THE INFLUENCE OF METACOGNITIVE LEARNING STRATEGY ON STUDENT'S LISTENING COMPREHENSION

FATIMMATUZ ZAHRO
1310231003

Muhammadiyah University of Jember
Faculty of Teacher Training and Education
English Education Program
2017

Advisor : (1) Drs.H.Moch.Zaki Hasan, M.Si
(2) Anita Fatimatul L, M.Pd

Abstract : The purpose of this resarch is to find the influence of Metacognitive learning strategy on   eighth grade student's listening comprehension. Kind of this research is experimental research. The subject of this research is the students from eighth grade. Test is used to obtain the data . The data from pretest of control and experimental group were taken, after 2 times of treatment using Metacognitive learning strategy for experimantal group and directly listening for control group, the postest was taken. The mean score of posttest for experimental group is 71,06 and for control group is 62,50. And after calculating using t-test of the experimental and control group in the pottest, it found that the significant 2 tailed is 0,033 , lower than t-table 0,05. It can be conclude that there is significant influence using Metacognitive learning on student's listening comprehension.

Keywords : Student's listening comprehension , Metacognitive learning strategy.

PENGARUH STRATEGI PEMBELAJARAN METACOGNITIVE TERHADAP KEMAMPUAN PEMAHAMAN MENDENGARKAN SISWA.

FATIMMATUZ ZAHRO
1310231003

Universitas Muhammadiyah Jember
Fakultas Keguruan dan Ilmu Pendidikan
Program Studi Bahasa Inggris
2017

Pembimbing : (1) Drs.H.Moch.Zaki Hasan, M.Si
          (2) Anita Fatimatul L, M.Pd

Abstract : Tujuan penelitian ini adalah menemukan bagaimana pengaruh strategi pembelajaran metacognitive terhadap kempampuan pemahaman mendengarkan siswa kelas delapan. Jenis penelitian ini adalah penelitian eksperimental . Subjek dari peneitian ini adalah murid kelas delapan. Tes digunakan untuk mengumpulkan data. Data pre-test dari kelas kontrol dan kelas eksperimental telah diambil, setelah dua kali perlakuan menggunakan strategi pembelajaran metacognitive untuk kelas eksperimental dan perlakuan mengajar langsung untuk kelas kontrol kemudian post-test diambil. Hasil rata rata dari kelas eksperimental adalah 71,06 dan untuk kelas kontrol adalah 62,50. Setelah perhitungan menggunakan t-test untuk kelas eksperimental dan kelas kontrol pada posttest ditemukan bahwa significant 2 tailed adalah 0,033 lebih rendah dari 0,05. Dapat disimpulkan bahwa ada pengaruh yang signifikan menggunakan strategi pembelajaran metacognitive terhadap kemampuan pemahaman mndengarkan siswa.

Kata Kunci : Kemampuan mendengarkan siswa, strategi pembelajaran metacognitive.

INTRODUCTION

English has been the first foreign language taught formally in Indonesia for years. With regrad to the new curriculum, students of primary beginning from the fourth class have an opportunity to learn English at school. Thus, English becomes a cumpolsory subject, taught to the students from primary school to university. School as formal institution not only has a role to expand academic ability but also another ability such as social. English has been the first foreign language taught formally in Indonesia for years. With regrad to the new curriculum, students of primary beginning from the fourth class have an opportunity to learn English at school. Thus, English becomes a cumpolsory subject, taught to the students from primary school to university. School as formal institution not only has a role to expand academic ability but also another ability such as social. English has been the first foreign language taught formally in Indonesia for years. With regrad to the new curriculum, students of primary beginning from the fourth class have an opportunity to learn English at school. Thus, English becomes a cumpolsory subject, taught to the students from primary school to university. School as formal institution not only has a role to expand academic ability but also another ability such as social .English teaching learning process at school must be able to give experience for students to have a chance to win a competitive competition . As we know, that mostly Indonesian students have some difficulties to improve their skills in English nevertheles as the demand of this competitive era , we have to be able to speak ,listen to, write and to read English.

Listening is an action to give attention to someone or something in order to hear him, her, or it. Listening involves taking in meaningful sounds and noises and in some way, retaining and using them. Listening is more than merely hearing words. Listening is an active process by which students receive, construct meaning from, and respond to spoken and or verbal messages. As such, it forms an integral part of the communication process and should not be separated from the other language arts (Emmert, 2008). Just like we speak for some purposes, we also listen for some purpose such as information, enjoyment, and evaluation.

