

THE CORRELATION BETWEEN METACOGNITIVE LISTENING STRATEGIES AND LISTENING COMPREHENSION AMONG STUDENTS IN SECONDARY SCHOOL

Fani Miftakhul Faradisa

Universitas Negeri Surabaya

fani.17020084008@mhs.unesa.ac.id

Abstrak

Dalam mempelajari bahasa asing, mendengarkan merupakan keterampilan yang penting untuk mendukung masukan siswa dan perkembangan bahasa. Siswa menggunakan pemahaman mendengarkan mereka dalam mengolah masukan yang telah mereka dapatkan. Namun, banyak permasalahan yang muncul dalam pemahaman mendengarkan. Strategi mendengarkan metakognitif merupakan salah satu strategi mendengarkan yang dapat membantu siswa untuk mengontrol pembelajaran mereka dan memecahkan masalah guna mencapai tujuan dari pembelajaran. Penelitian ini dilakukan untuk mengetahui hubungan antara strategi mendengarkan metakognitif dan pemahaman mendengarkan siswa di sekolah menengah. Untuk mempelajari hubungan ini, 65 siswa dipilih sebagai sampel penelitian ini dan disurvei menggunakan angket dan tes mendengarkan. Yaitu Listening Comprehension Strategy Questionnaire (LCSQ) dan Tes Latihan TOEFL standar junior untuk mengetahui skor pemahaman mendengarkan siswa. Hasil dari penelitian ini menunjukkan bahwa siswa lebih sering menggunakan strategi perencanaan ($M= 3.78$) dan pemecahan masalah ($M= 3.72$). Ditemukan bahwa strategi metakognitif memiliki hubungan positif yang rendah dengan pemahaman mendengarkan siswa ($p= 0.024$ dan $r= .280$). Hasil penelitian ini juga menunjukkan bahwa terdapat korelasi positif yang rendah antara salah satu komponen dalam strategi mendengarkan metakognitif, strategi pemecahan dan pemahaman mendengarkan siswa ($p= 0.006$ dan $r= .337$). Dengan demikian, strategi mendengarkan metakognitif bermanfaat bagi siswa dalam pemahaman mendengarkan.

Kata Kunci: Pemahaman Menyimak, Strategi Mendengarkan Metakognitif.

Abstract

In learning a foreign language, listening is an essential skill to support students' input and language development. The students use their listening comprehension in processing the input that they heard. However, many problems arise in listening comprehension. Metacognitive listening strategies is one of listening strategies that can help students to control their learning and solve problems to achieve the learning outcomes. Focusing on metacognitive listening strategies, this study was conducted to find out the correlation between metacognitive listening strategies and listening comprehension in secondary school. In order to study this relationship, 65 students were chosen as the sample of this study and were surveyed with a questionnaire and listening test. Those are Listening Comprehension Strategy Questionnaire (LCSQ) and Practice Test for the TOEFL junior standard test to determine students' listening comprehension score. The result of this study showed that the students were more likely to use planning strategy ($M= 3.78$) and problem solving strategy ($M= 3.72$) to ease them in listening comprehension. It was found that metacognitive listening strategy had a low positive relationship with students' listening comprehension ($p= 0.024$ and $r= .280$). The result also revealed that there was a low positive correlation between one of the component in metacognitive listening strategies, problem-solving strategy and students' listening comprehension ($p= 0.006$ and $r= .337$). Thus, metacognitive listening strategies were beneficial for students in listening comprehension.

Keywords: Listening comprehension, Metacognitive listening strategies.

INTRODUCTION

In learning foreign language, initially students will learn about receptive skills in language, one of them is listening. According to Sabet (2012), listening skill plays an important role in daily communication and language learning process, it also a pivotal skill in language learning

development. In the classroom settings, listening is required to provide input for the student (Wah, 2019). The input which the students got from listening can help them to begin the learning process. It can be concluded that listening can help the students to acquire a new language and input which can assist them to provide information in order to reach the learning outcomes.

