

26 / LP / FT / 03 / 2011

A Research Report

**THE INFLUENCE OF METACOGNITIVE
STRATEGIES ON STUDENTS' LISTENING
COMPREHENSION**

By

Utami Dewi
NIP: 150 408 095



**TARBIYAH FACULTY
STATE INSTITUTE OF ISLAMIC STUDIES
NORTH SUMATRA**

MEDAN

2011

A Research Report

THE INFLUENCE OF METACOGNITIVE
STRATEGIES ON STUDENTS' LISTENING
COMPREHENSION

By

Utami Dewi

NIP: 150 408 095



TARBIYAH FACULTY
STATE INSTITUTE OF ISLAMIC STUDIES
NORTH SUMATRA

MEDAN

2011

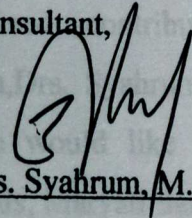
L
420
Dewi
011

RECOMMENDATION

Having read this research report, I, as consultant of this research entitled The Influence of Metacognitive Strategies on Students' Listening Comprehension by Utami Dewi conclude that this writing has fulfilled the techniques and procedures of a scientific writing, in this case as a research report.

Medan, February 2011

Consultant,


Drs. Syahrumsyah, M.Pd

NIP: 19620804 199403 1 001

Acknowledgement

Bismillahirrahmannirrahim. In the name of Allah Swt, the most-gracious, the most merciful. All praise, to Allah Swt, the lord of universe who has given blessing, love, and health to complete this research ' The Influence of Metacognitive Strategies on Students' Listening Comprehension '. Peace and blessing be upon Muhammad Saw, his family, his companions, and his followers.

The writer acknowledges that there were lots of people who extended material and spiritual assistances to completion of this research. In this opportunity, the writer would like to address his sincere thanks to all of people who enthusiastically offered contributions for the publication of this research, Drs. Syahrums, M.Pd. as the consultant. The writer also would like to express her gratitude thanks to her friends, Maryati Salmiah, S.Pd., M. Hum., Sholihatul Hamidah, S.Ag., M.Hum., Rahmah Fithriani, S.S., M.Hum who patiently give critics and suggestions in completing this research. The writer's deepest and sincere thanks are also addressed to her lovely husband and parents who give supports in writing this research.

Acknowledgment

Alhamdulillah, In the name of Allah
the most Gracious, the most Merciful. All praise to
Allah Swt, the lord of universe who has given blessing,
love and health to complete this research. The influence
of Metacognitive Strategies on Students' Listening
Comprehension. Peace and blessing be upon Muhammad
Saw, his family, his companions, and his followers.

The writer acknowledges that there were lots of
people who extended material and spiritual assistance to
completion of this research. In this opportunity, the writer
would like to address his sincere thanks to all of people
who enthusiastically offered contributions for the
realization of this research. Dr. Syarifurrahman, M.Pd. as the
consultant. The writer also would like to express her
gratitude thanks to her friends, Maryati Salmiah, S.Pd., M.
Hum., Sholihah Hamidah, S.Ag., M.Lum., Rahmah
Husniyah, S.S., M.Hum who patiently give critics and
suggestions in completing this research. The writer's
dear and sincere thanks are also addressed to her lovely
husband and parents who give supports in writing this
research.

This research deals with how to teach listening and
how to assess listening. In this research, one of the
strategies that can be used to teach listening will be
explained. Finally, the writer hopes that this research will
be useful for many teachers and trainers for listening
comprehension.

CHAPTER I. INTRODUCTION	1
1.1. Background of the Study	1
1.2. The Problem of the Study	6
1.3. The Objective of the Study	6
1.4. The Scope of the Study	6
1.5. The Significance of the Study	7
1.6. The Basic Assumption	7
CHAPTER II. REVIEW LITERATURE	8
2.1. Theoretical Framework	8
2.1.1. Strategy	8
2.1.2. Metacognitive Strategies	10
2.1.3. Listening Ability	17
2.1.3.1. Listening Purpose	20
2.1.3.2. The Goal of Listening	31
2.1.3.3. Listening Process	32
2.1.3.4. Type of Listening	33
2.1.4. The Assessing of Listening Comprehension	35

2.2. Conceptual Framework	37
2.3. Hypothesis	39
Recommendation	
Acknowledgement	i
Table of Contents	ii
3.2. Population and Sample	41
CHAPTER I: INTRODUCTION	1
1.1. Background of the Study	1
1.2. The Problem of the Study	6
1.3. The Objective of the Study	6
1.4. The Scope of the Study	6
1.5. The Significance of the Study	7
1.6. The Basic Assumption	7
1.5.2. The Validity of the Test	47
CHAPTER II: REVIEW LITERATURE	8
2.1. Theoretical Framework	8
2.1.1. Strategy	8
2.1.2. Metacognitive Strategies	10
2.1.3. Listening Ability	17
2.1.3.1. Listening Purpose	20
2.1.3.2. The Goal of Listening	21
2.1.3.3. Listening Process	22
2.1.3.4. Type of Listening	23
2.1.4. The Assessing of Listening Comprehension	26

2.2. Conceptual Framework	37
2.3. Hypothesis	39
CHAPTER III: METHODOLOGY	
3.1. Research Design	40
3.2. Population and Sample	41
3.3. The Instrument of Collecting Data	42
3.4. The Procedure of the Study	43
3.4.1. Pre-Test	43
3.4.2. Teaching Presentation	44
3.4.3. Post-Test	46
3.5. the Instrument of Validation	46
3.5.1. The Reliability of the Test	46
3.5.2. The Validity of the Test	47
3.6. The Technique of Analyzing the Data	48
CHAPTER IV: DATA AND DATA ANALYSIS	
4.1. The Data	49
4.2. Data Analysis	53
4.2.1. Testing the Reliability of the Test	53
4.2.2. The Result of the Test	54
4.3. Hypothesis Testing	60

37	2.2. Conceptual Framework
39	2.3. Hypothesis
40	CHAPTER III: METHODOLOGY
40	3.1. Research Design
41	3.2. Population and Sample
42	3.3. The Instrument of Collecting Data
43	3.4. The Procedure of the Study
43	3.4.1. Pre-Test
44	3.4.2. Teaching Presentation
46	3.4.3. Post-Test
46	3.5. The Instrument of Validation
46	3.5.1. The Reliability of the Test
47	3.5.2. The Validity of the Test
48	3.6. The Technique of Analyzing the Data
49	CHAPTER IV: DATA AND DATA ANALYSIS
49	4.1. The Data
53	4.2. Data Analysis
53	4.2.1. Testing the Reliability of the Test
54	4.2.2. The Result of the Test
60	4.3. Hypothesis Testing

CHAPTER V: CONCLUSIONS AND SUGGESTIONS 62

5.1 Conclusions	62
5.2. Suggestions	63

REFERENCES 65

APPENDIX A 68

CHAPTER I

INTRODUCTION

1.1. Background of the study

Listening is so prevalent in language use and the primary means of language learning for students. Because of the increasing of direct communication in foreign language, the development of listening comprehension as a skill and a channel for language input has become the object of attention in education that need to be researched. As Rost (1994: 141-142) stated that listening is vital in language classroom because it provides input for the learner. It means that listening is one of the fundamental skills in any language because by listening, students can get information from the teacher.

Listening is not a passive process but an active process of perceiving and constructing a message from a stream of sound. It is active process in which listener must discriminate between sounds and understanding vocabulary and grammatical

CHAPTER I
INTRODUCTION

1.1. Background of the study

Listening is so prevalent in language use and the primary means of language learning for students. Because of the increasing of direct communication in foreign language, the development of listening comprehension as a skill and a channel for language input has become the object of attention in education that need to be researched. As Rost (1994: 141-142) stated that listening is vital in language classroom because it provides input for the learner. It means that listening is one of the fundamental skills in any language because by listening, students can get information from the teacher.

Listening is not a passive process but an active process of perceiving and constructing a message from a stream of sound. It is active process in which listener must discriminate between sounds and understanding vocabulary and grammatical

structure, interpret stress and intonation, retain what is gathered in all of the above, and interpret immediately as well as larger socio-cultural context of the utterance, coordinating all of these involve a great deal of mental activity on the part of the listener. This process depends on what one knows about the phonological, grammatical, lexical, and cultural systems of a language. Proficient listeners apply these internalized systems to what they are hearing, thus forming expectations of what will come. As Rost (2000: 7) says: "listening is a process involving a continuum of active process, which are under the control of the listener". It also means that listening is primarily a cognitive activity, involving the activation and modification of concepts in the listener's mind. Third to be the goal of the listening, the highest priority of the listener.

