

## TEACHING METACOGNITIVE STRATEGIES TO IMPROVE STUDENTS' LISTENING PROFICIENCY

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**ABSTRACT:** The article had a focus to examine the effectiveness of metacognitive strategies in teaching listening using video media towards the listening proficiency of students in order to overcome the actual obstacles of listening in the class. The participants of the research were the fourth semester students of Chemical Engineering State Polytechnic of Sriwijaya. This study was quantitative research. The data collection techniques were taking scores of pretest and posttest done by the students and the data analysis technique was using t-test. The results presented that metacognitive strategies was effective in teaching listening to improve the listening proficiency of students and it indicated a sufficiently great difference of listening proficiency between experiment and control groups.

**Keywords:** metacognitive strategies, listening proficiency, teaching using video

To improve listening proficiency, listening objective should be alerted by the students. Being alerted to listening objective can make the students do the activity or task of listening and get information from video as listening media, for example: interview, dialogue, talks, and procedure. Listening proficiency is a series of actions in understanding information presented by the speaker by formulating, and expressing meaning (Rost, 2002). In general, listening proficiency is the capability to remember information experienced through listening materials.

While learning English, listening proficiency is included into the most challenging competency to be developed by the students because of some reasons as Higgins (1995) and Buck (2001) stated. The problems in listening were caused by the speech rate, limited vocabulary, and several kinds of pronunciation. In Ngoan's article (2014) entitled "Listening to VOA: Advantages, problems and solutions", he stated that in listening activity, students overlook three obstacles. The first obstacle is the students are unfamiliar with the topics that they listen to. The second, the uncommon,

unexciting and unending listening which executes the students experience unknown, obstructed and fatigued. The third is dealing with articulation exchange, and dissimilar pronunciation of speakers.

According to Vandergrift & Goh (2012), listening is the most improbable particular ability taught proficiently. Because students have obstacles in listening activity, such as have no idea of what they hear, different pronunciation, and limited vocabulary. The obstacles of listening mentioned above also happened to the fourth semester students at the Chemical Engineering Department. Researchers as English lecturers play an important role to help students be good listeners by managing and distinguishing dissimilar action plans for various kinds of listening task. The listening strategies application is essential potency for students and important for each students to improve their listening proficiency ability (Tarone, 2000).

There are two usefulness teaching strategies as Goh (2000) suggested to help students be more active and advance planned listeners. First, direct strategy intended for raising conception and application of strategy. Second, indirect strategy intended for improving metacognitive comprehension of students about listening. To improve students' listening proficiency and help fourth semester students at Chemical Engineering Department be advance planned or strategic listeners, direct and indirect strategies are demanded. Students as listeners are taught how to listen and evaluate their efforts to improve their proficiency of listening.

The English lecturers responsible to make the activities of listening be successful during the listening learning process. To enhance students' accomplishment on listening activities, the listening strategies implementation could be taught to students as Vogely (1995) declared. Listening strategies taught to students can develop listening proficiency, build students' restraint learning tendency and raise autonomous learning capability. An order of teaching Metacognitive presented by Vandergrift (2004, 2007) and Vandergrift and Goh (2012) was aimed to enhance students' metacognitive strategies application once completing listening proficiency activities.

According to Goh (2008), metacognitive instruction is one effective manner to help students to successfully deal with the listening comprehension. Thus, this study discusses the metacognitive strategies that lecturers used to improve the students' listening proficiency.

## **LITERATURE REVIEW**

### ***Metacognitive Awareness***

Students should know about how they implement the strategies of listening successfully to be strategic listeners depends on metacognitive awareness. Students having awareness of metacognitive are very probable to convey strategies to particular abilities. This inclination exclaims that students responsible for their restraint learning tendency. Students with awareness of metacognitive and listening strategies have resulted in the changes in teaching of listening. Lately, the students' metacognitive awareness and the function of teaching listening strategy in promoting listening proficiency have turned the important topic. Flowerdew & Miller (2005) stated that the objectives of learning listening are to raise strategies awareness associated to listening proficiency and to implement various kinds of listening abilities proficiently.