Listening skill is an ability to understand spoken language, usually additional sounds that complement and graphic input, with support of our relevant previous understanding and context of it (Sabet, 2012). Thus, Wah (2019) argues that listening is a dynamic method involves active academic of translating, understanding, interpreting and evaluating information. Moreover, while interpreting the information that they hear, the students use many conceptual processes to support it (Namaziandost, Neisi, Mahdavi-rad, Nasri, and Monacis, 2019). It can be concluded that the activeness of the students is needed in interpreting the information. While interpreting the information, the students use their conceptual process such as thinking and knowing of the information to catch the message of it which can be called as listening comprehension.

Listening comprehension is a process of attaching information that the students catch with the knowledge as an active process in defining the meaning of certain parts (Gilakjani, 2011; Namaziandost, Sabzevari, Hashemifardnia, and Heidari-shahreza, 2018). In listening comprehension, the students have to know the sounds of speech, understand the meaning of words, and understand the structure of sentences (Ahmadi, 2016). Therefore, the activeness of the students is needed in comprehending the information they have obtained in listening comprehension activities.

For foreign language learners, listening comprehension is often realized as a major challenge which can make students unfulfilled with their low performance on listening or insufficient attention in the classroom (Maftoon and Alamdari, 2016). The students will be unsatisfied and give up when they do not have adequate skill to support their performance in listening comprehension. There are several problems that influence in listening comprehension such as word recognition, part of speech, attention, missing the beginning of listening text, forgetting what was heard, and understanding the words and the meaning of the messages from the input (Ozcelik, Branden, and Steendam, 2019). These problems may can obstruct students' success in achieving their outcomes in listening comprehension.

According to Namaziandost et al. (2019), listening strategies are the best way to help the students to solve their problems in listening activity. In any case, listening strategies also help the students to determine their learning objectives in listening and make the listening process becomes effective. Thus, educators are required to determine and train suitable techniques and strategies in listening comprehension to assist the students develop it and also overcome the problems while listening (Kök, 2017).

Rahimirad and Shams (2014) argued that in listening guidelines there are three types of strategies that can be applied: they are cognitive strategies, socio-affective strategies, and metacognitive strategies. Cognitive strategies are defined as something that can boost students in processing a language in order to complete a task including clarification, resource, and note-taking which are unconscious relations with the material that they will be learned. Socio-affective strategies can be defined as a process when the students communicate with peers for expressive control in language learning, such as questioning and cooperating with peers. Metacognitive strategies are conceptual activities that prove the language learning process (Malley and Chamot, 1989; Oxford et al., 1989; Vandergrift, 1997).

Based on the study which is conducted by Vandergrift and Tafaghodtari, it is argued that the use of metacognitive strategies makes students more trained and able to improve listening performance of the students. (Vandergrift and Tafaghodtari, 2010). This statement means that the role of metacognitive strategies in listening comprehension are beneficial for the students so that their listening performance increase.

Metacognitive strategies can be defined as the strategies which is used by EFL students as a means of doing and assessing their learning activities (Tabibian and Shahreza, 2016), it involves building leader, whose role is to emphasis, design, gain, reserve, arrange, manage, monitor, and evaluate the process of language learning (Vandergrift et al., 2006). Vandergrift (2008) added an information that metacognitive strategies in listening comprehension involves considering and organizing the listening process which consist of planning, monitoring, evaluating, and problem solving. Planning strategy includes advanced organization, direct attention, and selective attention. Monitoring strategy involves comprehension monitoring and double-check monitoring. Evaluating strategy consist of performance evaluation and strategy evaluation. The last one is problem-solving strategy which help the students to identify the problems in listening comprehension.

The students cannot reach the capability to regulate and observe their progress, future learning, and performance, if they do not use the listening comprehension strategies (Rahimi and Abedi, 2015). Therefore, Vandergrift (1997) argued that metacognitive strategies are very influential factors of students' success in listening comprehension. In brief, metacognitive strategies can make students recognize about the learning process and know what they want to learn. The students have an important role in every stage of the learning process. Furthermore, they can regulate their process to

achieve the learning outcomes and overcome the problems during listening process.