Students often have great problems in comprehending the dialogues which spoken by native speakers. The lack of knowledge on the topic that is being listened to and

inappropriate strategies used by students may cause this problem. Listening comprehension is difficult subject for the students since learning English in EFL situation do not give opportunities to practice listening outside classroom. The teacher should encourage students' listening comprehension through learning strategies training so the students can promote their own learning.

Rebecca Oxford (1990: 8) defined that learning strategies are specific actions taken by the learner to make leaning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situation. Awareness and deployment of effective listening strategies will help students capitalize on the language input they are receiving. Consequently, language-learning strategies provide teachers with valuable clues about how to remedy the learning situation. Cohen et al. (1981) reported on a strategy-training program designed to: a) teach students to self observe, b) identify strategies, c) distinguish successful from unsuccessful strategies,

d) provide strategy instruction, e) compare strategies before and after instruction; the program resulted in improved learners' performance.

In this case, it means listening strategies can help students maximize their comprehension of aural input, identify relevant and non-relevant information. In listening, there are many learning strategies to facilitate comprehension and to make their learning more effective such as metacognitive, cognitive and socio-affective strategies (Vandergrift, 1996). By using metacognitive, cognitive and socio-affective strategies can help students build up independence and control their listening problems.

In this study, metacognitive is chosen as learning strategies in the class which will be trained in order to help students become successful listeners. The influence of metacognitive strategies on students' listening comprehension is discussed. Metacognitive strategies, which are higher order executive skills in language learning (O'Malley and Chamot,

1990: 44), involve self-awareness to plan or direct, monitor, evaluate or correct what has been done in learning English. Metacognitive strategies are important because they oversee, regulate or direct the language process. By using metacognitive strategies, students are aware of and control their listening. It means students have self-awareness to plan or direct, monitor, evaluate or correct what has been heard in listening. The students use their capacity to monitor the success of listening task, such as recognizing that comprehension has failed and checking an obtained answer against. The students can do better the listening task by using metacognitive strategies.

1.4. Listening strategy development is important for listening comprehension because strategies are means by which learners can guide and evaluate their own comprehension. Introducing metacognitive to students in order to develop their listening comprehension is one of the main points underlining this study.

1.2. The Problem of the Study

Based on the background previously stated, the problems in this study are formulated as the following:

- Do metacognitive strategies give significant influence to students' listening comprehension?

1.3. The Objective of the Study

The objective of the study can be described as follows:

- To find out the influence of metacognitive strategies on students' listening comprehension.

1.4. The Scope of the Study

Metacognitive is one of learning strategies that can influence the students' ability in language skills such as, reading, writing, listening and speaking. Because of the large topic, the scope of this study is focussed on students' listening comprehension only.

1.5. The significance of the study

The result of research is expected to be useful for students who have problems in listening comprehension and it is expected to some contributions to English teacher in teaching listening subject. By metacognitive strategies, the teacher will be easy to motivate the students in listening subject.

For the writer, the result of the research can increase her listening comprehension by using metacognitive strategies.

1.6. The Basic Assumption

Assumption is the starting point of thought supposed to be true. In this study, it is assumed that the using Metacognitive Strategies has a significant influence on the students' listening comprehension.

CHAPTER II

REVIEW LITERATURE

2.1. Theoretical Framework

In conducting a research, theories are needed to explain some concepts applied in the research concerned. It is considered necessary to clarify the terms in the study such as in the following.

2.1.1. Strategy

Strategy is the mental and communicative procedures learners use in order to learn and use language (Nunan, 1999: 171). Underlying every learning task is at least one strategy. Strategies are important for two reasons. In the first place, strategies are tools for active, self-directed involvement. Secondly, learners who have developed appropriate learning strategies have greater self confidence and learn more

CHAPTER II

REVIEW LITERATURE

effectively. Oxford's (1990: 14) described strategy system as following;

- a. Direct strategies 'working with the language itself'
 1. Memory strategies
 2. Cognitive strategies
 3. Compensation strategies
- b. Indirect strategies 'for general management of learning'
 1. Metacognitive strategies
 2. Affective strategies
 3. Social strategies

Listening strategy is defined as conscious plans to manage incoming speech, particularly when the listener knows that he or she must compensate for incomplete input or partial understanding (Rost. M, 2002: 236). Strategy uses to solve the listener's problems while listening, guide and evaluate their own comprehension and responses.

2.1.2. Metacognitive Strategies

Metacognitive is one of strategies that can help students develop their listening ability because metacognitive strategies use to coordinate the learning process. A metacognitive strategy is memorable “plan of action” that provides students an easy follow procedures for solving a particular problem. Kohler in Alexander (1989: 8) states that metacognition is a term used for explaining a person’s knowledge about the feature of his thinking and his self regulation of this thinking and this takes into account an awareness of what it takes to perform a task.

Meanwhile, Purpura in Brown (2000:130) states that metacognitive is a term used in information processing theory to indicate an “executive” function, strategies that involve planning for learning, thinking about the learning process as it is taking place, monitoring of activity is completed.

According to Anderson (2002:1), metacognition defines as “ thinking about thinking”. As Anderson states, the use of metacognitive strategies ignites one’s thinking and can lead to

higher learning and better performance. Furthermore, understanding and controlling cognitive process may be one of the most essential skill that teachers can help foreign language learners develop.

Further, metacognitive strategies are effective for facilitating attention, motivation, memory and comprehension, as well as to remediate some learning disabilities (Wittrock, 1986:839). Related to the listening, metacognitive strategies can show as three stages. The first is planning for the completion of a listening task for example; pre-listening. Pre-listening activities help students to make decisions about what to listen for and focus attention on meaning while listening.

Second, monitoring comprehension during a listening task. During the listening activity itself, students monitor their comprehension and make decisions. Students need to evaluate continually with their predictions. At last, evaluating the approach and outcome of listening task. It means students need to evaluate the results of decisions made during a listening task.

Oxford (1990:14) describes of metacognitive strategies as follows:

- A. Centering your learning: overview and linking with already known material, paying attention, delaying speech production to focus on listening.
- B. Arranging and planning your learning: finding out about language learning, organizing, setting goals and objectives, identifying the purpose of language task, planning for a language task, and seeking practice opportunities.
- C. Evaluating your learning: self-monitoring and self-evaluating.

O'Malley in Brown (2000:131) also classifies metacognitive strategies as going through the following stages:

- 1. Advance organizers: making a general but comprehensive preview of the organizing concept or principle in an anticipated learning activity.

2. **Directed attention:** deciding in advance to attend in general to a learning task and to ignore irrelevant destructors.
3. **Selective attention:** deciding in advance to attend to specific aspects of language input or situational details that will cue the retention of language input.
4. **Self-management:** understanding the conditions that help one learn and arranging for the pretences of those conditions.
5. **Functional Planning:** planning for and rehearsing linguistics components necessary to carry out an up coming language task.
6. **Self-monitoring:** correcting one's speech to accuracy in pronunciation, grammar, vocabulary, or for appropriateness related to the setting or to the people who are present.
7. **Delayed production:** consciously deciding to postpone speaking in order to learn initially through listening comprehension.

8. **Self-evaluation:** checking the outcomes of one's own language learning against an internal measure of completeness and accuracy.

The similar category given by Vandergrift (1996) that metacognitive strategies classified into:

1. **Planning:** Advanced organization – Directed attention – Selective attention – Self-management.
2. **Monitoring:** Comprehension monitoring – Auditory monitoring – Task monitoring.
3. **Evaluation:** Performance evaluation- Problem identification.

From the above explanations, it can be concluded that metacognitive strategies involve thinking about the learning process, planning the learning task and evaluating how well one has learned. Learners who have a high degree of metacognitive strategies seem better able to control and manage their learning in terms of understanding and storing new information specifically for listening ability. And metacognitive strategies

help students move from concrete and representational understanding to abstract understanding.