### ***Metacognitive Strategies***

Methods applied by students to control their learning by means of arrangement, observation, assessment, and adjustment are called metacognitive strategies (Rubin, 1987). By implementing these metacognitive strategies, students learn about how they should arrange, observe, and assess information obtained from the activities of listening. According to O'Malley & Chamot (1990), Metacognitive strategies lead students to consider the process of learning carefully through their cognitive activities understanding. Metacognitive strategies consist of top-down and bottom-up skills of listening. The method of top-down skill indicates to applying prior information to comprehend the implied interpretation. The scheme of top-down skill encourages students to talk about what they have already comprehended about a subject. Whereas, the method of bottom-up skill indicates to applying the received information as the foundation of process to comprehend the content. The scheme of bottom-up skill creates a courage in discourse elements comprehension.

### ***The Instruction Of Metacognitive Strategies***

The researchers taught listening proficiency by using Metacognitive Strategies Instruction. It was adopted from Goh and Taib (2006). The researchers did the following stages:

#### ***(A) Pre-learning Activities (10 minutes)***

1. The researchers told the topic to be discussed and typed of task to accomplish,
2. The researchers activated the students' prior knowledge or brainstormed their ideas by stimulating their thoughts through videos associated to the topic, and

3. The researchers requested the students to tell or share the peers/whole class what they thought about the videos.

*(B) Whilst-learning Activities (60 minutes)*

*Step 1: Pre-listening activity (planning/evaluation)*

1. In pairs, students predicted possible words/phrase that they might hear,
2. The students wrote down their prediction,
3. The researchers guided the students to discuss the possible answers,
4. The researchers provided vocabulary related to a report/monologue/dialogue on certain topic that was distributed to the students,
5. The students circled or matched the correct answers,
6. In pairs, the students discussed on the correct words,
7. The students discussed the correct answer with their peers and the whole class guided by the researchers as English lecturers,
8. The students ticked the answer if they could anticipate correctly.

*Step 2: First listen (problem solving)*

1. The students listened to the recording,
2. The students wrote the new information, and
3. The students answered the questions provided related to the topic.

*Step 3: Pair process-based discussion (problem solving)*

1. The students compared the answer with the other students (in pairs),
2. The students identified the confusing parts/disagreement,
3. The students made notes on the parts which required special attention, and
4. The students discussed the correct answers.

*Step 4: Second listen (direct attention/mental translation)*

1. The students listened to the doubt sections or dispute parts and recorded any needed information that they heard,
2. The students listened to the monologue/dialogue, and
3. The students thought of how they approached a listening task by having small groups.

*(C) Post-learning Activities (20 minutes)*

*Step 5: Whole class process-based discussion (person knowledge)*

1. The researchers checked the students' comprehension through whole class discussion
2. The researchers led the discussion to confirm comprehension
3. The researchers reported the strategies in some small groups
4. The students reported the strategies that they used to the whole class
5. The students summarized the comprehension and the effective and ineffective strategies in pre-listening and whilst-listening activities.

## RESEARCH METHODOLOGY

In conducting the research, the researchers used quantitative research approach. At beginning of the research, experimental and control groups were given the pretest. Then, only the experimental group got treatment activities. After treatment had been completed, posttest was given to groups of experimental and control to assess the improvements differences of listening proficiency between two groups. The quasi experiment design can be seen in table below:

**Table 1. Quasi Experiment Design**

Experimental Group	Pretest Treatment (Metacognitive Strategies Instruction) Posttest
Control Group	Pretest Conventional Method Posttest

### *Population of the Study*

The population of this study was all of the fourth semester students, major of Chemical Engineering in State Polytechnic of Sriwijaya. The total numbers of them were 87 students. It was shown in table below:

**Table 2. Total Number of Population**

No.	Class	Total
1	4 KA	23
2	4 KB	23
3	4 KC	20
4	4 KD	21
	<b>Total</b>	87

*Source: The Major of Chemical Engineering, State Polytechnic of Sriwijaya, in academic year 2017/2018*

### *Samples of the Study*

The researchers used purposive random sampling to select the samples. Students of 4 KA and 4 KB were selected to be the samples because they had the same level of capability in English. The experimental group was 4 KA and the control group was 4 KB.