There are several studies related to listening strategies, especially metacognitive listening strategies and listening comprehension. Maftoon and Alamdari (2016) explored the effect of metacognitive strategy instruction on listening performance and metacognitive awareness of EFL students in Iran. The findings stated that metacognitive strategies has a positive relationship with student performance in listening. It can be concluded that metacognitive strategies give effect on students listening performance in which the students can achieve higher scores of their listening tasks. K ok (2017) researched on the correlation between listening comprehension strategy use and listening proficiency. The results of this study presented there is a relationship between metacognitive strategies and students' listening comprehension which has a statistically significant positive correlation. Tabibian and Shahreza (2016) also conducted the study to investigate the effectiveness of cognitive and metacognitive strategy use on EFL learners' in receptive language skills. The results exposed that there is a correlation between listening comprehension and cognitive strategy used by students was a moderate positive one, whereas metacognitive strategy use was a strong positive correlation with listening comprehension. Another study from Manzouri, Shahraki, and Fatemi (2016) conducted similar research to reveal listening strategy used by Iranian EFL learners in general. Through the multiple regression analysis, the result showed that participants employed cognitive strategies more than other strategies. However, independent sample t-test of this study indicated that skilled listeners utilized metacognitive strategies more regularly.

The previous studies tended to investigate the correlation between listening strategies in general and listening comprehension. Only a few studies focused on metacognitive listening strategies and listening comprehension. The studies which discovered on metacognitive listening strategies used questionnaire from Vandergrift (2006). It explored more about metacognitive awareness rather than metacognitive listening strategies. Thus, this current study used another questionnaire which is not related to the metacognitive awareness, but it focused on metacognitive listening strategies. Therefore, in revealing the relationship between metacognitive listening strategies and students' listening comprehension, the researcher prefer using LCSQ (Listening Comprehension Strategies Questionnaire) by Chen (2010) because this questionnaire focuses more on metacognitive listening strategies. In addition, more studies with different level of the participant is needed because the participants

of those previous studies were university students with the high level of English proficiency. Thus, in this current study, the researcher used secondary school students as the participants because only a few studies focus more on students in senior high school.

The results of this study is expected to be a basic consideration to conduct a further research on the relationship between metacognitive listening strategies and listening comprehension of the students. The results of this study is also expected to give a positive impact for the teacher. They can be aware of students' metacognitive listening strategies which can support students' performance in listening comprehension. Therefore, the teacher can help and assist the students to develop metacognitive listening strategies because it cannot be neglected in learning process. Besides, the result of it also enables students to be aware of their metacognitive listening strategies that is used in listening comprehension. Hopefully, this study encourages the students to be better in accomplishing the listening task.

Thus, the hypotheses are formulated as follows: there is no correlation between metacognitive listening strategies and listening comprehension (H_0). There is a correlation between metacognitive listening strategies and listening comprehension (H_a).

Regarding the background of the study, the researcher formulated the research questions; (1) what are metacognitive listening strategies used by students in listening comprehension? (2) is there a correlation between students' metacognitive listening strategies and their listening comprehension?

METHOD

This study is correlational because it intends to find out the relationship between metacognitive listening strategies and listening comprehension of students. The samples of this study were 65 students of eleventh graders in one of the secondary schools in Sidoarjo. Those samples are chosen using convenience sampling.

The researcher used online questionnaire and online test as the instruments of this study. Listening Comprehension Strategy Questionnaire (LCSQ), adapted from Chen (2010), was used to know students' metacognitive listening strategies. This questionnaire was translated into students' native language so that they can easily understand each statement of it. There are three parts of LCSQ (cognitive strategies, socio-affective strategies and metacognitive strategies), but the researcher only took metacognitive listening strategies part which consists of 16 statements. Those statements used five-points likert scale ranged from almost never (1), seldom (2), sometimes (3), usually (4), to almost always (5).

Before distributing the questionnaire, the researcher conducted content validity of the questionnaire. It was done by one of the lecturers who was an expert in listening. After all of the items in the questionnaire were considered valid and can be used as the instrument. The reliability of the LCSQ was measured by using SPSS, and the result of the Cronbach's alpha level was reliable ($r = .889$). According to Cohen (2007), the questionnaire was acceptable and reliable if the Cronbach's alpha level was 0.70 or above.

