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THE CORRELATION BETWEEN EFL LEARNERS' METACOGNITIVE AWARENESS AND LISTENING COMPREHENSION

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Abstrak

Memiliki kesadaran metakognitif pada dasarnya dibutuhkan untuk membantu pelajar individu dalam pencapaian kinerja mendengarkan yang lebih baik. Hanya beberapa penelitian yang menginvestigasi secara seksama hubungan antara strategi kesadaran metakognitif dengan pencapaian pemahaman mendengar siswa dalam konteks Indonesia. Penelitian sebelumnya juga tidak secara khusus meneliti kesadaran metakognitif siswa dalam menyelesaikan tes pemahaman mendengarkan. Jadi, penelitian kuantitatif ini bertujuan untuk meneliti kesadaran metakognitif strategi apa saja yang digunakan pelajar Bahasa inggris ketika tes pemahaman mendengarkan dan juga untuk mengetahui korelasinya. Data diperoleh dari kuisioner online dengan jumlah sampel 66 diantaranya mahasiswa angkatan kedua dan ketiga di salah satu universitas di Surabaya. Berdasarkan analisis data penelitian, pelajar lebih banyak menggunakan startegi pemecah masalah dengan nilai mean 4,89 kemudian diikuti oleh perencanaan dan evaluasi dengan nilai mean 4,50, perhatian langsung dengan mean sebesar 4,43, mental penerjemahan dengan nilai mean 3,95, dan yang paling sedikit digunakan adalah pengetahuan perorangan dengan nilai mean 3,91. Adapun hasil dari analisis penelitian ini juga menujukkan nilai koefisien korelasi r = -0,203 (P= 0,102; P> 0,05) bahwasannya menunjukkan tidak ada korelasi antara kesadaran metakognitif dan skor pemahaman mendengarkan.

Kata Kunci: Kesadaran metakognitif, Skor pemahaman mendengarkan, Tes pemahaman mendengarkan.

Abstract

Having metacognitive awareness is essentially needed to assist the individual learner in accomplishing listening performance better. Only several studies which investigated carefully on the relationship between metacognitive awareness strategies and students' listening comprehension achievement in Indonesia context. The previous studies also did not specifically examine on the students' metacognitive awareness in accomplishing the listening test. Thus, this quantitative study aims to examine the metacognitive awareness listening strategies applied by EFL learners in the listening comprehension test and also to find out its correlation. The data were obtained from online questionnaire with the total sample of 66 including the sophomore and junior university students in one of universities in Surabaya. Based on the research data analysis, students mostly apply problem-solving strategies with the means score 4.89 then it was followed by planning and evaluation with means score 4.50, direct attention with means score 4.43, mental translation with means score 3.95, and the least used was person knowledge with the means score 3.91. As for the results of the analysis of this study also revealed the correlation coefficient value r = -0.203 (P = 0.102; P> 0.05) which means there is no correlation between EFL Learners' metacognitive awareness and listening comprehension score.

Keywords: Listening Comprehension Score, Listening Comprehension Test, Metacognitive Awareness

INTRODUCTION

The communicative era has gained broad attention among second language educators. It is including linguistic competence, oral skills, and strategy application. Listening is the part of communicative competence that plays an essential role in obtaining effective communication. Therefore, listening comprehension is a significant language skill that must be fostered among four foundational language learning skills. Enhancing listening comprehension skills assists the students in order to succeed in language learning. Furthermore, Listening comprehension is the process of comprehending the spoken message, includes recognize and discriminate sounds, interpret intonations and stress, understand the grammatical structure, maintain all of them that was gathered, and immediately interpret those bases on the context of the utterances (Cao & Lin, 2020). Clearly, in mastering listening skills, students are supposed to be able to construct and represent meanings correctly in the oral text.

