THE EFFECT OF METACOGNITIVE STRATEGY ON IMPROVING TOEFL LISTENING PERFORMANCE OF SENIOR STUDENTS IN “NOON REGULAR” ENGLISH DEPARTMENT OF MATARAM UNIVERSITY

ARTICLE

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RATIFICATION

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ABSTRACT

The study was aimed to investigate the effect of Metacognitive Strategy on improving TOEFL listening performance of senior students in “Noon Regular” English Department of Mataram University. The research design of this study was experimental study with a purpose to identify whether the use of Metacognitive Strategy gives significant effect to improve students’ TOEFL listening comprehension. The population of this research was 146 the seventh and ninth-semester students and the sample was 40 students equally divided into experimental and control groups. The sample was chosen by purposive sampling with TOEFL minimum score “400” as the required characteristic. The experimental group received five-session treatments of metacognitive strategy through Cognitive Academic Language Learning Approach (CALLA). The data were collected by using pre-test and post-test by using TOEFL Listening Comprehension Test supported by Metacognitive Awareness Language Questionnaire (MALQ). A t-test was used to analyze the data. It was proved that the total value of t-test (3.25) that is higher than the confidence level of 95% which is 2.021 and 99% which is 2.704. In addition, the results of Metacognitive Awareness Language Questionnaire (MALQ) showed that metacognitive strategy facilitated students to become more strategic, concentrated, less anxious, and assess their learning. Thus, it was concluded that Metacognitive Strategy had a significant effect on improving TOEFL listening of senior students in “Noon Regular” English Department of Mataram University.

Keywords: Metacognitive Strategy, TOEFL Listening, Senior Students, Cognitive Academic Language Learning Approach (CALLA), Metacognitive Awareness Language Questionnaire (MALQ).
ABSTRAK

Penelitian ini ditujukan untuk meneliti pengaruh strategi Metakognitif dalam meningkatkan komprehensi TOEFL listening pada mahasiswa senior Program Studi Bahasa Inggris Reguler Sore, Universitas Mataram. Penelitian eksperimental ini bertujuan untuk mengidentifikasi apakah penggunaan strategy Metakognitif dapat memberikan pengaruh yang signifikan dalam meningkatkan kemampuan TOEFL listening siswa. Populasi penelitian ini adalah 146 mahasiswa semester tujuh dan sembilan dan sampelnya berjumlah 40 yang dibagi menjadi kelompok eksperimen dan kontrol. Pengambilan sampel dilakukan dengan teknik sample purposive, dimana karakteristik sample yang dipilih adalah memiliki skor TOEFL minimal “400”. Kelompok eksperimen menerima kelas strategi metakognitive sebanyak 5 kali dengan menggunakan pendekatan Cognitive Academic Language Learning (CALLA). Pengumpulan data dilakukan dengan cara menggunakan pre-tes dan pos-tes dengan soal TOEFL listening dan didukung oleh kuesioner Metacognitive Awareness Language Questionnaire (MLAQ). T-test digunakan untuk untuk menganalisis data dan terbukti bahwa nilai total dari t-test (3.25) lebih tinggi dari pada tingkat kepercayaan 95% yaitu (2.021) dan 99% yaitu (2.074). Hasil kuesioner juga menunjukan bahwa strategi Metakognitif menfasilitasi siswa untuk menjadi lebih strategis, konstentrasi, percaya diri, dan dapat menilai proses dan hasil belajarnya masing-masing. Dengan demikian, dapat disimpulkan bahwa penggunaan strategi metakognitif dalam pengajaran TOEFL listening pada mahasiswa senior Program Studi Bahasa Inggris Regular Sore di Universitas Mataram dapat memberikan efek yang signifikan.

Keywords: Strategi Metakognitif, TOEFL Listening, Mahasiswa Senior, Pendekatan Cognitive Academic Language Learning (CALLA), Kuesioner Metacognitive Awareness Language (MLAQ).
I. INTRODUCTION

As an active and complex process, listening has a significant role in second language acquisition (Morley, 1999 cited in Vandergrift, 2004). Therefore, a systematic training and a standardized test are required. Test of English as Foreign Language (TOEFL) is one of standardized tests widely used to measure English proficiency level of foreign learners and test language skills required in communication (Phillips, 2001). Furthermore, TOEFL is also used as one of graduation requirements enclosed in the English Study Program Curriculum 2009 of Mataram University.