Metacognitive Strategies as listening comprehension strategies

and Definitions with Representative Examples

1. Planning: Developing an awareness of what needs to be done to accomplish a listening task, developing an appropriate action plan and/or appropriate contingency plans to overcome difficulties that may interfere with successful completion task.		
1a. Advance organization	Clarifying the objectives of an anticipated listening task and/or proposing strategies for handling it.	I read over what we have to do. I try to think of questions the teacher is going to ask.
1b. Directed attention	Deciding in advance to attend in general to the listening task and to ignore irrelevant distractors; maintaining attention while listening.	I listen really hard. I pick out the words that are familiar so that...
1c. Selective attention	Deciding to attend to specific aspects of language input or situational details that assist in understanding and/or task	I listen for the key words. I establish the speakers in the conversation, their relationship by tone of voice, how they will address each

	completion.	other.
1d. Self-management	Understanding the conditions that help one successfully accomplish listening tasks and arranging for the presence of those conditions.	I put everything aside and concentrate on what she/he is saying.
2. Monitoring: Checking, verifying, or correcting one's comprehension or performance in the course of listening task.		
2a. Comprehension monitoring	Checking, verifying, or correcting one's understands at the local level.	I translate and see if it sounds right (in combination with translation). I just try to put everything together, understanding one thing leads to understanding another.
2b. Double-check monitoring	Checking, verifying, or correcting one's understands across the task or during the second time through the oral text.	I might catch it at the end and then I'd go back.
3. Evaluation: Checking the outcomes of one's listening comprehension against an internal measure of completeness and accuracy.		
3a. Performance Evaluation	Judging one's overall execution of the task	How close was I? (at the end of report)

3b. Strategy evaluation	Judging one's strategy use	I don't concentrate too much to the point of translation of individual words because then you just have a whole lot of words and not how they're strung together into some kind of meaning.
3c. Problem Identification	Explicitly identify the central point needing resolution in the task or identifying an aspect of the task that hinders its successful completion.	I'm not sure what that means...

Source: O'Malley and Chamot (1990: 137-139); Oxford (1990: 21); Vandergrift (1996).

2.1.3. Listening Ability

Listening is an invisible mental process, making it is difficult to describe. So there are many definitions of listening in

<p>I don't concentrate too much to the point of translation of individual words because then you just have a whole lot of words and not how they're saying together into some kind of meaning.</p>	<p>one's judging strategy use</p>	<p>Strategy evaluation</p>
<p>I'm not sure what that means...</p>	<p>Explicitly identify the central point needing resolution in the task or identifying an aspect of the task that hinders its successful completion</p>	<p>Problem identification</p>

Source: O'Malley and Chamot (1990: 175-199), Oxford (1990)

(1) Vandergriff (1990)

1.1.1 Listening Ability

Listening is an invisible mental process making it difficult to describe. So there are many definitions of listening in

various fields. One theory suggests that in language teaching, listening used to be thought as a passive skill which separate from pronunciation and grammar. Listeners must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intention retain and interpret this within the immediate as well as the larger socio-cultural context of utterance (Wipf, 1984).

In contrary, Richards (1976 : 46) points out that :
 "Listening demands active development from the hearer. In order to reconstruct the message that the speaker intends, the hearer must actively contribute knowledge from both linguistic and non linguistics sources".

Further, Rost (2002 : 2) defines listening, in its broadest sense, as a process of receiving what the speaker actually says (receptive orientation) ; construction and representing meaning (constructive orientation); negotiating meaning with the speaker and responding (collaborative orientation) ; and, creating

through involvement, imagination and empathy (transformative orientation).

According to the above statement, listening is a complex skill. In the case, listening runs in real activity through some process where the listener must be active and creative in order to improve their listening ability.

A more clearly, Chastain (1976: 287) that listening ability consisting three components, namely the ability to identifying the sounds, the ability to understand the message contained in the sentence and partitioning the gestures received into units that easy to understand.

Based on the above explanations, it can be concluded that listening ability to identify from language sound until sentence structure in order to be able to understand the message.

In addition, Buck in Rost (2002:120) identified that there are eight important listening abilities, namely; The ability to (1) process faster input, (2) process lower-frequency vocabulary, (3)

26/10/11



process texts with higher vocabulary density, (4) process more complex structures, (5) process longer segments, (6) process texts with a higher information density, (7) scan short segments to determine listening purpose, (8) synthesis scattered information, (9) use redundant information. In order to improve understanding about listening, there are some terms in listening that must be known such as; listening purpose, the goal of listening, listening process, type of listening.

2.1.3.1 Listening purpose

Listeners do not pay attention to everything; they should listen selectively, according to the purpose of the task. Richards (1990) classifies listening purpose into two types. The first, Interactional purpose is socially oriented, existing largely to satisfy the social needs of the participants; e.g.; small talk and casual conversation. Therefore, interactional listening is highly contextualized and two-way, involving interaction with a

speaker. Secondly in contrast with interactional listening, transactional listening requires accurate comprehension of a message with no opportunity for clarification with a speaker (one-way listening).

Knowing the communicative purpose of a text or utterance will help the listener determine what to listen for and, therefore, which processes to activate. Knowing the purpose for listening also greatly reduces the burden of comprehension since listeners know that they need to listen for something very specific, instead of trying to understand every word.

2.1.3.2 The goal of listening

The ultimate objective of teaching English particularly listening is to enable the students to understand the speaker's intention. As Robinett states in her book (1979:177) that "the goal of listening skill is enable the learner to perceive the second language in the way native speakers perceive it". In listening,

the students are given a chance to pay close attention to identify, analyze and understand or comprehend the speaker's idea.

2.1.3.3 Listening process

Morley in Brown (2000:87) points out that there are two distinct process involved in listening, namely; Top-down processes and Bottom-up processes.

- a. Top-down processes is evoked from "a bank of prior knowledge and global expectations and other background information (schemata) that the listener bring to the text". Prior knowledge can be knowledge of the topic, the listening context, the text-type, the culture or other information stored in long-term memory as schemata (typical sequences or common situations around which world knowledge is organized). At last in top-down processes, the listener beings from what existed in her/his mind that will be used to build

The explanation of each point will be described as follows:

a. **Top-down processes.** Listeners use 'top-down' processes for global comprehension. Top-down include; listening for the main idea, predicting, drawing inferences and summarizing.

b. **Bottom-up processes.** Listeners also use 'bottom-up' processes' when they use linguistic knowledge to understand the meaning of a message. Bottom-up processes proceeds from sounds to words to grammatical relationship to lexical meanings in order to arrive at the final message. Bottom-up include; listening for specific details, recognizing cognates and word-order patterns.

2.1.3.4 Type of listening

Allen and Vallete (1977) state that there are basically four types of listening, namely:

- a. **Attentive listening**
- b. **Appreciative listening**
- c. **Analytical listening**
- d. **Marginal listening**

The explanation of each point will be described as following:

a. Attentive listening

This is the type of listening where the attention of the listeners mainly paid to one person or one form communication, such as:

- Listening to the radio
- Listening to announcement in the station, airport, etc
- Listening to the tape recorder
- Listening to a meeting, seminar or discussion.

Attentive listening may or may not take place in two-ways communication. In this type of listening, the listener is expected to pay attention attentively to the content and language. In other words, the listener has to listen with attention because he/she is trying to pick up and remember a series of important gist.

b. Appreciative listening

Appreciative listening is the type of listening employed when a listener wants to listen to something in relaxed way, not concentrating on every word but for the sheer pleasure. In other words, she/he listens for enjoyment. For example, listen to an interesting program or a music radio program that does not possess particular problems of language or difficult concept.

c. Analytical listening

Analytical listening is attentive listening for purpose of responding in one way or another. In this type of listening, a listener is expectedly not only to pay close attention but also to think carefully about what he listens.

d. Marginal listening

Marginal listening is that kind of listening where the attention of the listener is paid to two or more activities. In other words, there are two or more distractions that occur simultaneously. For example, listening to lecture while taking note.

2.1. 4. The Assessing of Listening Comprehension

Assessment is an important part of teaching, both as feedback to learners performance. Most tests that teachers themselves procedure and use are 'achievement tests', designed to measure simply whether students have mastered what is taught to an acceptable degree. Achievement tests are relatively easy to make, to administer, to score, and to use as direct feedback to the students. 'What' is to be assessed-the construct-is the key issue in the testing of listening. Buck (2000:1) stated that listening comprehension is a process, a very complex process, and if we want to measure it, we must first understand how that process works. An understanding of what we are trying to measure is the starting point of test constructions. The things we are trying to measure is called a construct, and our test will be useful and valid only if it measure the right construct.