In addition, listeners do not only perceive the oral input and transmit it to the brain; they also combine what is heard with the existing knowledge in their brain. Thus, learners need to need to take over self-control and attempt to find appropriate strategies of their listening processes. The process of listening to itself consists of six stages. Those are by paying attention to the oral text and receiving the message, analysing and interpreting the message's code or the key ideas and distinguish the main ideas, remembering the messages within long-term memory, critical thinking, evaluating and responding to the verbal messages (Brownell, 1985). Therefore, listening comprehension is a complex process. Besides listening comprehension plays an essential role in the learning activity and determines the language learning success in second language acquisition, listening has been ignored in second language teaching-learning. In fact, in Indonesia shows that listening skills can be indicated as unsatisfactory level. A survey which had been done by EF Standard English Test (2015) revealed that among 16 countries, Indonesia is on the average level in English listening skill. Another study by Megawati et al. (2016) showed that EFL students in Indonesia had low ability in listening comprehension towards the authentic language of English. In brief, in Indonesian academic context, listening comprehension to the oral text is not proficient yet.

Listening comprehension may become difficult and would not be easier to master. There are still learners facing limitations or finding it difficult to complete listening performance tasks in their learning activities due to various problems at constructing the meaning of utterances, speech rate, less vocabulary knowledge, difficulty to concentrate, immediately forget about what is heard, cannot comprehend about the input of following parts caused by the prior problem, cannot understand about the intended message, and cannot catch the messages' key ideas of the oral text. Moreover, Anderson (2015, p. 313) and Vandergrift & Goh (2012, p. 21) mentioned the common challenges that confronted by second language learners during listening comprehension are on the listening phases; perception, parsing, and utilization phase.

In the perception phase, learners tend to unrecognize the words they already know, the next part is often being neglected when focusing on meaning, misapprehension one word for another, too many unknown words and expressions, incapable to control the comprehending process within the speed rate of aural input (C. C. M. Goh, 2000; Nowrouzi & Tam, 2015; Tran, 2020). This concludes that because of the fast speech rate, learners fail to recognize many words and miss the subsequent parts of the oral text while they think about the earlier problems. Furthermore, in the parsing phase, learners frequently forgetting what has been heard, incapable to form a mental representation from the utterance because too much information to process within a short time, difficult to comprehend the following parts due to the lack of the information earlier (C. C. M. Goh, 2000; Tran, 2020). In short, learners in the majority have problems to obtain and store the information in long-term memory. The last, in the utilization phase, learners tended to comprehend the oral text but failed to obtain the messages and confused about key ideas of listening text (C. C. M. Goh, 2000; Tran, 2020). In brief, learners generally get confused to get the main or key ideas of the oral text. Due to these challenges, learners get low results on their listening achievement. These problems are caused by unawareness of foreign language learners over learning strategies that assist them to be able to find the best way and manage the obstacles that occur in the listening process. Based on the explanation above, generally, many learners are not aware of the mental processes and utilization of appropriate strategies that must be applied in completing listening tasks (Chin et al., 2017). Specifically, learners are unaware of their own metacognition. In overcoming this problem, metacognitive awareness strategies support and enhance students' listening comprehension achievement (Chin et al., 2017; C. C. M. Goh & Hu, 2013; Vandergrift, 2002; Vandergrift et al., 2006).

Applying metacognitive awareness strategies can help learners raise the awareness and support academic success as well as listening comprehension test. Hence, metacognitive strategies as one of the main categories of learning strategies that are being able to assist the individual learner in accomplishing listening performance better. Metacognition plays a significant role in the listening comprehensions' phase. Learners tend to make the prediction, choose appropriate strategies, paying attention, and while doing the listening task, learners keep track of their acquiring process and evaluating the effectiveness of listening strategies (Li, 2013). There are two components of metacognition. Those are metacognition knowledge and metacognition awareness (Mahdavi, 2014). Person knowledge refers to the learners' knowledge about abilities itself, knowledge about factor, whether internal or external, that contribute to the success or failure in second language learning, task knowledge refers to the knowledge of the steps in completing the tasks, and strategy knowledge refers to appropriate strategies that are applied to regulate their own learning and achieve learners' academic goals. Whereas metacognition awareness refers to the activities that control their own thinking and process of learning.

Metacognitive awareness is a system of knowledge and beliefs about factors, for instance, planning to accomplish tasks by implementing an appropriate strategy during any

cognitive activities (Akman & Alagöz, 2018). An individual learner has full control over their whole learning process and they are aware of whatever they do. Furthermore, using metacognition skills, learners manage their own progress how they have learned, and at the end of the process, they make a self-evaluation (Erhan, 2016). Thus, learners become more skilled when they are applying metacognitive strategies; they build self-confidence and become more strategic and autonomous learners. Metacognitive strategies are able to help listeners select their goals, control and manage the learning needs and improvement, assess learners' learning results, facilitate and increase listeners' performance or enhance self-regulated learning (Rahimirad & Moini, 2015).