In fact, teaching listening is not easy as we think because the students need to hear various types of English repeatedly and continously if they want to communicate properly, meaningfully and naturally. But the students need it to complete all those skill in English class. Listening also helps students to acquire language subconsiously even teacher does not draw attention to its special features. By listening, students will get special information not only about grammar but also about pronounciation, rhytm, pitch and stress. And one of strategy or method that can improve students' listening comprehension is Metacognitive learning strategy. Ridley (in Mehdi, 2014:3) states that Metacognition is defined to think of meta-cognitive development as conscious development in one's meta-cognitive abilities. This can include a move to greater knowledge, awareness and control of one's learning, selecting strategies, monitoring the progress of learning, correcting errors, analyzing the effectiveness of learning strategies, and changing learning behaviors and strategies when necessary. Goh (in Mehdi, 2014:4) has also found out that by growing the listeners' knowledge of meta-cognitive strategies, they will be more autonomous in solving their listening problems and that they won't give up the listening task very fast any more. Besides, Vandergrift (2002) in his study found that the exploitation of meta-cognitive strategies (for example, prediction and evaluation) has the capacity of leading listeners to success in second laguage listening tasks.

RESEARCH METHOD

Kind of this research is Experimental research which is use non randomized control group pretest postest design. The subjects are the students from the eighth grade students of SMP Muhammadiyah 8 Cakru Academic Year 2017/2018. It involves two groups: experimental group and control group. The group are chosen randomly. The experimental group will get a treatment, while the control group do not get treatment as comparison for controlling the effect of treatment. Each group is given the same the same test, pretest and post test. The design can be describe as follows.

Group	Pre-test	Treatment	Post-test
E	Y_1	X	Y_2
C	Y_1	-	Y_2

Ary (2010:316)

Notes:
X : Treatment by giving Metacognitive strategy
E : Experimental group
C : Control group
Y_1 : Pre-test
Y_2 : Post- test

In this research, the instrument was use listening test which consisted of fill in he blank and guessing part. And the material subject was about descriptive text.

After take data of pretest for both groups than give treatment using Metacognitive strategy for experimental group and direct listening for control group in two meetings, than take post test for both group. This type of research used in this research is quantitative. In quantitative research, the data analysis is an activity after data from all respondents are collected. The data analysis techniques in quantitative research using descriptive statistics and inferential statistics.

1. Descriptive statistics
   Some things that can be done is the presentation of data through charts, graphs, pie, pictogram, calculation mode, median, mean (measure of central tendency), deciles, percentiles, the calculation of the distribution data by calculating the average and standard deviation, the percentage calculation. It also analyzed the correlation between variables, regression analysis, or compare two average value of sample / population on the pre-test and post-test. This descriptive statistics is done by using SPSS.

2. Inferential Statistics
   The statistics used in this calculation are test of normality, test of homogeneity, and test of hypothesis.
   a. Normality Test
      The normality test is used to see whether or not the distribution of responses to the instrument is normal or not on the pre-test and post-test. The distribution of score analyzed by Kolmogrov-Smirnov formula on SPSS.
   b. **Homogenity of Variance Test**
      A homogeneity of variance test is used to analyze whether the sample variance is homogeneous or whether the two groups are in the same condition. In this research, the formula to analyze the homogenity is used Levene Test.
   c. **Hypothesis Testing**
      To know whether or not the result of t-test is significant, the probability value is consulted to 0.05 level of significant. The requirement to accept or reject the hypothesis as follow:
      - If probabilities value > 0.05 level of significant, it means that the null hypothesis (H_0) is accepted and the hypothesis alternative (Ha) is rejected.

- If probabilities value < 0.05 level of significant, it means that the null hypothesis (H₀) is rejected and the hypothesis alternative (Ha) is accepted

RESULT OF THE RESEARCH

1. **Description of Research Result**

The research was conducted on 17th July 2017 until 20th July 2017. On 17th is pre-test and 18th and 19th July is treatment and 20th Julyis the post-test. The data was collected from listening omprehension test to investigate whether or not Metacognitive Learning Strategy affects listening comprehension of the eighth grade students of SMP Muhammadiyah 08 Cakru in 2017/2018 Academic Year. The total respondent of the research was 53 students, they were VIIIA consisting of 27 students as control group and VIIIC consisting of 26 students as experimental group.

a. **Data of Pre-test**

Result of the *t-test* of the Experimental and Control Group in the Pre-test

Data	T	Df	Mean Difference	Sig. (2-tailed)	Interpretation
Pre-test	-0,387	51	-1,574	0,700	Null hypothesis accepted

The result of significant difference is 0,700. It's mean that the significant more than (>) 0,05. Its accepted means there is no significant difference of means between experimental and control groups. Then, it is fair to compare the improvement on post-test both experimental and control group after giving the treatment because both classes has no significant difference on pre-test.

b. **Data of Post tsest**

Descriptive Analysis of the Students' Listening Comprehension Based on the Post-Test Scores of the Experimental and Control Group

Descriptive Analysis	Experimental Group	Control Group
Maximum	95	90
Minimum	50	38
Mean	71,06	62,50
Std. Deviation	14,092	14,244

For the result shows the mean score of experimental groups's post-test is 71,06 ; standard deviation is 14,092; the maximum score is 95 and the minimum score is 50. Furthermore the mean score of the control group's post-test is 62,50; standard devitiation is 14,244; the maximum score is 90 and the minimum score is 38.