In order to answer the second research question which is about the correlation between metacognitive listening strategies and listening comprehension, the data about students' listening comprehension score were needed. Thus, to get the data, the second instrument used was *Practice Test for the TOEFL® Junior™ Standard Test* from ETS (Educational Testing Service), using only listening section part. The online test was also provided and distributed through Google form. TOEFL Junior test is appropriate with the students of eleventh graders since it intended for students ages 11 and over. The test is administered in 40 minutes. It involves three sections: (1) classroom instruction, (2) short conversation and (3) academic listening. In the listening section, there are 42 multiple-choice questions, each with four possible answers. The result of students' listening comprehension test was measured by using a simple formula that are commonly used by the teachers. The formula can be shown below:

$$\text{Listening comprehension} = \frac{N \text{ correct answer}}{N \text{ questions}} \times 100$$

The listening scores of the students would be categorized based on the score descriptors which was formed by (Hartina, Vianty, & Inderawati, 2018). The table below is the score descriptor:

Tabel 1. The Descriptor of Listening Comprehension

Interval	Category
86 – 100	Very good
85 – 71	Good
70 – 56	Average
55 – 41	Poor
0 – 40	Very Poor

Then, the result of listening score would be classified based on the table above.

For the analysis, the result of the Google form was analyzed using descriptive statistics through SPSS. The result from the likert-scale of the questionnaire was calculated and presented in the form of mean score (M) and standard deviation (σ).

In order to answer the second research question, before conducting the correlation, the normality test was conducted to check whether the data were distributed

normally or not. Kolmogorov-Smirnov test was used to conduct the normality test since the number of the data are more than 50. The result of the normality test was $p = 0.000$. According to Cohen (2007), the data could be said normal if the probability value was more than 0.05. In this study, the result of probability value was less than 0.05 which showed that the data were not distributed normally. Therefore, the researcher decided to use Spearman Rank to find out the correlation between metacognitive listening strategies and listening comprehension.

RESULTS AND DISCUSSION

Results

Based on the data gained from metacognitive listening strategies questionnaire showed that planning and problem-solving had the high scores of metacognitive listening strategies rather than monitoring and evaluating strategies. So that, the researcher divides this section into four categories include planning strategies, monitoring strategies, problem-solving strategies, and evaluating strategies. It will be described as follows.

Table 3. Planning Strategies of Metacognitive Listening Strategies

Planning			
Item	M	SD	Categories
I first find out more about the topic/task.	3.68	1,017	Advanced Organization (M= 3.67)
I look over the vocabulary or recall the important words related to this topic.	3.65	1,096	
I have a plan in my mind for how I am going to listen.	3.80	0,851	Directed Attention (M= 3.80)
I concentrate hard so that I can hear clearly what is said.	4.11	0,986	
When my mind wanders, I recover my concentration right away.	3.91	1,086	
When I cannot understand, I will continue to listen to other parts.	3.40	1,247	Selective Attention (M= 3.86)
Before I try to understand, I decide in advance to listen for specific aspects of information, (e.g., familiar key words, stressed words or tone of voice) and I focus on hearing that information.	3.88	1,053	

I try to listen with a purpose for theme or topic.	3.89	1,033	
Overall Means (M= 3.78)			

The result from the table 3 shows that the overall means of planning (M= 3.78) was the highest score in metacognitive listening strategies. It indicated that the students prefer to plan what they were going to do during the listening comprehension process. In this strategy, the highest mean of the dimension was selective attention (M= 3.86), especially on item number eight (M= 3.89) which showed that the students were more likely to listen based on the theme or topic of the listening text which help them focus on specific information. Another dimension in planning strategy which had the high score was directed attention. In directed attention, the students were likely to deliberate to the listening task, it was showed by the item number four (M= 4.11). They concentrated so hard to focus what the speaker said and caught the information clearly. The lowest score of planning strategies was advance organization (M= 3.67). Advance organization had the lowest score since the students prefer to concentrate to their listening task and focused to the specific information rather than explored more about the topic and remembered important words related to the topic. In advanced organization, the students were more likely to find more information about the topic which could guide them to comprehend the listening task through the topic. It was showed by the statement number 1 (M= 3.68).