There are five-factor model underlying metacognitive awareness listening strategies during listening to the oral texts. Vandergrift et al. (2006) introduced a number of classification or factor model metacognitive awareness listening strategies; planning-evaluation, directed attention, person knowledge, mental translation, and problem-solving. First, Planning-evaluation strategies are the strategies that listeners utilize for preparing and for evaluating or checking how well one's result of listening efforts. Second, directed attention strategy is used to concentrate and stay on listening comprehensions process. Third, person knowledge strategies are the listeners' perceptions about the difficulty that is presented by second language listening and the listeners' self-efficacy in second language listening. Students assess their self-efficacy beliefs concerning that they are able to carry out a specific task. Fourth, mental translation strategies are the strategies that listeners must avoid in order to be more skilled at L2 listening. It means that in achieving a goal, learners must avoid reprocessing word by word or phrases from the second language that learners try to acquire into their native language. It is an inefficient approach at understanding the second language listening. Fifth, problem solving strategies definitely are used to draw conclusions, such as guess at what one's do not comprehend and check the inferences.

Li (2013) stated that metacognition take a leading role in listening comprehension phases. Learners pay attention, make the prediction and choose the appropriate strategies to accomplish the listening task, such as listening for the key or main idea. While completing the listening task, the learners enable to change or maintain the strategies by checking the effectiveness of employing the strategies that they were demonstrated, they seek remedies if they find a failure during listening comprehension, and they evaluate or check the learning strategies and how well one's comprehension after completing the task. In regard, metacognitive strategies help learners to be aware of solving the problem and be able to take control of learners' learning process. The students who improve their level of metacognitive awareness become more conscious on what, why, and how to utilize the information to learn (Bakkaloglu, 2020). On this basis, the researchers got a concernment in the metacognitive awareness area.

There were several previous studies investigating metacognitive strategies awareness related to particular factors in language learning and standardized tests. The study which was done by Goh and Taib (2006) revealed that a young group of second language students who had better metacognitive instruction in listening lesson stated that the more learners had metacognitive instruction, the higher confidence in accomplishing listening tasks were. Learners also had better strategic knowledge in dealing with comprehension problems. Moreover, the previous study by Maftoon & Fakhri Alamdari (2016), the results affirmed that metacognitive strategy instruction had a positively correlated to the students' listening performance. Moreover, the previous study by Umam et al. (2020) confirmed that metacognitive awareness and students' self-efficacy did not make any significant contribution and had an extremely low relationship with students' listening comprehension achievement. Moreover, The other previous study by Zarrabi (2017), the result indicated that the learner style significantly affected on the metacognitive listening strategies awareness of EFL learners.

Regarding these previous studies, these studies had been content to the relationship between metacognitive strategies instruction and listening comprehension as the most frequently conducted on their research. Only several studies which investigated carefully on the relationship between metacognitive awareness strategies and students' listening comprehension achievement in Indonesia context. The previous studies also did not specifically examine on the students' metacognitive awareness in accomplishing the listening test. Hence, this study aims to indicate the metacognitive awareness listening strategies applied by EFL learners in the listening comprehension test and also investigate the correlation between students' metacognitive awareness and their listening comprehension achievement. It was important to conduct this study since the findings of previous studies suggested to expand this kind of study in different education level

METHOD

In this current research, the researcher used a correlational study as a research design. According to Ary et al. (2014), a correlational study is a research design that aims to determine the relationships and patterns of relationship that occur naturally between two or more variables in a

single group of subjects. This method is the most appropriate design to conduct this study since the researcher attempted to determine the relationship between the students' metacognitive awareness and listening comprehension score and the researcher wanted to examine the kind of metacognitive awareness listening strategies applied by EFL learners in listening comprehension test by allocating online questionnaire to the learners.