You can use post-listening activities to check comprehension, evaluate listening skills and use of listening

strategies, and extend the knowledge gained to other contexts. A post-listening activity may relate to a pre-listening activity, such as predicting; may expand on the topic or the language of the listening text; or may transfer what has been learned to reading, speaking, or writing activities.

In order to provide authentic assessment of students' listening proficiency, a post-listening activity must reflect the real-life uses to which students might put information they have gained through listening.

- It must have a purpose other than assessment
- It must require students to demonstrate their level of listening comprehension by completing some task.

To develop authentic assessment activities, consider the type of response that listening to a particular selection would elicit in a non-classroom situation. For example, after listening to a weather report one might decide what to wear the next day; after listening to a set of instructions, one might repeat them to

someone else; after watching and listening to a play or video, one might discuss the story line with friends.

Use this response type as a base for selecting appropriate post-listening tasks. You can then develop a checklist or rubric that will allow you to evaluate each student's comprehension of specific parts of the aural text.

For example, for listening practice you have students listen to a weather report. Their purpose for listening is to be able to advise a friend what to wear the next day. As a post-listening activity, you ask students to select appropriate items of clothing from a collection you have assembled, or write a note telling the friend what to wear, or provide oral advice to another student (who has not heard the weather report). To evaluate listening comprehension, you use a checklist containing specific features of the forecast, marking those that are reflected in the student's clothing recommendations.

However, in assessing learners' listening ability, it is need to focus on aspects of proficiency and comprehension that

are unique to listening. Textual aspects that are unique to listening, or certainly more common in a listening mode, include the following:

(1) All physical features of spoken language that are not reflected in written language:

- Pause units (short 2-3 second bursts of speech), hesitations, intonation, stress
- Variable speech, variable accents, and background sounds

(2) Linguistic features that are more common in spoken language:

- Colloquial vocabulary and expression
- Shorter, paratactically organized speech units
- False starts, frequent use of ellipsis, frequent use of unstated topics

- More indexical expression (keyed to visible environmental features)
- More two-party negotiation of meaning (less original clarity)

(3) Psychological features unique to listening

- Negotiative mode: the possibility for (and sometimes the necessity of) interacting with speaker to clarify and expand meaning
- Constructive mode: the possibility of working out a meaning that fits the context, and it relevant to the listener and to the situation, incorporating visible contextual features
- Transformative mode: the possibility of interacting with, "connecting' with, and influencing the speaker's ideas.

Taxonomies are often used to analyse deficiencies in performance, but this use has very questionable value for teaching or testing. A taxonomy is created with two assumption

in mind: (1) that subskills can indeed be practiced and tested in isolation in a sensible way; (2) that when the learner improves measurably on a subskill, his or her performance will improve.

Table 2.3. A taxonomy of general listening skills (based on Richards, 1990; Rost, 1994).

A taxonomy of general listening skills
<ul style="list-style-type: none">• Hearing prominent words• Hearing pause unit boundaries• Hearing assimilations, elisions and reduction patterns• Guessing the meaning of 'weakened words' in an utterance• Guessing the meaning of unknown words• Discriminating between similar word• Parsing an utterance into relationship (agent, object, location, etc.)• Deciding the meaning of an ambiguous utterance• Finding correct references for ellipted forms and pro-forms• Understanding the function of an utterance when the speaker is in dialect• Activates images or memories when we listen to a story or description• Making predictions as we listen• Filling in missing information (or information that was not heard clearly)• Using reasoning as we listen, such as filling in the 'supporting grounds' of an argument and

in which (1) that ability can indeed be practiced and tested in isolation in a sensible way; (2) that when the learner improves measurably on a subskill, his or her performance will improve

Table 2.3. A taxonomy of general listening skills (based on Richards, 1990; Rost, 1996)

A taxonomy of general listening skills
• Hearing prominent words
• Hearing phrase unit boundaries
• Hearing assimilations, elisions and reductions patterns
• Guessing the meaning of 'weak' words in an utterance
• Guessing the meaning of unknown words
• Discriminating between similar words
• Parsing an utterance into relationship (agent, object, location, etc.)
• Deciding the meaning of an ambiguous utterance
• Finding correct references for clipped forms and pro-forms
• Understanding the function of an utterance when the speaker is in doubt
• Activates images or memories when we listen to a story or description
• Making predictions as we listen
• Filling in missing information (or information that was not heard clearly)
• Using reasoning as we listen, such as filling in the 'supporting grounds' of an argument and

- making 'bridging inference'
- Understanding the speaker's intended function for an utterance
 - Understanding differences in conversational styles and discourse patterns
 - Understanding organizational patterns of the speaker
 - Holding information in short-term memory, building up long-term memory of relevant information
 - Responding to what the speaker says

The advantage of this kind of taxonomy for teaching is that it suggests progressive grading of materials and task, provides a framework for feedback to learners and point out areas in which they need practice and test.

A proficiency level scale for listening has been established by the Centre for Applied Language Learning (CALL) (Rost, 2002: 184) in order to guide teaching and to serve as a basis for gauging progress. The proficiency level descriptions in the scale characterize 'comprehension of spoken language' as follows:

- Responding to what the speaker says
- Holding information in short-term memory, building up long-term memory of relevant information
- Understanding organizational patterns of the speaker
- Understanding differences in conversational styles and discourse patterns
- Understanding the speaker's intended function for an utterance
- Making 'bridging inferences'

(1) Listening 0+ (memorized proficiency)

Sufficient comprehension to understand a number of memorized utterances in areas of immediate needs. Slight increase in utterance length understood, but requires frequent long pauses between understood phrases and repeated requests on the listener's part for repetition.

Understands with reasonable accuracy only when this involves short memorized utterances or formulas.

Utterances understood are relatively short in length.

Misunderstandings arise due to ignoring or inaccurately hearing sounds or word ending . can understand only with difficulty even persons such as teachers who are used to listening with non-native speakers. Can understand best those statements where context strongly supports the utterances meaning.

(2) Listening 1+ (elementary proficiency, plus)

Sufficient comprehension to understand short conversations about all survival needs and limited social

demands. Developing flexibility evident in understanding into range of circumstances beyond immediate survival needs. Shows spontaneity in understanding by speed, although consistency of understanding uneven. Limited vocabulary range necessitates repetition for understanding. Understands more common time forms and most question forms, some word order patterns, but miscommunication still occurs with more complex patterns. Cannot sustain understanding of coherent structures in longer utterances or in unfamiliar situations. Understanding of descriptions and the giving of precise information is limited. Aware of basic cohesive features, e.g. pronouns, verb, inflections, but many are unreliably understood, especially if less immediate in reference. Understanding is largely limited to a series of shorth, discrete utterances. Still has to ask for utterances to be repeated.

(3) Listening 2 + (limited working proficiency, plus)

Sufficient comprehension to understand most routine social demand and most conversations on work requirements as well as some discussions on concrete topics related to particular interests and special fields of competence. Often shows remarkable ability and ease of understanding, but under tension or pressure may break down. Candidate may display weakness or deficiency due to inadequate vocabulary base or less than secure knowledge of grammar and syntax. Normally understands general vocabulary with some hesitant understanding of everyday vocabulary still evident.

(4) Listening 3 + (general professional proficiency, plus)

Comprehend most of the content and intent of a variety of forms and styles of speech pertinent to professional needs, as well as general topics and social conversation. Ability to comprehend many sociolinguistic and cultural references. Increased ability to comprehend unusually complex structures in lengthy utterances and to comprehend many

distinctions in language tailored for different audiences. Increased ability to understand native speakers talking quickly, using non-standard dialect or slang; however, comprehension not complete. Can discern some relationships among sophisticated listening materials in the context of broad experience. Can follow some unpredictable turns of thought readily in, for example, informal and formal speeches covering editorial, conjectural, and literary material in subject matter areas directed to the general listener.

(5) Listening 4 + (advanced professional proficiency, plus)

Increased ability to understand extremely difficult and abstract speech as well as ability to understand all forms and styles of speech pertinent to professional needs, including social conversations. Increased ability to comprehend native speakers using extreme non standard dialects and slang, as well as to understand speech in unfavorable conditions. Strong sensitivity to

sociolinguistic and cultural references. Accuracy is close to that of the well-educated native listener but still not equivalent.