Table 4. Monitoring Strategies of Metacognitive Listening Strategies

Monitoring			
Item	M	SD	Categories
I ask myself what I am listening to or what I have understood.	3.52	0,986	Compre-hension Monitori-ng (M= 3.53)
When I think I understand something, I compare it with my general knowledge.	3.55	0,969	
When I think I understand something, I check if it fits in with the situation.	3.74	1,004	Double-check Monitoring (M= 3.74)
Overall Means (M= 3.63)			

Table 4 shows that monitoring strategy had the lowest score of the metacognitive listening strategies. It showed that the students had little awareness of monitoring

strategy. Even though this strategy helped them to correct and check their understanding in listening, the students were unfamiliar with this strategy. The highest score of this strategy was on item number ten which could be called as double-check monitoring (M= 3.74). It reported that the students tended to check their understanding whether it was being following the situation in the listening text rather than compared the information that they got with their general knowledge. They also rarely used comprehension monitoring which deals with their self-understanding of what they have understood from the listening task. Thus, this item got the lowest score in monitoring strategy

Table 5. Problem-solving Strategies of Metacognitive Listening Strategies

Problem-solving			
Item	M	SD	Categories
I quickly adjust my interpretation if I realize that it is not correct.	3.77	1,023	Problem-solving (M= 3.72)
I try to keep up with the speed or give a quick response when necessary.	3.58	0,883	
I reflect on my problems or difficulties, e.g., key words could not be understood or concentration level was insufficient.	3.77	1,072	
Overall Means (M= 3.72)			

The next mostly used by the students in metacognitive listening strategies is problem-solving (M= 3.72) which is showed on the table 3. It revealed that the students tried to solve their problem in listening comprehension. They solve the problem to ease them in accomplishing their listening task. The highest mean of this strategy was on item number fourteen (M= 3.77) which revealed that the students reflected on the problems they faced in listening comprehension such as unfamiliar words and weak concentration. They reflected the difficulties to solve and prevent it from interrupting when accomplishing the listening task.

Table 6. Evaluating Strategies of Metacognitive Listening Strategies

Evaluating			
Item	M	SD	Categories
I evaluate how much I've understood this time, e.g., I could comprehend 80% of the text.	3.58	1,088	Performan- ce Evaluati- on
I evaluate my strategy use and think of other strategies	3.75	1,061	Strategy Evaluation

that could have helped, e.g., I was less stuck by unknown words.			(M= 3.75)
Overall Means			(M= 3.67)

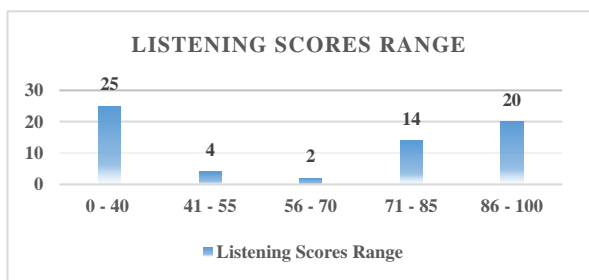
Listening	Spearman Rank	0,228	0,225	.337**	0,193	.280*
	Sig (2 tailed)	0,068	0,072	0,006	0,124	0,024
	N	65	65	65	65	65

Table 6 shows that the mean score of evaluating strategy was (M= 3.67) which showed that this strategy was lower than planning and problem-solving strategy. The highest mean of this strategies was revealed on item number sixteen (M= 3.75). This item revealed that at the end of listening comprehension task or activity the students tended to evaluate the strategy that they used, it helped them in listening comprehension. They also thought about the alternative strategies that could be useful for them. In this strategy, the students rarely evaluated their performance while accomplishing the listening task such as evaluating their understanding of the task.