In order to know students' performance in TOEFL, a pre-survey to 38 senior students in “Noon Regular” English Department which were in their 7th and 9th semester was conducted. Then, it was revealed that 97% of students have not reached “500” as the standard score. Furthermore, listening comprehension section was chosen as the most difficult part in TOEFL test by 52% of students. As Richards (2008) states that successful listening can be defined based on the listening strategies, a related question was addressed and showed that only 47% of them had used listening strategy and 83% of them stated that they need listening strategy training. From the problems explained above, the researcher tries to give a solution by applying one of learning strategies which is hoped can tackle or minimize the obstacles exist and facilitate students in facing TOEFL listening which is Metacognitive Strategy.
II. LITERATURE REVIEW

2.1 Listening Skill

Now, listening is seen as an active process where listeners must be able to "differentiate" sounds, be able to "understand" words and grammatical features, process phonemic input such as stress and tone, and immediately interpret all of the data that have been collected with the context of the incoming speech (Vandergrift, 2004). In addition, listening is also believed to have a significant role in providing source that triggers further development of L2 proficiency (Richards, 2008) (Morley, 1999 cited in Vandergrift, 2004). In the process of teaching listening as a skill, teachers are advised to encourage their learners to be aware of their mental processes so that they can evaluate and manage their own learning in developing listening skill.

2.2 Listening Comprehension Section in TOEFL Test

Listening section in TOEFL consists of 50 questions with certain direction for each part. The common language skills tested are listening to topic, specific information or details, implied meaning, sound discrimination, negative expressions, double negative expression, almost negative expressions, negatives with comparatives, contrary meaning (wish and untrue condition), functional expression (suggestion, agreement, uncertainty, emphatic expression of surprise or assumption), idioms, and two or three-word verbs (Phillips, 2001).

In facing TOEFL listening comprehension section, Underwood cited in Pujiana (2015) states that there are some major difficulties that the listeners have
during listening which are "(1) lack of control over the speaker speed, (2) not being able to get things repeated, (3) listeners limited vocabulary, (4) failure to recognize the 'signals' or keyword, (5) problem of interpretation, (6) inability to concentrate, (7) established learning habit or strategies". Case (2008) also states that problems that listeners might face in listening comprehension are:

1. They are trying to understand every word.
2. They get left behind trying to work out what a previous word means.
3. They just do not know the most important words.
4. They do not recognize the word that they know.
5. They have problem with different accents.
6. They lack listening stamina/they get tired.
7. They have mental block.
8. They are distracted by background noise.
9. They cannot cope without having images.
10. They have hearing problems.
11. They cannot tell the difference between the different voices.

2.3 Listening Comprehension Strategy

In facing those difficulties, learning strategies are needed. In general, learning strategies are conscious behaviors or actions which learners use to make language learning easier, faster, more successful, more self-directed, more effective, more enjoyable and more transferable to new situations (Oxford, 1989 cited in Oxford, 2003).
O'Malley and Chamot (1990) has three main groups of learning strategies that can be applied in listening which are cognitive, socio-affective, and metacognitive strategies (Coskun, 2010). Cognitive strategy is associated with mental activities related to comprehending and storing input in memory for being accessed in direct ways such as repeating, reasoning, translation, grouping, note taking, imagery, keyword, elaboration and contextualization. Metacognitive strategy refers to conscious and unconscious mental activities that manage cognitive strategies which consists of planning for learning, thinking about the learning process as it is taking place, monitoring, and self-evaluating after an activity is completed (Anderson, 1991 cited in Coskun, 2010). Socio- affective strategies are identifying someone's mood and anxiety level, talking about feelings, rewarding, and using deep breathing or positive self-talk (Oxford, 2003).

2.4 Metacognitive Strategy

Flavell (1979) claims that metacognition refers to an individual's "knowledge concerning his or her own cognitive processes and products", and also self-management of cognitive processes during problem-solving (Goh, 2009). In Taxonomy of Metacognitive and Cognitive Listening Comprehension Strategies made by Vandergrift (1997), metacognitive strategy consists of:

1. Planning: Strategy used by the learners in developing an awareness of what needs to be done or developing an appropriate action plan to handle difficulties that may hinder successful completion of listening process and listening task.
a. Advance organization: deciding the objectives or purpose of a listening task and proposing strategies before handling the task.

b. Directed attention: “deciding in advance to attend in general to the listening task and to ignore irrelevant distracters; maintaining attention while listening”.

c. Selective attention: deciding to focus on specific aspects of language input or situational details that assist in understanding the spoken text and task completion.

d. Self-management: understanding and arranging the conditions that help one successfully accomplish listening tasks.