The researcher used the purposive sampling technique to select the participants. Thus, the participants of this study were the students of English Education Department batch 2018-2019 who have taken an English proficiency test at least twice. They also had taken the listening course in the department of the one of Universities in Surabaya. The total number of the cohort from batch 2018-2019 was 192 students. Furthermore, this study had 66 participants that has been calculated by using the Slovins' formula sampling techniques. The researcher used the metacognitive awareness listening questionnaire (MALQ), which was proposed by Vandergrift et al. (2006, p. 462). The type of questionnaire that used in this study was a close-ended questionnaire.

In gathering the data, the researcher had distributed the online Metacognitive Awareness Listening Questionnaire (MALQ) to the participants. The questionnaire consists of 21 statements that contained five aspects of metacognitive listening awareness strategies. Those aspects i.e., planning-evaluation (questions number 1, 10, 14, 20, 21), directed attention (questions number 2, 6, 12, 16), person knowledge (questions number 3, 8, 15), mental translation (questions number 4, 11, 18), and problem solving (questions number 5, 7, 9, 13, 17, 19). In addition, the researcher provided a question that was related to students' score of listening comprehension test. The researcher used listening test from an English proficiency test score. Whereas, the responses of questionnaire and the students' listening score were used to know the metacognitive awareness strategies listening while accomplishing the listening comprehension test and determine whether students' metacognitive awareness correlated to their listening comprehension test score or not. The researcher had conducted pilot study to 20 learners. It found out that all of the items of questionnaire were valid since R-values of the items showed higher scores than r-table index (0.444). Moreover, the questionnaire was also verified reliable and consistent since the Cronbach's alpha level was 0.763. Fraenkel et al. (2012) stated that the coefficient of reliability score must be at least 0.70 to be identified reliable. In this current research, the data were analysed by using descriptive statistics to indicate the metacognitive awareness listening strategies applied by EFL learners and Pearson bivariate correlation test to find out if there is a significant correlation between EFL learners' metacognitive awareness and listening comprehension score.

RESULTS AND DISCUSSIONS

Results

EFL learners' metacognitive awareness strategies listening in listening comprehension test

In this study, there are five aspects of metacognitive awareness that used in regulating the process of listening comprehension or accomplishing the listening test; planning-evaluation, direct attention, person knowledge, mental translation, and problem solving. These findings revealed that learners had sufficiently high metacognitive awareness strategies in listening comprehension since the overall means score was fairly high (M=4.34). The biggest means score among metacognitive awareness aspects was problem solving which is achieved a higher mean score (M=4.89) then it was followed by planning and evaluation (M=4.50), direct attention (M=4.43), mental translation (M=3.95), and person knowledge (M=3.91). It proves that learners tended to apply the problem solving as their strategies to comprehend the listening better. Further, the result of the most common metacognitive awareness strategies used in each aspect can be explained further.

Table 1. EFL Learners' Metacognitive Awareness Strategies Listening

Metacognitive Awareness	*Items*	*Mean*	*SD*
Planning and Evaluation	1. Having plan in head before start to listen	4.58	1.30
	10. Thinking of the similar texts that may have been listened to	4.17	1.25
	14. After listening, thinking back to the way of listening and what to do for the next time	4.50	1.23
	20. As listening, checking one's satisfaction with one's own comprehension	4.30	1.12
	21. Having a goal in mind as listening	4.95	.867
Means Score		**4.50**	
Direct Attention	2. Focusing harder on the text when having trouble at understanding	5.11	.897
	6. Recovering concentration when one's mind gets distracted	4.74	1.03
	12. Getting back on track when losing concentration	5.18	.875
	16. Not giving up and continuing to listen when having difficulty understanding	2.68	1.38
Means Score		**4.43**	
Person Knowledge	3. Listening is harder than three language skills	3.62	1.42
	8. Feeling that listening comprehension is a challenge	4.71	1.19