The correlation between metacognitive listening strategies and listening comprehension

Before calculating the correlation, the researcher also analyzed the students' listening comprehension score. It was found that the maximum score of the listening test was 100 and the minimum score was 14. The result of the listening comprehension test is shown below:

Chart 1. Distribution of the Listening Comprehension test



Based on the chart above, the students' scores are mostly ranging from 0 to 40 (25 students) were categorized into very poor level and 86 to 100 (20 students) were categorized into very good level. There were only 4 students were categorized into poor level (ranging from 41 to 55), 2 students were categorized into average level (ranging from 56 to 70), and 14 students were categorized into good level (ranging from 71 to 85).

After the result of the questionnaire and listening comprehension test has been collected, both of them were analyzed using Spearman Rank to find out the correlation between metacognitive listening strategies and listening comprehension. According to Cohen (2007), the two variables were correlated if the significance level (2-tailed) was less than 0.05.

Table 7. Spearman Rank Correlation

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Based on the table 5, the result of the correlation between metacognitive listening strategies and listening comprehension will be explain below.

The result of the Spearman Rank correlation showed that there was a correlation between metacognitive listening strategies and listening comprehension. It is revealed by the value of $p= 0.024 < 0.05$. Thus, h_0 is rejected and h_a is accepted. Based on table 5, the number of the r value was positive, it presented that there was a positive correlation between the variables. It means that the use of metacognitive listening strategies has a relationship with students' performance in listening comprehension. It can also be explained the means of positive correlation occurs when the students' metacognitive scores are high then the listening scores will be high, and if the metacognitive scores are low then the listening scores will be low. The coefficient correlation of this correlation ($r=0.280$). Based on Cohen, Manion, and Morrison (2007), the size effect of the coefficient correlation is categorized as low because the point is among 0.20 until 0.35. Therefore, there was a low positive correlation between metacognitive listening strategies and listening comprehension.

Other finding of the correlation came from one of the dimensions of metacognitive listening strategies. There was a correlation between problem-solving strategy ($p= 0.006 < 0.05$) and listening comprehension. It showed that there was a positive correlation between the variables. The coefficient correlation of this correlation ($r=0.337$). Therefore, the relationship between problem-solving strategy and listening comprehension was a low positive correlation.

Based on the table 5 shows that the other dimensions of metacognitive listening strategies such as planning ($p= 0.068$), monitoring ($p= 0.072$), and evaluating ($p= 0.124$) were not correlated with listening comprehension test.

Discussion

Metacognitive listening strategies

The result of this study presented that planning and problem-solving strategy had the high scores of metacognitive listening strategies rather than other strategies. The other strategies are monitoring and evaluating strategy which had the low scores of metacognitive listening strategies. In this study, the students had little awareness of these strategies and rarely

used these strategies rather than planning and problem-solving strategies.

From the four tables above, all of the strategies in metacognitive listening strategies were benefited and developed by the students, but the students were mostly used planning and problem solving strategy to ease them in listening comprehension. It is in tune with Bozorgian (2014) finding. He found that planning, evaluating and problem solving had the high scores of metacognitive listening strategies. The students tended to use planning, monitoring, and problem solving rather than other evaluating. It was similar with the result of this study.

In the planning strategy, the students scheduled what they would be doing in the future and determined alternatives ways to prevent them from possible listening difficulties (Bozorgian, 2014). It can be said that planning strategy facilitated the students to organize their activity in listening. The students predicted what they will have listened to certain topics and themes also explored the possible words they may be heard. Vandergrift (2008) added information that students developed a suitable action to address all the difficulties that may be distracted them while completing the task in listening comprehension. Therefore, the students used this strategy more frequently rather than other strategies to know what they were going to do during the listening process.

In planning strategy, students tended to use directed attention and selective attention rather than advanced organization. Vandergrift and Goh (2012) supported it by saying that these two sub-categories help the students in centering attention to avoid distraction or keep to a plan listening development. Goh and Taib (2006) also reported that the main thing which the students do when listening is to listen very carefully because they are concentrating on a lot of information coming out at one time is directed attention. It also in line with Vandergrift et al. (2006) statement that attention is important to avoid losing concentration, recover concentration, and not give up. In this study, the students were more likely to focus on the concentration, they concentrated so that they can be easily captured what they were listening to.