2. **Inferential Statistics**

a. Normality Test

The normality test is used to see whether or not the distribution of responses to the instrument is normal or not on the pre-test and post-test. The null hypothesis (H₀) states "The distribution of data is normal". The distribution of score analyzed by Kolmogrov-Smirnov formula on SPSS with the significance level of 5% or if the probability value (p) is higher than 0.05. Then comparing the asymp.sig with the level of significance (p) to test the hypothesis. If the *asymp.sig* more than (>) 0.05, the null hypothesis is accepted and the distribution of data is normal. Hence, if the *asymp.sig* less than (<) 0.05, the null hypothesis is rejected, it means the data is not normal distributed.

Results of the Normality Test of Experimental and Control Group

Data	Group	Sig. (2-tailed)	Interpretation
Pre-test	Experiment	0,075	Normal distributed
	Control	0,200	Normal distributed
Post-test	Experiment	0,200	Normal distributed
	Control	0,200	Normal distributed

From the table, it shows that both of control and expperimental are normal.

b. Homogenity of Variance Test

A homogeneity of variance test is used to analyze whether the sample variance is homogeneous or whether the two groups are in the same condition. In this research, the formula to analyze the homogenity is used Levene test on SPSS.

Result of the Homogeneity of Variance Test of Pre-Test and Post-Test to The Experimental and Control Group

Data	Group	Sig. (2-tailed)	Interpretation
Pre-test	Experiment	0,089	Homogenous
	Control		
	Experiment		

From the table, it shows that both of the group are homogenous. Then, continue to hypothesis testing.

c. **Hypothesis Testing**

The hypothesis testing is used to see whether the hypothesis is acceptable or not. To reveal the hypothesis which says, there is a significant influence in the listening comprehension of the students who are taught using Metacognitive learning strategyand those who are not. In this analysis, the t-test formula is applied to measure the level of the difference and significance. This formula used because the distribution of the data is normal. The null hypothesis (H_0) states "There is no significant influence on students listening comprehension between the eighth grade students of SMP Muhammadiyah 08 Cakru who are taught by using Metacognitive learning strategy and those who are not." While the alternative hypothesis (Ha) states "There is significant influence on studentslistening comprehension between the eighth grade students of SMP Muhammadiyah 08 Cakru who are taught by using Metacognitive learning strategy and those who are not". The null hypothesis is tested by finding the mean difference between the post-test mean scores of the experimental and that of the control groups. After the mean difference is found, the *t-test*formula is applied to know whether the difference is significant or not.

Then, Comparing (t) significance 2 tailed with level of significance. If (t) significance 2 tailed more than (>) 0.05, the null hypothesis is accepted which means there is no difference of means between experimental and control groups. On the contrary, if (t) significance 2 tailed less than (<) 0.05, the null hypothesis is rejected that means there is significant difference of means between experimental and control groups.

Result of the *t-test* of the Experimental and Control Group in the Post-test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Posttest	Equal variances assumed	,055	,816	2,198	51	,033	8,558	3,893	,741	16,374
	Equal variances not assumed			2,198	50,961	,032	8,558	3,893	,743	16,373

As regard to the tble,, the significance is 0,033. it found that 0,033 is lower than the significance level of 0.05 which means that the null hypothesis (H0) is rejected while the alternative hypothesis (Ha) is accepted. It can be concluded that the students   listening comprehension of the students in the control and experimental groups in the post-test have a significant different.

DISCUSSION

The result of the t-testof the Experimental and Control Group in the Post-testfound that the significance 0,033 is lower than the significance level of 0.05 which means that the null hypothesis (H0) is rejected while the alternative hypothesis (Ha) is accepted. The result indicates that there is an influence of Metacognitive learning strategy on the eighth grde students' listening comprehension at SMP Muhammadiyah 08 Cakru in the 2017/2018 academic year. It could be found that the experimental group got better result in listening comprehension activities. Based on the researcher's treatment, the students more aware of their listening and learning process and they won't give up the listening task very fast. Hence, it made the result of post-test better than pre-test.