2.2. Conceptual Framework

Listening is a very important skill both in communication and in language learning. But listening is difficult to be mastered, especially listening comprehension in foreign language. In listening, one must be able to grasp the information of what speaker says that cannot be repeated.

In teaching listening, there are many listening strategies that can be used. As we know, listening strategies are techniques or activities that contribute directly to the comprehension and recall of listening input. But some of listening strategies are not suitable to be used for all condition in teaching listening. So teacher efforts to find suitable listening strategies that can be improved listening ability according to context and condition.

In teaching English, the purpose of teaching listening is to improve the students' ability in getting the speaker's ideas and to make coherence response in English. Metacognitive as one of strategies in language teaching is suitable in developing students' listening comprehension. Metacognitive strategies can motivate the students to plan, monitor and evaluate their listening tasks. By using metacognitive strategies, students are aware of and control their efforts to do listening tasks. For example, students use their capacity to monitor and evaluate the success of the task at hand by recognizing the comprehension has failed and checking an answer against.

The students who can use metacognitive strategies are able to get information and solve their problem in listening more easily. So that, metacognitive strategies can improve students' listening comprehension.

2.3. Hypothesis

CHAPTER III

Based on the explanation of the theoretical and conceptual framework, the hypothesis of this study can be described as following:

Ha : There is a significant influence of metacognitive strategies on students' listening c.omprehension.

Ho: There is no significant influence of metacognitive strategies on students' listening comprehension.

CHAPTER III

METHODOLOGY

3.1. Research Design

The study was an experimental research which means that there was a certain experiment applied to the population and the sample. The experimental group was the group that received treatment using metacognitive strategies in teaching listening. While the control group was the group that received conventional strategies which usual teachers use in teaching listening.

This research was applied by using the method of the two-experimental design with randomized Pre-test and Post-test design. This design can be presented as follows:

Table 1

Experimental Design

Group		Treatment	
E	Pre-test	X	Post-test
C	Pre-test	Y	Post-test

Where: E = Experimental Group

C = Control Group

X = Using Metacognitive strategies

Y = Using Conventional strategies

3.2. Population and Sample

Population is the whole number of subjects or people under observation in research (Arikunto, 1993:102). In this case, population of this study made up of first year students of SMA Swasta Nurul Amaliyah Tg. Morawa. There are four parallel classes and each consists of 40 students. The total numbers of students are 160 students. Due to the large number of the

Table 1
Experimental Design

Group	Treatment		
E	X	Pre-test	Post-test
C	Y	Pre-test	Post-test

Where: E = Experimental Group

C = Control Group

X = Using Metacognitive strategies

Y = Using Conventional strategies

students and for the purpose of efficiency and practicality of this study, 25% were chosen. Therefore, 40 students were taken out as the sample. It has been considered enough and relevant to what Arikunto (1993:107) said that "if the subject or population consist of a large number, the sample can be taken from 10%-15% or 20%-25%, or more. It depends on the ability of the researcher's time, energy, and fund. In taking the sample, random sample technique will be used.

3.3. The Instrument of Collecting Data

The instrument of collecting data is classified into two major categories, they were test and non-test (Arikunto: 1993: 138). This study used the instrument to obtain the data to measure the students' ability. The type of test was multiple-choices which given to two groups.

The reasons for choosing a multiple-choices items are:

- A. The students have been familiar with such a kind of test since they often do it in class.

B. To get the advantages, those are; measuring of knowledge efficiently, sampling of the course content extensively, preventing bluffing an answer, scoring objectively, and encouraging pupils to develop a comprehensive knowledge of specific facts and the ability to make fine discrimination among them.

3.4. The Procedure of the Study

This part divided into three stages, they were pre-test, treatment (teaching presentation), and post-test.

3.4.1. Pre-test

Before the treatment (teaching presentation), pre-test was administered to the experimental group and control group. The pre-test was used to find students' listening comprehension of each group before given a treatment. Both of group was given the same test.

3.4.2. Teaching Presentation

The experimental group and control group was taught by using the same materials but different strategies.

*The experimental group was taught with metacognitive strategies. Teaching application as follows:

1. Planning

- Teacher helps student to set a purpose or decide what to listen for, such as; by writing the topic on the board.
- Gives background knowledge such as discussions, a set of games, activities involving looking up information.
- The students listen for the first time and they pay attention to details in the listening task.
- The teacher gives a listening task and attuned to the listening.

2. Monitoring

- Teacher set up a task so students have opportunities to check their understanding of ideas, through asking confirming question.

- The teacher set up 'bottom up' listening task so that students check their identification of what they hear in the second listening.

- The students listen to the materials for the last time, so the students check their completion of the task.

3. Evaluation

- Evaluate comprehension in particular task area.
- Discuss the problem that the students will have with the task.

*The Control group was taught with conventional strategies that usual used. The teacher gave a task which attune to listening allow the students to listen the text three times, while the students listen and memory the dialogue. At last, the students do the task and evaluate the task together.

3.4.3. Post-test

After given a treatment, post-test was given to the each group. This post-test is exactly the same as pre-test to know the mean score of experimental and control group.

3.5. The Instrument of Validation

The instrument of validation are reliability and validity of the test, each of them is described as follows:

3.5.1. The Reliability of the Test

Reliability is one of the characteristics of a good test. Reliability refers to the consistency of the measurement. To obtain the reliability of the test, the writer used Kuder Richardson Method formula 21 as follows:

$$KR_{21} = \frac{K}{(K-1)} \left[1 - \frac{M(K-M)}{K(S)^2} \right]$$

Where : KR_{21} = coefficient reliability

K = the number of items in the test

M = the mean of the test scores

S = the standard deviation of the test scores.

The value of reliability is as the following:

0,0 – 0,40 = the reliability is low

0,41 – 0,70 = the reliability is significant

0,71 – 0,90 = the reliability is good

0,91 – 1,00 = the reliability is very good

3.5.2. The Validity of the Test

Validity is the ability of the test to measure what is supposed to measure. In other word a test is said to valid only if it is capable of measuring what it intents to measure. This study uses the content validity, which concern with how well the test measure the subject matter and learning outcomes covered during the instructional period.

3.6. The Technique of Analyzing the Data

The data found was analyzed by applying the t-test formula as follows:

$$t = \frac{MA - MB}{\sqrt{\left[\frac{XA^2 + XB^2}{nA + nB - 2} \right] \left[\frac{1}{nA} + \frac{1}{nB} \right]}}$$

Where : MA = mean of experimental group

MB = mean of control group

XA = deviation score of experimental group

XB = deviation score of control group

nA = the sample of experimental group

nB = the sample of control group

CHAPTER IV

DATA AND DATA ANALYSIS

This chapter presents the data that gathered after six meeting of teaching, included pre-test and post-test. The points that will be discussed in this chapter are; The Data, Data Analysis, Testing the Reliability of the Test, Result of the Test and The Hypothesis Testing.

4.1. The Data

As it was explained in the previous chapter, the data of this research were gathered from administration of a set of tests, those are Pre-test and Post-test. Both Pre-test and Post-test gave the tests with different time of administration.

The data from Pre-test reflected the condition of students' listening ability in both groups; the Control Group and Experimental Group, before the application Metacognitive

This chapter presents the data that gathered after six months of teaching, included pre-test and post-test. The points that will be discussed in this chapter are: The Data, Data Analysis, Testing the Reliability of the Test, Result of the Test and The Hypothesis Testing.

4.1. The Data

As it was explained in the previous chapter, the data of this research were gathered from administration of a set of tests those are Pre-test and Post-test. Both Pre-test and Post-test gave the tests with different time of administration.

The data from Pre-test reflected the condition of students' listening ability in both groups; the Control Group and Experimental Group, before the application Metacognitive

Strategies in teaching listening, while the data from Post-test reflected the condition of the students' listening ability after the application of Metacognitive Strategies in teaching listening.

The complete data of the students are presented in the next table. The Experimental Group are the first and then followed by the Control Group. The students' name is initially signed.