Selective attention also had a high score in planning strategy. This category was mostly used by the students in planning strategy. In this study, selective attention helped the students to focus in specific aspects of information. It is in tune with Goh and Meng (2002) finding that selective attention helped the students to decide which important aspects to pay more attention to in listening. It made them more focused on listening to certain information. Vandergrift (2008) supported it by saying that selective attention assists the students to emphasis on definite

information involving focus on familiar words, stressed words, and certain topics.

In planning strategy, the students rarely to use advanced organization. In this study, the students were more likely to find and explore more about the topic or theme that they are going to listen to get more information related to the topic or theme. In line with Vandergrift and Goh (2012) statement, this strategy helped the students to clarify the purpose of the listening task by anticipating and proposing strategies for addressing the problem. Thus, the students used this strategy to clarify the goal of the listening task and prepare themselves before listening.

Monitoring strategy had a little attention from the students is monitoring strategy. Monitoring strategy helped the students to check their understanding in listening task (Vandergrift, 2008). There are two sub-categories in monitoring strategy such as double-check monitoring and comprehension monitoring. These two sub-categories were beneficial for the students. The students used double-check monitoring to check and verify about their understanding, it was appropriate or not with the situation inside the listening text. Another one is comprehension monitoring of monitoring strategy which can assist the students to clarify and compared information (Vandergrift, 2008). In this sub-categories, the students compared information they had understood with their general knowledge. Thus, monitoring strategy cannot be neglected in metacognitive listening strategies.

Regarding problem solving strategy in metacognitive, the students were more likely to use this strategy after planning strategy. This finding is consistent with Bozorgian (2014) that the students used this strategy more frequently to help them to solve the difficulties in listening comprehension. In listening comprehension, the students tend to reflect on their difficulties such as unfamiliar words and they cannot understand the meaning of the words. Sometimes, they may be lost their concentration in listening comprehension. Therefore, problem solving strategies were used by students to make conclusions when they cannot hear or understand certain words and try to solve the difficulties (C. C. M. Goh and Hu, 2013)

The last strategy that had a little awareness is evaluating strategy. It is in line with Chen (2010) reported that students were unaccustomed with monitoring and evaluating strategy. In this study, the students did not use this strategy as often as planning and problem-solving strategy. According to C. Goh (2008), in evaluating, the students assessed the success of their understanding after the listening task and plan to develop their own listening skills. The students applied self-evaluated on the effectiveness of certain strategies. Strategy evaluation was mostly used by the students rather than performance

evaluation because they need to evaluate one's strategy after completing the task.

The correlation between metacognitive listening strategies and listening comprehension

Based on the result of this study, the correlation between metacognitive listening strategies and listening comprehension score was positively correlated. This finding was also in line with K ok (2017) that explored the relationship between listening comprehension strategy used and listening comprehension proficiency. He found that there was a statistically significant positive correlation between the listening comprehension and metacognitive strategies. Maftoon and Alamdari (2016) also found that metacognitive strategies and listening performance of the students had a positive correlation. They also stated that listening was trained together with metacognitive strategies which guided the students toward improving their listening proficiency. The result of this study was in tune with the results of earlier studies, which can clarify the idea that based on metacognitive factors and systematically familiarize to the students that metacognitive can lead to an increase in their listening performance. It can be concluded that the improvement in listening comprehension can be influenced by metacognitive listening strategies.

