal opinions and the results may be generalized in this context (Creswell, 2014).

CHAPTER V

CONCLUSION

The following chapter contains a brief summary of the results, implications, and contributions, along with future studies. The explanations of each point can be further seen in these following paragraphs.

1. Summary

This study was designed to find the frequency use of metacognitive-cognitive listening strategies employed by Indonesian EFL learners' context at university levels and find out whether there was a correlation between these strategies and their listening achievements. The results have identified metacognitive strategies were often employed rather than cognitive strategies and there was no correlation between the use of cognitive strategies with their listening achievements. Meanwhile, it was found that there was a positive weak correlation between the use of metacognitive strategies and the participants' listening performance. Specifically, the participants of this study mostly implemented metacognitive strategies in the while listening phase and the pre-listening phase instead of the post listening phase. Moreover, the cognitive strategies categories namely inferencing, elaboration, listening for details, and prediction were often applied by the participants compared to translation and summarization or widely known as note-taking.

Both of those strategies in general have its advantages in facilitating listening comprehension, as long as the EFL learners can use it properly. Combining three sequence actions of metacognitive strategies will be curtailed without the contributions of specific appropriate cognitive strategies vice versa (Vandergrift, 1999). However, in responding to the various levels participants' listening proficiency, they might find some obstacles to apply cognitive strategies related to word recognition and the native speakers' way of talking. Due to the limitation of time and resources, this study might not have managed to minimize the potential problems of data gathering procedures.

2. Implications and contributions

Based on the results, this study has some implications to be noted in regard to the teaching listening skill. As has been mentioned, it is the teachers' role to facilitate the learners in their teaching (Bidabadi & Yamat, 2011). Due to the fact that listening skills seemed to be neglected in English teaching, those results can suggest teachers introduce listening strategies to the EFL learners and encourage them to utilize those strategies based on their need. Within the relatively small use of the evaluation phase after listening, the EFL learners should be taught and given more listening strategies training, specifically in employing metacognitive strategies sequentially to achieve a better listening performance. In doing so, they will be able to reflect or evaluate their strategies throughout the listening process. Besides, they can also be taught to combine specific cognitive strategies based on their listening task needs.

Since cognitive strategies were not frequent to be used by the EFL learners, it can be suggested that teachers should accommodate this strategy so they are able to use it frequently. As could be inferred on the items number 28 and 32 in Table 3, translation and summarization were slightly employed by the participants as they have to keep up with the listening. Concerning this, they have to write specific aspects and translate the utterances at the same time. Hence, it is important for the EFL learners to be trained how to choose which keywords that can improve their listening comprehension, thus, it will not take much time. Meanwhile, the most frequent use of cognitive strategies namely inferencing, listening for details, elaboration, and prediction are intended for the EFL learners to keep use those strategies in enhancing their listening achievements.

Besides, there are also some contributions of this present study. In relation to the result, this study can give a new perspective that employing metacognitive-cognitive strategies in listening does not always demonstrate the scores obtained in class. Aside from it, this study is also aimed for the other researchers. It may help

them to investigate more about listening comprehension in other contexts, specifically in Indonesia university area.

3. Limitations

Notwithstanding producing several useful findings, some limitations could also be acknowledged. Firstly, the period of data collection was held in a short time. Gaining all of the participants' listening scores was the target of this study, however, in an attempt to keep the number of the participants and catch up with the time allocation of data gathering, this study minimized their listening test scores until midterm test grades. The second limitation that seemingly appeared was the gap of the participants' generations. Within these various years of students, they probably have forgotten their listening strategies back in their class. Considering those factors, the results cannot be generalized. Lastly, given the short listening audio as the reminder of listening strategies and distributed questionnaires to the participants may not be sufficient to capture their dynamic and process toward their listening strategies throughout the class.

4. Future studies

Having conducted this present study, several points could be suggested for future researchers. Concerning the limitation of time and number of the participants, it is suggested to gather the data in more periods with a big number of populations along with the near distance of their strategies training and generations. Moreover, unlike the quantitative methods, the use of qualitative methods are also suggested to conduct research in the listening field. Although the students' listening grades are mostly defined as their level of success in listening proficiency, it does not capture the process on how they interpret their own strategies in real situations. Therefore, the combination of both strategies might be suggested to the future researchers by collecting the EFL learners' reflection diaries of listening activities and doing interviews with both teacher and learners to investigate the process throughout the class.

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