	15. Not nervous when listening to English	3.41	1.38
Means Score		**3.91**	
Mental Translation	4. Translating in head as listening	4.44	1.29
	11. Translating key words as listening	4.48	1.26
	18. Translating word by word as listening	2.92	1.36
Means Score		**3.95**	
Problem Solving	5. Using known words to guess the meaning of the unknown words	5.18	.858
	7. As listening, comparing what is understood with the knowledge about the topic	4.86	1.09
	9. Using experience and knowledge to help understanding	5.08	1.07
	13. As listening, adjusting one's interpretation if it is not correct	4.42	1.11
	17. Using the general idea to guess the meaning of the unknown words	4.95	.867
	19. When guessing the meaning of a word, thinking back to check if the guess makes sense	4.83	.970
Means Score		**4.89**	
Overall Means Score		**4.34**	

As what have been stated in the table 1, the highest means of each aspect of metacognitive awareness strategies listening are direct attention and problem solving with the same means score (M=5.18). It shows that the EFL learners managed to monitor the accuracy of the inferences and stay concentrate on listening comprehension test. It can be seen on the item number twelve of direct attention (M=5.18) which implies that learners generally got back on track when losing concentration. They also used known words to guess the meaning of the unknown words that indicates on the number five of problem solving (M=5.18). Another strategy which is mostly used by learners in the aspect of direct attention on the item number two (M=5.11). It shows that learners are more likely to focus harder on the text when having trouble at understanding in listening process. Moreover, as indicated in the part of planning and evaluation strategy, learners had high awareness of setting a goal in mind as listening (M=4.95). Additionally, learners were also aware of having plan in head before start to listen (M=4.58). This suggests that the learners make preparation before perform their listening to accomplish the test well by having a plan for listening. Besides, in the mental translation, learners might be preferred to translate key words as listening (M=4.48) regarding the limited of time, learners prefer to catch the keywords. Apparently, learners had a lower awareness of person knowledge strategies considering the means score is 3. 91. The highest mean of person knowledge strategies revealed in the item number eight (M=4.71). It is verified that EFL learners were quite aware of feeling that listening comprehension is a challenge.

It is assumed that learners tend to make a conclusion and monitor the accuracy of their inferences in order to comprehend the oral text better. Therefore, in order to deal with listening comprehension test, learners prefer to use known words to guess the meaning of the unfamiliar words, use their experience and general knowledge, compare what is understood with the knowledge about the topic, adjust their interpretation if it is not correct, utilize the general ideas to make a guess at the meaning of the unfamiliar words, and think back to check if the guess makes sense during listening process.

The correlation between EFL learners' metacognitive awareness and listening comprehension score

Based on the result of Pearson bivariate correlation coefficient, it indicates that the correlation between metacognitive awareness listening strategies which consist of five aspects; planning-evaluation, direct attention, person knowledge, mental translation and problem solving and listening comprehension score reveals the Pearson correlation score is -0.203. The level of correlation coefficient of two variables is categorized a weak negative correlation since the point is between 0.10 until 0.39. Subsequently, the significance level (2-tailed) is 0.102 which is higher than 0.05. Concisely, there is no significant correlation between EFL learners' metacognitive awareness and listening comprehension test score. In this research, metacognitive awareness strategies do not have any significant contribution towards the learners' listening comprehension score.

Table 2. The Correlation Between Metacognitive Awareness and Listening Comprehension Score

		Listening Comprehension Score
Metacognitive Awareness	Pearson Correlation	-.203
	Sig. (2-tailed)	.102

Furthermore, this current study also carries out the correlation between five-factor model underlying metacognitive awareness listening strategies and listening comprehension score that will be interpreted below.

Table 3. The Correlation Between Aspects of Metacognitive Awareness and Listening Comprehension Score

Aspects of Metacognitive Awareness		***Listening Comprehension Test Score***
Planning and Evaluation	Pearson Correlation	-.215

	Sig. (2-tailed)	.083
Direct Attention	Pearson Correlation	-.082
	Sig. (2-tailed)	.513
Person Knowledge	Pearson Correlation	-.185
	Sig. (2-tailed)	.137
Mental Translation	Pearson Correlation	-.358**
	Sig. (2-tailed)	.003
Problem Solving	Pearson Correlation	. 155
	Sig. (2-tailed)	.213