In this research, the teaching and learning process was done in four meetings including the meetings for establishing the pretest and postest. Thus, the students in experimental group were exposed to Metacognitive Learning Strategy for about two times before the posttest is given. For the first, students didn't understand what should they do about the task, but after the techer explained about how to do the listening comprehension task using Metacognitive Learning Strategy, they felt excited because they could do the task not only indivudual task, but also they had some discussion with their pair. The use of Metacognitive Learning Strategy is good strategy because the students not only do the task but also prediction, monitiring, and evaluation. And in this short period, it could be seen that Metacognitive Learning Strategy could improve student's listening comprehension in experimental group.

The experimental result mentioned above simply refers to the theory-based thoughts as O' Malley (in Guan 2015:3) describes Metacognitive strategies refer to higher order executive skills that involve planning for, monitoring, or evaluating the process of learning activities.Vandergrift (1997), meta-

cognitive strategies such as analyzing the requirements of a listening task, activating the appropriate listening processes required, making appropriate predictions, monitoring their comprehension and evaluating the success of their approach can be the point of difference between skilledand less skilled listeners. . Another result of the research conducted by Mujiatin (2013) conclude that metacognitive learning strategy increases students' listening comprehension focusing on three indicators: determining explicit information, determining implicit information, and recognizing main points of the listening text. Due to this fact, metacognition can be used as a useful tool in order to develop the strategy and knowledge of how to overcome the students' listening difficulties. She also mentioned that by encouraging the learners to engage in metacognitive strategies of planning, monitoring and evaluating, learners no longer became passive recipients of instruction, instead, the responsibility for learning moved from the teacher to the students.

CONCLUSION AND SUGGESTION

1. Conclusion

This research found there is significance different between experimental and control group based on the result on post-test. The mean score of experimental group which given the treatment (metacognitive learning strategy) is 71,06 while the mean score of control group is 62,50. It indicate the experimental group have better achievement than the control group, because there is no significance different to both classes on pre-test. It can be said the ability of both classes are same on pre-test. . It can be concluded that there has a significant influence on the eighth grade students' listening comprehension at SMP Muhammadiyah 08 in 2017/2018 academic year.

2 Suggestion

From the discussion and conclusion above, the researcher hopes to give suggestion to English teacher, to the students, and to the other researchers.

The English Teacher

The researcher gives suggestion to the English teacher to use metacognitive learning strategy in the teaching listening to make the students more anthusiastic and interested during the teaching listening process because the students will feel bored if they do the task individually but they will excited if they share their opinion with friend.

Researcher suggests to the students to have more attention during the teaching listening in order they will understand about the material so the students can answer the listening task correctly and finally the objectives of the teaching listening will be ahieved.

The Other Researcher

The result of this research can be used as input or reference to conduct a further dealing with a similar poblem by using another design, such as classroom action research to develop students' listening comprehension on the different level of students.

REFERENCES

Arikunto, Suharsimi. 2013. *Prosedur Penelitian:Suatu Pendekatan Praktik*. Jakarta: Raneka Cipta.

Ary, Donald. 2010. *Introduction to Research in Education*. United States: Wadsworth Cengage Learning.

Brown, Doughlas B. 2007. *Teaching By Principles : An interacticive Approach to Language Pedagogy*. New York: Pearson Education.

Buck, Gary. 2001. *Assessing Listening*. United Kingdom: Cambridge University Press.

Field, John. 1998. *Skills and Strategies: towards a new methodology for listening*. ELT Journal Volume 52/2 April 1998 © Oxford University Press 1998.

Guan, Yi. 2015. *A literarture review: Current issues in Listening Strategy Research and Instruction on ESL adult learners* Vol.(2),pp. 32-70, January 2015. (http://pybrary.net/ISSN: 2373-792. California: California State University East bay.

Harmer, Jeremy. 2001. *How to teach English*. England: Pearson Education Limited.

Hughes, Arthur. 2003. *Testing for Language Teacher*. United Kingdom: Cambridge University Press.

Mehdi, Latifi. 2014. *The Effect of Metacognitive Instruction on Improving Listening Comprehension ability of Intermediate EFL Learners*. Vol.3(6), pp. 21-33, September 2014.ISSN: 2243-7754.

Nihei, Koichi. 2002. *How to Teach Listening*. Fukushima: EDRS Price.

Purwanto, M. Ngalim. 2010. *Prinsip-Prinsip dan Evaluasi Pengajaran.* Bandung: PT. Remaja Rosdakarya.

Renukadevi, D. 2014. *The Role of Listening in Language Acquisition; the Challenges and Strategies in Teaching Listening*. Vol.4(1), pp. 59-63, (http://www.ripublication.com/ ERR ISSN 2277-3169.

Richards, Jack C. 2008. *Teaching Listening and Speaking: From Theory to Practice.* New York: Cambridge University Press.
Suryabrata, Sumadi. 2011. *Metodologi Penelitian*. Jakarta: PT. Raja Grafindo Persada.

Wilson, JJ. 2008. *How to Teach Listening*. England: Pearson Education.