2. Monitoring: “Checking, verifying, or correcting” comprehension or performance in accomplishing listening task.

a. Comprehension monitoring: “Checking, verifying, or correcting” one’s understanding when listen to the spoken text.

b. Double-check monitoring: “Checking, verifying, or correcting” understanding across the task during the second time listing.

c. Auditory Monitoring: Deciding the correct answer, meaning of words, and context of spoken text by considering how something sounds such as intonation, and word stress.

3. Evaluation: Checking the outcomes or product of the listening comprehension.
4. Problem identification: Explicitly identifying the problem needing resolution in a task or identifying an aspect of the task that hinders its successful completion.

Metacognitive strategy can help the learners to activate their thinking skill and improve their performance in learning (Coskun, 2010). It also facilitates weak listeners in doing listening task, improving learners’ confidence and motivation, and also making them less anxious (Goh, 2009). Furthermore, according to Wenden (1998), it also gives some advantages such as, (1) learners become more strategic learners, (2) learners have more confidence, (3) learners will not hesitate for asking help to their peers or teacher when needed, (4) learners can assess themselves of why they become successful or less successful learners, (5) learners can select and change appropriate learning strategies based on task and circumstances, and (6) “learners perceive themselves as continual learners and can successfully cope with situations” (Coskun, 2010).

2.5 Metacognitive Strategy Instruction

In 1994, O’Malley and Chamot developed Cognitive Academic Language Learning Approach (CALLA) as metacognitive strategy training model, which help teacher to combine language, content and learning strategies in well planned lesson (Coskun, 2010). The model has five instructions phases which are preparation phase, presentation phase, practice phase, evaluation phase and expansion phase. In preparation phase, teacher elicits strategies that have been used by learners then select new strategies that have not been used yet. Then, in presentation phase, teacher will explain the new learning strategy including the
name of strategy, the importance or purpose of the strategy, when and model the strategy use by performing a task. After that, learners practice using the learning strategy in class activities and also monitor their own learning progress. The next phase is learners do self-evaluation about how well they can use the learning strategy. Then, learners with the help of teacher use the learning strategy in new task and activities (Birjandi, 2012).

Vandergrift and Tafaghodtari (2010) cited in Mohaved (2014) have five stages of applying metacognitive strategy in listening task or activity, which are predicting stage, first verification stage, second verification stage, final verification stage and reflection stage. In predicting stage (planning and directed attention), learners have to predict the type of information and possible words that they might listen by knowing topic and type of the spoken text. In the first verification stage (monitoring, planning and selective attention), learners have to listen to check whether their initial prediction is right, correct the answer and prediction if needed, and take additional information. The next phase is listeners are involved in pair discussion to evaluate the result of their prediction. In the second verification stage, listeners will have second listening stage to identify disagreement that they had during pair discussion, get more additional information and have group discussion (monitoring, problem-solving and evaluation). In the final verification stage, the listeners will have the third listening as the final evaluation. Then, learners write down goals for next listening activity based on the previous discussion about strategies used in comprehending spoken text and parts that they could not understand.
III. RESEARCH METHOD

Design, Variables And Setting

Experimental research is a way to find out a causal relationship between the two factors which are intentionally focused on by the researcher by eliminating or setting aside the disrupted factors (Arikunto, 2013). The researcher tried to find out the causal relationship between listening comprehension of the students as the dependent variable and metacognitive listening strategy as the independent variable. The researcher examined the effect of this strategy by providing two classes, one as the experimental group and other as the control group. Researcher gave pre-test to the two groups. After giving pre-test, the researcher gave treatment by teaching them speaking by applying Metacognitive Strategy. The treatment was repeated for five meetings. Last, the researcher gave post-test in order to examine the effect of Metacognitive Strategy in students TOEFL Listening ability.

Population and Sample

The populations in this study were senior students of English Education Department in Mataram University who were in their seventh and ninth semester which consist of eight classes and the total of the population were 146 students. In taking the sample, the researcher used purposive sampling technique. The required sample was selected from a list of population based on a criteria needed in this research. The selected students had to pass required
TOEFL score “400”. In this study, 20 students were administered in the control group and other 20 students were included in the experimental group.

Data collection

There were three steps done by the researcher in collecting data which are pre-test, treatment, and post-test. The pre-test and post-test used were listening comprehension section of TOEFL test and Metacognitive Awareness Listening Questionnaire. The treatment was based on a model proposed by Vandergrift (2004) and Cognitive Academic Language Learning Approach (CALLA) proposed by O’Malley and Chamot (1990 cited in Birjandi, 2012). The learners included in the experimental group and control group were trained in 5-session strategy classes and taught by the researcher. Each session was held in 100 minutes. The experimental group received Metacognitive and TOEFL listening strategy instruction, while the control group only received TOEFL listening strategies with pre-, whilst, and post-listening instructions.