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

Likewise, another finding of this current study reveals that, among those five aspects of metacognitive awareness, there is only mental translation that is identified having significantly correlation to listening comprehension score. The Pearson correlation coefficient is -0.358**. This indicates that the more learners employ mental translation strategies, the lower score they get. It also can be said that these variables have a weak negative correlation. Moreover, the probability of the significance (2-tailed) value is 0.003 which means it is correlated since the significance level (2-tailed) is less than 0.05. On the contrary, planning and evaluation reports that in the sig. (2-tailed) column is (p = 0.083). Subsequently, p value is higher than 0.05 which proves that there is no significant correlation between planning-evaluation of metacognitive awareness and listening comprehension score. Besides, there is no correlation indicated between direct attention and listening comprehension score considered the level of probability (p) significance (sig.2-tailed) is 0.513. In addition, the significance level (2-tailed) of person knowledge is 0.137 that is higher than 0.05. This shows that there is no significantly associate of person knowledge on the listening comprehension score. Further, problem solving with p value (0.213) which is more than 0.05. Thus, it can be indicated that there is no correlation among problem solving and listening comprehension score. Meanwhile, the correlation coefficient of problem-solving strategies and listening comprehension test score is 0.155 which indicated a positive correlation. It means, the more learners apply problem solving strategies in their listening comprehension test, the greater score they get.

Discussion

EFL learners' metacognitive awareness strategies listening

Regarding the findings of this current study, it was found that all five aspects of metacognitive awareness strategies listening were applied by the learners in this research when accomplishing listening comprehension test. The most commonly strategy used was problem solving strategies which has a higher mean score 4.89. This strategy assists the learners to make a conclusion at what they do not understand and monitor the inferences in order to understand the oral text better. The result reports that in problem solving process, learners tend to use familiar words to speculate the meaning of the unfamiliar words, compare what is understood with the knowledge about the topic, and they use their experience and knowledge to help comprehending at listening to the oral text. It is in line with Eva Savitri & Anam's (2018) finding that learners were quite aware in this process, they demonstrated known words to figure out the meaning, use one's experience and knowledge and also compare their knowledge to the topic in interpreting the oral text. Further, another finding reveals that in planning and evaluation process, the learners prefer completing the test by having a plan and a goal in mind while listening. This result supported by Gilakjani & Sabouri's (2016a) statement that learners simplifies the aims of listening comprehension task in order to make easier for comprehending the aural input.

The next finding explains about direct attention strategies. In regard, direct attention strategies in dealing with listening comprehension test, the learners prefer to concentrate harder and avoid distractions when having trouble understanding, they also try regain on the track when losing concentration. This result is tune with (O'Malley et al., 1989) statement. They stated that the skilled listeners apply greater improvement strategies to recover learners' concentration immediately when facing a comprehension failure. It is also in line with Alhaisoni & Arabia's (2017) finding that direct attention is more frequently used by EFL learners in accomplishing the listening test. This indicates that in order to achieve listening comprehension performance better, in direct attention strategies, EFL learners centralize their attention on the listening text.

Additionally, learners apply mental translation as their listening strategies to ease the listening comprehension test. In this current study reveals that the learners translate of what they have heard of L2 listening comprehension into their mother tongue and catch the key words as listening. If the learners always employ this strategy in gaining information of the aural input, it will be very slow to process the information. Subsequently, because of the limited time, learners will fail to get a message or the information and get misunderstand the oral text completely (Li, 2013). Evidently, learners are used to catch the keywords to identify the key ideas than translate the meaning of word by word in the length of some sentences. It will be better if the learners use a monolingual dictionary to stop translating in their head. Furthermore, the least frequently used strategy was person knowledge. Based on the result of person knowledge strategy, the EFL

learners in this research feel that listening to the oral text is a challenge. It is related to the learners' level of anxiety experienced during the listening process. It means that they nervous to deal with the listening comprehension test. It is consistent with Lili's (2015) finding. In English language testing, learners were lack of confidence and feel anxious in completing the listening test. This can be concluded that learners assess their self-efficacy beliefs concerning whether they are able to carry out the listening test or not.