Table 2

**The result of Pre-test and Post-Test
(Experimental Group)**

No.	STUDENTS' INITIALS	SCORES	
		Pre-test	Post-test
1.	RG	30	70
2.	DA	40	80
3.	SD	20	60
4.	SW	40	70
5.	AS	30	70
6.	JL	50	90
7.	RK	40	80
8.	ALY	30	80
9.	DB	50	100
10.	SR	40	70
11.	AST	50	100
12.	AL	20	70

13.	IS	40	80
14.	SS	50	90
15.	YR	60	100
16.	AP	40	70
17.	AI	20	60
18.	MA	30	60
19.	RH	30	80
20.	HR	20	70

From the data above, it was obtained that, in the Experimental Group, the highest score at Pre-test is 60 (with 1 student) and at Post-test is 100 (with 3 students) ,while the lowest score in the Pre-test is 20 (with 4 students) and at Post-test is 60 (with 3 students). The scores in the Control Group are presented in the table.

Table 3

The Result of Pre-test and Post-test

(Control Group)

No.	STUDENTS' INITIALS	SCORES	
		Pre-test	Post-test
1.	DS	50	80
2.	NH	40	60

13	15	40	80
14	22	50	90
15	27	60	100
16	29	40	70
17	31	20	60
18	34	30	60
19	35	30	80
20	38	20	70

From the data above, it was obtained that in the Experimental Group, the highest score at Pre-test is 60 (with 1 student) and at Post-test is 100 (with 1 student), while the lowest score in the Pre-test is 20 (with 1 student) and at Post-test is 60 (with 2 students). The scores in the Control Group are presented in the table.

Table 3

The Result of Pre-test and Post-test

(Control Group)

No. STUDENTS	SCORES	
	Pre-test	Post-test
1	80	80
2	40	60

3.	DSP	40	50
4.	EL	40	70
5.	SL	30	60
6.	TH	40	70
7.	MY	30	60
8.	BS	20	50
9.	CH	20	40
10.	DR	40	60
11.	LI	50	70
12.	SR	30	60
13.	BGS	30	60
14.	ASH	20	50
15.	RP	30	70
16.	YK	40	60
17.	PS	60	80
18.	PAN	50	70
19.	JP	40	70
20.	RW	30	60

From the data above, it can be obtained that, in Control Group, the highest score at Pre-test is 60 (with 1 student) and at Post-test is 80 (with 2 students), while the lowest score in the

92	49	252	3
70	40	28	4
60	30	38	5
70	44	78	6
60	30	MY	7
50	20	20	8
40	10	CE	9
60	40	UR	10
70	50	LI	11
60	30	SR	12
60	30	BGS	13
50	20	ASH	14
70	30	RP	15
60	40	YK	16
80	60	VS	17
70	50	PAN	18
70	40	LP	19
60	30	RW	20

Pre-test is 20 (with 3 students) and at Post-test is 40 (with 1 student).

4.2. Data Analysis

To analyze the data means calculated the data gathered from the administration of the tests in order to prove the hypothesis that is exist to the research.

4.2.1. Testing the Reliability of the Test

The reliability of the-test is needed to be calculated and, as it was mentioned before, the instrument to do such calculation is the *KR-21* formula. And the value of reliability is as in Chapter Three. The calculation of the reliability of the test is

$$\begin{aligned}
 KR_{21} &= \frac{K}{(K-1)} \left[1 - \frac{M(K-M)}{K(S)^2} \right] \\
 &= \frac{10}{10-9} \left[1 - \frac{36,50(10-36,50)}{10(533,61)} \right] \\
 &= \frac{10}{9} \left[1 - \frac{36,50(26,50)}{5336,1} \right]
 \end{aligned}$$

$$= 1,11 \left[1 - \frac{967,25}{5336,1} \right]$$

$$= 1,11 [1 - 0,18]$$

$$= 1,11 [0,82]$$

$$= 0,91$$

After matching the result of the calculation to the list of determination in Chapter III above, the reliability of the test used in this research is very good.

4.2.2. The Result of the Test

This part is the calculation by using t-test in order to calculate the correlation two data gathered in the treatment procedures, those are Pre-test and Post-test. In order to calculate t-value, some other calculations are needed to be presented, they are; the Mean of the Experimental Group (MA), the mean of the Control Group (MB), the Sum of the Deviation of Experimental Group and Control Group (Σd), and the Deviation square of the

Experimental Group and Control Group (ΣXA^2) and the Control Group (ΣXB^2). The following tables and calculations are the calculations of the data gathered before.

The calculation of the Experimental Group is as follows:

Table 4

**The Result of Pre-test and Post-test with d value
(Experimental Group)**

No.	STUDENTS' INITIALS	SCORES		d (T ₁ -T ₂)	XA (d-x̄)	XA ²
		Pre-test (T ₁)	Post-test (T ₂)			
1.	RG	30	70	40	-1	1
2.	DA	40	80	40	-1	1
3.	SD	20	60	40	-1	1
4.	SW	40	70	30	-11	121
5.	AS	30	70	40	-1	1
6.	JL	50	90	40	-1	1
7.	RK	40	80	40	-1	1
8.	AL	30	80	50	9	81
9.	DB	50	100	50	9	81

The calculation of the Experimental Group is as follows:
 calculations of the data gathered before.
 Group (EXB). The following tables and calculations are the
 Experimental Group and Control Group (EXA) and the Control

Table 1

The Result of Pre-test and Post-test with d value

(Experimental Group)

No. STUDENTS' INITIALS	Pre-test (T ₁)	Post-test (T ₂)	d	XA	XA ²
2. DA	40	80	40	-1	1
3. SD	30	60	30	-1	1
4. RW	40	70	30	-11	121
5. AS	30	70	40	-1	1
6. JL	30	60	30	-1	1
7. RK	40	60	20	-1	1
8. AL	30	60	30	9	81
9. DR	30	100	70	9	81

10. SR	40	70	30	-11	121
11. AST	50	100	50	9	81
12. AL	20	70	50	9	81
13. IS	40	80	40	-1	1
14. SS	50	90	40	-1	1
15. YR	60	100	40	-1	1
16. AP	40	70	30	-11	121
17. AI	20	60	40	-1	1
18. MA	30	60	30	-11	121
19. RH	30	80	50	9	81
20. HR	20	70	50	9	81
	$\Sigma X =$ 730		$\Sigma d =$ 820		$\Sigma XA^2 =$ 980

$$MA = \frac{\Sigma d}{n} = \frac{820}{20} = 41$$

Note : MA = the Mean of the Experimental Group

T₁ = the Score of Pre-test

T₂ = the Score of Post-test

d = the Value from T₁- T₂

10	SR	40	70	30
11	ART	20	100	80
12	AL	30	70	40
13	IR	40	80	40
14	SR	30	90	60
15	YR	40	100	60
16	AR	40	70	30
17	AL	40	60	20
18	MA	30	60	30
19	SR	30	80	50
20	SR	30	70	40
		$\Sigma X_1 = 320$	$\Sigma X_2 = 790$	

$$MA = \frac{\Sigma d}{n} = \frac{80}{10} = 8$$

Note: MA = the Mean of the Experimental Group

T_1 = the Score of Pre-test

T_2 = the Score of Post-test

d = the Value from $T_1 - T_2$

XA = the Value from $d - \bar{x}$ of the Experimental group

XA^2 = the Square of XA

Table 5

The Result of Pre-test and Post-test with d value

(Control Group)

No.	STUDENTS ' INITIALS	SCORES		d ($T_1 - T_2$)	XB ($d - \bar{x}$)	XB^2
		Pre-test (T_1)	Post-Test (T_2)			
1.	DS	50	80	30	4	16
2.	NH	40	60	20	-6	36
3.	DSP	40	50	10	-16	256
4.	EL	40	70	30	4	16
5.	SL	30	60	30	4	16
6.	TH	40	70	30	4	16
7.	MY	30	60	30	4	16
8.	BS	20	50	30	4	16
9.	CH	20	40	20	-6	36
10.	DR	40	60	20	-6	36

The Result of Pre-test and Post-test with d value
(Control Group)

Table 2

$\sum XA^2 =$ the square of $\sum XA$

$\sum XA =$ the Value from $d - \bar{x}$ of the Experimental group

No.	STUDENTS INITIALS	SCORES		d ($T_1 - T_2$)	XB ($d - \bar{x}$)	XB ²
		Pre-test (T_1)	Post-Test (T_2)			
1.	BS	20	80	30	4	16
1.	NR	40	60	20	-4	16
2.	BP	40	20	10	-10	100
4.	EL	40	70	30	4	16
5.	BL	30	60	30	4	16
6.	TH	40	70	30	4	16
7.	MY	30	60	30	4	16
8.	SS	20	20	30	4	16
9.	CH	30	40	20	-4	16
10.	BR	40	60	20	-4	16