This positive correlation between metacognitive listening strategies and listening comprehension was caused by the function of metacognitive listening strategies for students' listening comprehension. Through metacognitive listening strategies sequences, the students took responsibility for the listening task they had to complete (Rahimirad and Shams, 2014). Metacognitive listening strategies also assisted student to design the activities in listening before completing the tasks, self-monitoring and problem solving while completing the tasks, and evaluating at the end of the activities (Tabibian and Shahreza, 2016). Moreover, the students had an important role while applying this strategies. They controlled their process in listening comprehension, solved the problems that might be occurred during the listening process and evaluated their achievement. Al-zazemy and Al-jamal (2019) stated that students who used metacognitive strategies were able to achieve the high level of listening proficiency. The higher the level of the metacognitive listening strategies used, the higher the listening comprehension achieved by the students. Thus, metacognitive listening strategies and listening comprehension had a positive correlation since both of them are interconnected and provide benefits for the students. However, most of previous studies had strong positive correlation, this study had a low positive correlation between metacognitive listening strategies and

listening comprehension. It was happened since some of the students still got the low score in listening strategies and they had little awareness of metacognitive listening strategies they used.

There are four dimensions of metacognitive listening strategies. Each dimension of metacognitive listening strategies is correlated with listening comprehension test. Those are planning and listening comprehension test, monitoring and listening comprehension test, problem-solving and listening comprehension test, and evaluating and listening comprehension test. However, based on tables 5 only problem-solving strategy which had a correlation with listening comprehension test.

The result from the correlation between problem-solving strategy and listening comprehension was a low positive correlation. It is in line with (C. C. M. Goh and Hu, 2013) finding that directed attention and problem-solving and listening comprehension had a significant relationship. However, in this study, only problem-solving strategy which had a low positive correlation with listening comprehension. This correlation could be happened in listening comprehension since the purpose of problem-solving strategy was facilitated the students increased and developed their listening comprehension more than other strategies (Taheri and Zade, 2018). In addition, Bozorgian (2014) also found that the students established problem-solving strategy in listening comprehension, they established it since problem solving is an implicit learning model through task performance. Therefore, problem-solving had a relationship with listening comprehension to assist the students and solve the problem during accomplishing the task in listening comprehension.

There are three uncorrelated dimensions of metacognitive listening strategies and listening comprehension. These dimensions include planning with listening comprehension, monitoring with listening comprehension, and evaluating with listening comprehension. It happened since the result of the r value of the correlation were upper than 0.05. Thus, these dimensions uncorrelated with listening comprehension test. It is in line with C. C. M. Goh and Hu (2014) finding that planning and evaluation strategy uncorrelated with listening comprehension since the students had not explored and used these strategies in listening comprehension. They also stated that the students unfamiliar with this metacognitive listening strategies. Therefore, there was only a correlation between problem-solving strategy and listening comprehension since this strategy were more likely dealing with students problem and how to solve it. This finding was supported by the statement from Namaziandost et al., (2019) that the students need to solve the problems in listening

comprehension. That what makes problem-solving strategy had positive correlation with listening comprehension.

CONCLUSION

This present study focused on discovering of metacognitive listening strategies used by the students in listening comprehension and finding the correlation between metacognitive listening strategies and listening comprehension score. The result of this study revealed that the students were mostly used planning and problem-solving strategy in accomplishing the listening task. They thought that these two strategies helped them to organize their activities before doing the task and solve the difficulties while accomplishing the listening task. In addition, there are two strategies which had the low scores of metacognitive listening strategies such as monitoring and evaluating strategy. It may happen because some of the students had little awareness of these strategies.

The result of this study showed that metacognitive listening strategies and listening comprehension are positively correlated ($p = 0.024$, $r = .280$). It can be said that metacognitive listening strategies may be useful for the students while doing and accomplishing the listening task. Another finding revealed that there was a low positive correlation between problem-solving strategy and listening comprehension ($p = 0.006$, $r = .337$). It means that in listening comprehension, the students found the difficulties while accomplishing the task and they needed these strategy to solve it. Thus, problem-solving strategy is one of the metacognitive listening strategies which helped students to solve their problems and reflected on the problems they face. In conclusion, metacognitive listening strategy cannot be neglected in listening because it has positive correlation with listening comprehension.

Suggestion

After conducting this study, some suggestions for future researchers need to be considered. The future researchers are suggested to conduct the same study, focusing on the different language skills in English such as speaking, reading, and writing. Moreover, the future researcher can also conduct the same research fields to the different level of the sample and use the large sample. A different instrument can be considered to obtain other information related to metacognitive listening strategies in listening comprehension.

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