***Assessment and Validation***

For the test (pre- and post-test), it totally consisted of 25 questions; multiple choices, and T/F statements designed to measure the level of students' listening proficiency that adopted from all related resources.

At table of Reliability Statistics, the Cronbach's Alpha value based on standardized items was  $0.633 > R$  table  $0.4683$ . It means the test was reliable and valid.

**FINDINGS**

In the experimental group, the maximum score and the minimum score in pretest was 20 and 12. The standard deviation of pretest and the mean score of listening proficiency was 2.567 and 16.96. The maximum score and the minimum score in the posttest was 23 and 14. The standard deviation of posttest and mean score of listening proficiency was 2.428 and 20.43. Meanwhile, in the control group, the maximum score and the minimum score in pretest was 20 and 9. The standard deviation of pretest and mean score of listening proficiency was 2.891 and 16.22. The maximum score and the minimum score in posttest was 21 and 12. The standard deviation of posttest and mean score of listening proficiency was 2.890 and 17.48.

Based on paired sample t-test, it was found out that metacognitive strategies teaching using video media significantly improved students' listening proficiency. It can be seen that the mean difference within the experimental group was -3.478,  $t$ -value = -28.125,  $p < 0.050$ . Meanwhile, in the control group, the mean difference of pretest and posttest scores was -1.261,  $t$ -value = -5.319,  $p < 0.050$ . Although the significance value of the control group was  $p = 0.000$  ( $< 0.05$ ), the improvement was not as much as the  $t$ -value of the experimental group  $p = 0.000$ ,  $p < 0.050$ . It can be concluded that the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_a$ ) was accepted, which means there was a sufficiently great improvement in students' listening proficiency before and after they were taught metacognitive strategies using video media.

To find out a sufficiently great difference in listening proficiency between the students who were taught and those who were not taught metacognitive strategies using video media, independent sample t-test was used. The sufficiently great difference exists if the probability values (two tailed test) was less than 0.05. The results of independent sample t-test showed that the mean difference of posttest scores between the experimental and control groups was -2.957 and the significance value was 0.001 ( $< 0.05$ ). Therefore, it can be stated that the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_a$ ) was accepted. It means that there was a sufficiently

great difference in students' listening proficiency between the students' who were taught metacognitive strategies by using video media and those who were not.

### **INTERPRETATION**

Students mainly used prior knowledge as a compensatory strategy to overcome problems in listening proficiency tasks. The students as listeners were using metacognitive knowledge for successful listening proficiency when they know how to analyze the requirements of a listening task, activate the appropriate listening process required, make appropriate predictions, monitor their comprehension, and evaluate the success of their approach. From the theories, steps and metacognitive strategies stated above, the researchers classify the listening micro- and macro-skills: recognizing keywords (the focus) was macro skills for bottom up, ability to discriminate between distinctive sounds of the target language was micro skills for bottom up, identifying details/ specific information was macro skills for top down, making inferences/ intelligent guess (about the situation, context, etc.) was macro skills for top down, and listening for main ideas was macro skills for top down and bottom up.

### **CONCLUSIONS**

From the findings above, the conclusions could be drawn that there was a sufficiently great improvement in listening proficiency before the students were taught metacognitive strategies and after taught; and between the students who were taught and the students who were not taught metacognitive strategies, there was a sufficiently great difference in listening proficiency.

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