11.	LI	50	70	20	-6	36
12.	SR	30	60	30	4	16
13.	BGS	30	60	30	4	16
14.	ASH	20	50	30	4	16
15.	RP	30	70	40	14	196
16.	YK	40	60	20	-6	36
17.	PS	60	80	20	-6	36
18.	PAN	50	70	20	-6	36
19.	JP	40	70	30	4	16
20.	RW	30	60	30	4	16

$$MB = \frac{\sum d}{n} = \frac{520}{20} = 26$$

Note : MB = the Mean of the Control Group

T_1 = the Score of Pre-test

T_2 = the Score of Post-test

d = the Value from $T_1 - T_2$

XB = the Value from $d - \bar{x}$ of the Control group

XB² = the Square of XB

11.	LI	30	70	30	70	-4	30
12.	SR	30	60	30	60	4	30
13.	BGS	30	60	30	60	4	30
14.	ASH	20	50	30	30	4	30
15.	RP	30	70	40	40	14	30
16.	YK	40	60	30	30	-4	30
17.	PS	60	60	30	30	-4	30
18.	PAN	30	70	20	20	-4	30
19.	RP	40	70	30	30	4	30
20.	RW	30	60	30	30	4	30

From the calculations above, the items that are required

to calculate the *t value* can be listed as follows :

$$MA = 41 \quad XB^2 = 880$$

$$MB = 26 \quad nA = 20$$

$$XA^2 = 980 \quad nB = 20$$

Then, the *t value* can be obtained through the use of *t-test* formula with the data above are inserted. The calculation is :

$$t = \frac{MA - MB}{\sqrt{\frac{XA^2 + XB^2}{nA + nB - 2} \left[\frac{1}{nA} + \frac{1}{nB} \right]}}$$

$$= \frac{41 - 26}{\sqrt{\frac{980 + 880}{20 + 20 - 2} \left[\frac{1}{20} + \frac{1}{20} \right]}}$$

$$= \frac{15}{\sqrt{\left[\frac{1860}{38} \right] \left[\frac{2}{20} \right]}}$$

$$= \frac{15}{\sqrt{[48,94][0,1]}}$$

From the calculations above, the items that are required

to calculate the t value can be listed as follows :

$$MA = 41 \quad XA^2 = 1681$$

$$MB = 20 \quad XB^2 = 400$$

$$MA = 20 \quad XA^2 = 400$$

Then, the t value can be obtained through the use of t-test formula with the data above are inserted. The calculation is :

$$t = \frac{MA - MB}{\sqrt{\frac{1}{n_A} + \frac{1}{n_B}} \sqrt{\frac{XA^2 + XB^2}{n_A + n_B - 2}}}$$

$$= \frac{41 - 20}{\sqrt{\frac{1}{20} + \frac{1}{20}} \sqrt{\frac{1681 + 400}{20 + 20 - 2}}}$$

$$= \frac{21}{\sqrt{\frac{2}{20}} \sqrt{\frac{2081}{18}}}$$

$$= \frac{21}{\sqrt{0,1} \sqrt{115,61}}$$

$$= \frac{15}{\sqrt{4,89}}$$

$$= \frac{15}{2,21} = 6,78$$

After calculating the data, the t value is 6,78 as the t test itself. The value will be used to find whether the Null-Hypothesis is rejected or can not be rejected.

4.3. Hypothesis Testing

To test the hypothesis of the research, the value is used to be compared to the distribution table of t value. If the t calculated is higher than the t-table, the Null-Hypothesis (Ho) is rejected and the Alternative Hypothesis (Ha) is valid, while if the t calculated is lower than t-table, the Null-Hypothesis (Ho) can be not rejected.

The result of t-calculated is 6,78. Then, after comparing the t-calculated to the t-table, it was found that the t-calculated is

$$= \frac{12}{\sqrt{4,89}}$$

$$= \frac{12}{2,21} = 5,43$$

higher than t-table in the level of significance 0,05 (2,704) and at 0,01 (2,021). So, it can be stated that the use of Metacognitive strategies in teaching listening has significantly influence to the students' listening comprehension.

This chapter is the presentation of conclusion and suggestions the research based on the data gathered after administration of the research.

5.1. Conclusions

After the administration of the research and the present of analyzing the data, some conclusions can be drawn based on the data. They are:

1. Metacognitive strategies significantly influence to the students' listening comprehension. It was also found that t-calculated of this study was higher than t-table at the level of significance 0,01 (2,021) and 0,05 (2,704).
(5,43 > 2,021 and 5,43 > 2,704)

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter is the presentation of conclusion and suggestions the research based on the data gathered after administration of the research.

5.1. Conclusions

After the administration of the research and the process of analyzing the data, some conclusions can be drawn based on the data. They are:

1. Metacognitive strategies significantly influence to the students' listening comprehension. It was also found that t-calculated of this study was higher than t-table at the level of significance 0,01 and at level of significance 0,05 ($6,78 > 2,02$ and $6,78 > 2,704$).

CONCLUSIONS AND SUGGESTIONS

This chapter is the presentation of conclusion and suggestions the research based on the data gathered after administration of the research.

5.1. Conclusions

After the administration of the research and the process of analyzing the data, some conclusions can be drawn based on the data. They are:

1. Metacognitive strategies significantly influence to the students' listening comprehension. It was also found that t-calculated of this study was higher than t-table in the level of significance 0.01 and at level of significance

$0.05 (0.78 > 2.02 \text{ and } 0.78 > 2.704)$

2. The test also reliable and valid which can proved by the calculation of the reliability. The result of reliability which calculated by KR-21 formula is 0,91. It means that the reliability of the test is very good.

5.2. Suggestions

After presenting the conclusions of the research, some suggestions hopefully have positive value to the readers are given.

The suggestions are:

1. To English teachers, especially in High School, to use Metacognitive strategies in teaching listening to improve the students' listening comprehension.
2. It is very important for English teachers to pay serious attention to listening comprehension of the students since listening plays a very important role in English mastery.
3. It is important for English teachers in enhancing the students' listening ability in teaching listening and use an

effective and suitable strategies. In line with that, Metacognitive strategies was proved in enhancing the students' listening comprehension so it is possible to be applied.

Alexander, E. J. *Teaching Reading*. New York: Harcourt Brace Jovanovich.

Allen, E. D. and Valletta, R. M. 1977. *Classroom Techniques for Teaching a Second Language*. New York: Harcourt Brace Jovanovich.

Anderson, N. J. 2002. *The role of metacognition in second language teaching and learning*. ERIC Digest: Education Resources Information Center.

Arikunto, S. 1993. *Procedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.

Brown, H. D. 2000. *Principles of Language Learning and Teaching*. New York: A Pearson Education Company.

Chastain, K. 1976. *Developing Second Language Skills: Theory to Practice*. Houston: Houston Miffway.

Gilman, R.A. and Moody, L.M. 1984. *What Practitioner say about listening: Research Implication for the Classroom Foreign Language Annals* 17: 331-334.

Nisold, F. 1975. *Procedures for Instructional Systems Development*. New York: Academic Press.

The test also reliable and valid which can proved by the classification of the reliability. The result of reliability which calculated by KR-21 formula is 0.91. It means that the reliability of the test is very good.

2.2. Suggestions

After presenting the conclusions of the research, some suggestions hopefully have positive value to the readers are given.

The suggestions are:

1. To English teachers, especially in high school, to use metacognitive strategies in teaching listening to improve the students' listening comprehension.
2. It is very important for English teachers to pay attention to listening comprehension of the students since listening plays a very important role in English mastery.
3. It is important for English teachers in expanding the students' listening ability in teaching listening and use an

REFERENCES

- Alexander, E. J. *Teaching Reading*. New York: Scot Foresman.
- Allen, E. D. and Vallete, R. M. 1977. *Classroom Technique: Foreign Language and English as a Second Language*. New York: Harcourt Brace Jovanovich.
- Anderson, N. J. 2002. *The role of metacognition in second language teaching and learning*. ERIC Digest: Education Resources Information Center.
- Arikunto, S. 1993. *Procedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Brown, H. D. 2000. *Principles of Language Learning and Teaching*. New York: A Pearson Education Company.
- Chastain, K. 1976. *Developing Second Language Skills: Theory to Practice*. Houston: Houston Miffeny.
- Gilman, R.A. and Moody, L.M. 1984. *What Practitioner say about listening: Reseach Implication for the Classroom Foreign Language Annals* 17: 331-334.
- Harold, F. 1979. *Procedures for Instructional Systems Development*. New York: Academic Press.