The correlation between EFL learners' metacognitive awareness and listening comprehension score

Based on the finding of previous studies, there were significant association between metacognitive awareness and listening comprehension achievement. Contrary, in this current study reveals that there is no significant correlation between EFL learners' metacognitive awareness and listening comprehension score. This finding of this study is consistent with Umam et al.'s (2020) finding which confirms that the EFL learners' metacognitive awareness did not play contribution to their listening comprehension achievement and shows a very weak negative correlation between these two variables. It also supported by Erda's (2020) finding on her study that between receptive skills, metacognitive awareness only had significant effect on the reading skill, meanwhile metacognitive awareness had no significant relationship on the listening skills due to the listening skill is more complex than the reading skill for the majority of the learners. In the listening process, a full concentration is needed to construct the meaning of the words, comprehend the meaning of each word, and recognize the elements that related to listening comprehension such as speech sounds or accent, stress, intonation, and the syntax of sentences. Hence, it is important for EFL learners to have a large vocabulary knowledge which can assist them to recognize the meaning of individual words from the oral text. Wang, Y. and Treffers-Daller (2017) affirmed that metacognitive awareness strategies is less important in the listening L2 proficiency, while vocabulary knowledge size is the strongest predictor, and it followed by general language proficiency.

Regarding of what have been stated before, perhaps metacognitive awareness does not fully contribute to the development of listening L2 achievement. Consequently, metacognitive awareness does not determinant factor in enhancing learners' listening proficiency. The listening comprehension its self is a complex process that is affected by multiple factors including gender, age, motivation, and learning style of the individual learner (Li, 2013). In addition, listeners' achievement motivation plays a crucial role in the learners' listening anxiety. The previous study which had been done by Zarrabi (2017), the finding affirmed that learning style does significantly effect on the learners' metacognitive awareness. It means, the individual learner type differs in the metacognitive awareness' level.

Another finding shows that the correlation of each aspects of metacognitive awareness to the listening comprehension score are in the contrast result. The only statistically significant relationship to the listening comprehension score is mental translation strategies. This might be due to the lack of exposure of learners about the second language in authentic communication that urge for using mental translation as their strategy (Al-alwan et al., 2013). Meanwhile, the result of the Pearson correlation coefficient shows a weak negative correlation which can be implied that the more learners use the mental strategies, the lower score they get. Thus, because of the limited time, learners better to catch the keywords than translate the meaning of words in the length of some sentences or mentally identify the key ideas of the oral text. The result of this study also shows that among the five sub-components of metacognitive awareness strategies, only problem-solving strategies that have a positive correlation based on the Pearson correlation coefficient above. In which, this strategy may help the learners to make a conclusion at what they do not understand and monitor those inferences in order to understand the oral text better. In regard, it probably makes the learners are assisted in achieving a higher listening comprehension test score. It is consistent with Looichin et al.'s (2017) study that affirmed the learners' listening test score are positively influenced by employing problem solving strategies while accomplishing their test. In brief, the other factors that affected on the successful listening comprehension test is depending on the individual learner concerning how to complete the language test well whether by applying appropriate strategies or their learning styles.

CONCLUSION

The outcome of this current study discovers that among the five factor models of metacognitive awareness, the strategy that is mostly applied by EFL learners in this research when accomplishing the listening test is problem solving then it was followed by planning and evaluation, direct attention, mental translation, and person knowledge. Moreover, this study also reveals that between EFL learners' metacognitive awareness and listening comprehension test have no significant correlation. The only strategies of metacognitive awareness that is correlated with listening comprehension score is mental translation strategies. Meanwhile, in achieving a goal,

learners must avoid this strategy that is concerned a reprocess of words or phrases from the second language and acquire it into their native language. This may hinder the listening test process due to the speed rate of the aural input.

Based on the findings that have been presented, even though metacognitive awareness is not correlated to the listening comprehension score, the foreign language learners are urged to be a strategic learner concerning that metacognitive strategies play a crucial role in one's language testing success. It makes learners are able to manage their cognitive skills or knowledge and are able to analyze their own weaknesses, so that the improvements can be increased in subsequent actions. They are also become more aware and skilled problem solvers. Basically, the more learners are able to cope problems and assess their own language test, the greater they are in carrying out the listening comprehension test. The further researchers are advised to conduct a research with a larger number of population and samples, so that the data can be generalized better or the future researcher can construct the same research but in a new context within the different locations for instances in rural and urban areas. The further researchers are also able to conduct further research on the other factors, for instance in relation to the learners' vocabulary knowledge, or self-efficacy beliefs.

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