Data Analysis Technique

This study used quantitative and qualitative data, where the result was counted through the statistical and descriptive analysis. The steps of data analysis was done by putting the TOEFL listening comprehension score of experimental and control group into the table and calculate them to find the mean score and deviation score as the requisite to find the t-test score. Finally the t-test score was compared to the t-table score. if the t-test is higher that the t-table it means that Metacognitive strategy gives significant effect students’ TOEFL listening ability, the H0 is rejected and otherwise if it is not. Then,
additional data is also given by using Metacognitive awareness listening questionnaire (MALQ) to measure all participants’ awareness of listening after the instruction.

IV. FINDINGS AND DISCUSSION

Pre-test and post-test score of Experimental and Control group

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<th>Experimental Group</th>
<th>Control Group</th>
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<tr>
<td></td>
<td>X1 (pre-test)</td>
<td>X2 (post-test)</td>
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<tr>
<td>Total</td>
<td>919</td>
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<tr>
<td>Mean</td>
<td>45.95</td>
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<td>Highest</td>
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<td>Lowest</td>
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It can be seen that the mean score of experimental group pre-test is 45.95 while the mean score of post-test is 53.75. With the range of TOEFL listening score is from 24 to 68, it is showed that the highest score of pre-test is 60 from and the lowest is 35. In another side, the highest score of post-test is 62 and the lowest is 48. Hence, from the results shown, most of the students in the experimental group have higher scores than students in control group.

Comparison between the value of t-test and the critical value of t-table

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The total of t-test value is 3.25, which is higher than the confidence level of .05 (95%) which is 2.021 and .01 (99%) which is 2.704, it means that Ho which stated there is no significant effect(s) of using Metacognitive strategy to improve students’ TOEFL listening comprehension was rejected but Ha which stated there is significant effect(s) of using Metacognitive strategy to improve students’ TOEFL listening comprehension was fail to be rejected.

Moreover, the result of the questionnaire also shows that Metacognitive strategy helped students become more concentrated since they were aware of their own cognitive activities so that they can manage the success or failure in the learning (Flavell, 1979 cited in Goh & Yusnita, 2006). They were also able to assess themselves of why they become successful or less successful learners helping them to be self-regulated and responsible learners reflected from their after-listening self-assessment which can trigger them to “perceive themselves as continual learners and can successfully cope with situations” (Wenden, 1998 cited in Coskun, 2010). Furthermore, the metacognitive strategy could improve learners confidence and make them less anxious in listening (Goh, 2009).

The success of Metacognitive strategy in this study was also in line with the previous studies mentioned in the literature review. The first the study conducted by Abdullah Coskun (2010), where Metacognitive

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<tr>
<td>3.25</td>
<td>38</td>
<td>2.021</td>
<td>2.704</td>
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strategy application gave positive final, the score of students English listening increased and helped the students became effective listeners. Those were proved by the test and observation sheet used to collect the data. Besides, there were also studies conducted by Pavriz Birjandi (2012) and Roya Mohaved (2014) which were experimental researchers toward listening class. Both studies resulted from positive final, students’ score of listening improved. From those three studies and additional with this study, it can be concluded that Metacognitive strategy could give improvement toward students score, which in this case is students score based on the t-test score which is higher than t-table score. Besides, this study strengthens the previous studies explained above. Therefore, it can be concluded that Metacognitive strategy was able to improve students’ listening ability and this study strengthens the success of Metacognitive strategy in improving students’ listening ability especially on TOEFL listening

V. CONCLUSION AND SUGGESTION

Conclusion

As a result of data analysis, it is concluded that Metacognitive strategy is significant on improving TOEFL listening comprehension of senior students in “Noon Regular” English Education Department of Mataram University. It was proved by the total value of t-test (3.25) that was higher than the t-table in the confidence level .05 (95%) which is 2.021 and .01 (99%) which is
2.704. Supported by qualitative data, it was showed that Metacognitive strategy facilitated students to be more concentrated, assess themselves, improved learners confidence, made them less anxious in listening, and also could make learners become more strategic contributing TOEFL listening comprehension development.

**Suggestion**

The teacher is suggested to consider Metacognitive strategy as an instruction in teaching TOEFL listening because due to the result of this study that it gave significant effect on the improvement. The students are expected to highly aware of the success of their learning and listening by occupying this strategy. This research still need further research to strengthen the theory and the result. Although this study showed that Metacognitive strategy has significant effect on improving TOEFL listening ability, the findings can not be generalized to all EFL contexts since different number of students and duration of strategy training can also influence the result. Thus, further research should study the effect of metacognitive with more students and longer duration.
References