- Hatch, E. and Farhady, H. 1982. *Research Design and Statistics for Applied Linguistics*. Massachusetts: New Burry House.
- Johnson, K. 2001. *An Introduction to Foreign language Learning and Teaching*. London: Longman.
- Nunan, D. 1999. *Second Language Teaching and Learning*. Boston: Heinle and Heinle.
- Oxford, R. 1990. *Language Learning Strategies : What every Teacher Should Know*. Boston, MA: Heinle and Heinle.
- Richards, J. 1990. *The Language-teaching matrix*. Oxford: Oxford University Press.
- Robinett, B. Wallace. 1979. *Teaching English to Spoken of other Languages: Substances and Technique*. Minnesota: The University of Minnesota Press.
- Rost, M. 2002. *Teaching and Researching Listening*. London: Longman.
- Welton, D.A. 1998. *Children and Researching Listening*. London: Longman.
- Wipf, J. 1984. *Strategies for Teaching Second Language Listening Comprehension*. *Foreign Annals* 17: 345-348.

Hatch, E. and Paribady, H. 1982. Research Design and Statistics for Applied Linguistics. Massachusetts: Newbury House.

Johnson, K. 2001. An Introduction to Foreign Language Learning and Teaching. London: Longman.

Keenan, D. 1999. Second Language Teaching and Learning. Boston: Heinle and Heinle.

Oxford, R. 1990. Language Learning Strategies: What Every Teacher Should Know. Boston, MA: Heinle and Heinle.

Richards, J. 1990. The Language-teaching market. Oxford: Oxford University Press.

Robinson, B. Wallace. 1979. Teaching English to Speakers of Other Languages. Substantive and Technical. Minnesota: The University of Minnesota Press.

Ross, M. 2002. Teaching and Researching Learning. London: Longman.

Wolter, D.A. 1998. Children and Researching Learning. London: Longman.

Wijet, J. 1984. Strategies for Teaching Second Language Learning. Comparative Foreign Affairs 17: 345-348.

Wittrock, M.C. 1986. *Handbook of Research on Teaching*. New York: Mc. Millan Publishing Company.

Appendix A

THE INSTRUMENTS OF DATA COLLECTION

Listening Section I

In this section of the test, you will have the chance to show how well you understand spoken English. There are 3 parts to this section, with special directions for each part.

Part I.

Questions: 1 to 10.

Directions:

In this part of the test, you will hear some dialogues or questions spoken in English. The dialogues or questions will be spoken two times. They will not be printed in your test book, so you must listen carefully to understand what the speakers say.

After you hear a dialogue and the question about it, read the five possible answers and decide which one would be the best answer to the question you have heard. Now listen to a sample question.

You will hear:

Man : How about exercising tomorrow morning?
Woman : Alright. Pick me up at six.

You will also hear:

Narrator : what will the man do?

You'll read in your test book:

- a. Do exercise at 6.
- b. Go with six women.
- c. Take exercise alone.
- d. Leave the woman alone.

THE INSTRUMENTS OF DATA COLLECTION

Listening Section I

In this section of the test, you will have the chance to show how well you understand spoken English. There are 3 parts to this section, with special directions for each part.

Part I

Questions: 1 to 10

Directions:

In this part of the test, you will hear some dialogues or questions spoken in English. The dialogues or questions will be spoken two times. They will not be printed in your test book, so you must listen carefully to understand what the speaker says.

After you hear a dialogue and the question about it, read the five possible answers and decide which one would be the best answer to the question you have heard. Now listen to a sample question.

You will hear

Man: How about exercising tomorrow morning?
Woman: Alright. Pick me up at six.

You will also hear

Man: What will the man do?

You'll read in your test book:

- Do exercise at 6.
- Go with six women.
- Take exercise alone.
- Leave the woman alone.

- Come to the woman's house.

The best answer to the question is "Come to the woman's house."

Therefore, you should choose answer (E).

- Hobbies.
 - Spare time.
 - Part time job.
 - Daily activities.
 - Collecting stamps.
- The librarian.
 - The Broad Street.
 - The books in the library.
 - The location of the library.
 - The function of the library.
- His pride.
 - His advice.
 - His intention.
 - His curiosity.
 - His agreement.
- Reading books.
 - Doing many activities.
 - Doing all sort of things.
 - Writing some articles.
 - Reading books and writing some articles.
- Inability.
 - Uncertainty.
 - Impossibility.
 - Disagreement.
 - Dissatisfaction.

c. Come to the woman's house.

The best answer to the question is "Come to the woman's house."
Therefore, you should choose answer (B).

- 1. a. Hobbies.
- b. Spare time.
- c. Part time job.
- d. Daily activities.
- e. Collecting stamps.

- 2. a. The librarian.
- b. The Head Street.
- c. The books in the library.
- d. The location of the library.
- e. The function of the library.

- 3. a. His pride.
- b. His advice.
- c. His intention.
- d. His curiosity.
- e. His agreement.

- 4. a. Reading books.
- b. Doing many activities.
- c. Doing all sort of things.
- d. Writing some articles.
- e. Reading books and writing some articles.

- 5. a. Inability.
- b. Uncertainty.
- c. Impossibility.
- d. Disagreement.
- e. Dissatisfaction.

Directions:

- 6. a. At sea.
- b. In a forest.
- c. Near a lake.
- d. At the beach.
- e. At a mountain resort

- 7. a. To go with Rama.
- b. To prepare the party.
- c. To celebrate her birthday.
- d. To make a plan for the weekend.
- e. To come to Rama's birthday party.

- 8. a. To go to her mother's house with Ted.
- b. To celebrate her mother's birthday.
- c. To visit Ted at her mother's house.
- d. To celebrate Ted's birthday.
- e. To celebrate her birthday.

The best answer to the question "How are you?" is choice (a).

- 9. a. Their car.
- b. A cross-road.
- c. A shoe store.
- d. A block of stores
- e. A zebra crossing.

- 10. a. At home
- b. In the hospital
- c. At work
- d. At the store
- e. At school

Part II.

Questions: 11 to 15

Directions:

In this part of the test, you will hear several questions or statements spoken in English. The questions and responses will be spoken two times. They will not be printed in your test book, so you must listen carefully to understand what the speakers say. You have to choose the best response to each question or statement.

You listen to a sample question:

You will hear:

Woman : Good morning, John. How are you?

Man : ...

You will also hear:

- a. I am fine, thank you.
- b. I am in the living room.
- c. Let me introduce myself.
- d. My name is John Travolta.

The best answer to the question "How are you?" is choice (a), "I am fine, thank you."

Therefore, you should choose answer (a).

11. Mark your answer on your answer sheet.

12. Mark your answer on your answer sheet.

13. Mark your answer on your answer sheet.

14. Mark your answer on your answer sheet.

15. Mark your answer on your answer sheet.

Part III.

Questions: 16 to 20.

Directions:

In this part of the test, you will hear several monologues. Each monologue will be spoken two times. They will not be printed in your test book, so you must listen carefully to understand what the speakers say.

After you hear a monologue and the questions about it, read the five possible answers and decide which one would be the best answer to the questions you have heard.

- 16.
 - a. The water is stinky.
 - b. The water tastes bad.
 - c. The colour is not good.
 - d. There is no more water.
 - e. The water is contaminated.

- 17.
 - a. A bus crash.
 - b. A truck crash.
 - c. A terrible accident.
 - d. A dead drunken driver.
 - e. A fight between two drivers.

- 18.
 - a. The driver of the truck was drunk.
 - b. The driver of the truck ran away.
 - c. The driver of the bus was killed.
 - d. The driver of the bus escaped.
 - e. The driver of bus was ill.

- 19.
 - a. How the wings of a plane work.
 - b. How the plane moves forward.
 - c. How the plane is made.
 - d. The engine of a plane.
 - e. How a plane flies.

PERPUSTAKAAN
IAIN-SU
MEDAN

26/CP/FT/03/11

- 20.
- a. A stream of moving air passes over their wings.
 - b. There is air pressure under their wings.
 - c. The wings move forward.
 - d. The engines move faster.
 - e. The engines fail.

