

CHAPTER 1

INTRODUCTION

This chapter presents the discussion of some issues related to the topic of the research. They are the background of the research, problem of the research, purpose of the research, operational definition of the research, significant of the research. Each issue is presented respectively in the following section.

1.1 Background of the Research

In modern era, language is not always about mother tongue but also foreign language especially English. And we are demanded to be able to communicate using foreign language especially in working world and education. Although we have limitation of knowledge about foreign language.

English has been the first foreign language taught formally in Indonesia for years. With regard to the new curriculum, students of primary beginning from the fourth class have an opportunity to learn English at school. Thus, English becomes a compulsory 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 nevertheless 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 continuously 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 pronunciation, rhythm, pitch and stress.

While listening, a student may realise that he or she may not understand what is being said. At this point, many students give up or try to

translate a specific word in their mother tongue. Some students may lose their self-confidence and may conclude that they are not able to understand spoken English well and feel frustrated. And the score of student's listening comprehension is still low. It needs to be solved by conducting an experiment collaboratively with the English teacher by applying other strategy or method that can improve students' listening comprehension. And one of the strategies 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.

Buck (2001:104) identifies two kinds of listening strategy : Cognitive and Metacognitive. Cognitive strategy is mental activities related to comprehending and storing input in working memory or long-term memory for later retrieval. And Metacognitive strategies are those conscious or unconscious mental activities that perform an executive function in the management of cognitive strategy.

Vandergrift (in Mehdi, 2014:4) 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

skilled and less skilled listeners. Meta-cognitive strategies, therefore, apply to specific fields such as listening comprehension as well as general fields.

Finally, based on the overall discussion that is presented in this background, the researcher intend to conduct a study entitled “The Influence of Metacognitive Learning Strategy on eighth grades students listening comprehension at SMP Muhammadiyah 08 Cakru in academic year 2017/2018”.

1.2 Problem of the Research

Based on the background above, the problem that should be answered in this research is as follows. Is there any significant influence of students’ listening skill who are taught by Metacognitive learning strategy and students who are taught by directed listening on eighth grade students’ listening comprehension at SMP Muhammadiyah 08 Cakru in the academic year of 2017/2018 ?

1.3 Objective of the Research

The objective of this research is to study wether or not there is a significant influence of student’s listening comprehension who are taught by Metacognitive learning strategy and students who are taught by directed listening on eighth grade student’s listening comprehension at SMP Muhammadiyah 08 Cakru in 2017/2018 academic year.

1.4 Operational Definition of Terms

There are two terms that are needed to define operationally in order to provide clear illustration about the variables.

1.4.1 Metacognitive learning strategy

Buck (2001:104) Metacognitive strategies are those conscious or unconscious mental activities that perform an executive function in the management of cognitive strategy. According to Anderson (in Mehdi, 2014:3) the use of meta-cognitive strategies activates the way the individual thinks and generally leads to enhanced performance in learning. In process, it is implemented by students predict the possible words or phrases, students underline or circle those words or phrases, students compare what they have understood so far and explain how they arrived at the understanding, students listen to those parts that have caused confusion and then the teacher leads a discussion to confirm comprehension.

1.4.2 Listening Comprehension

Listening is receptive skill or receptive message by spoken language. Listening is not a one-way street. It is merely the process of a unidirectional receiving of audible symbols. One facet-the first step of listening comprehension is the psychomotor process of receiving sound waves through the ear and transmitting nerve impulse to the brain. Listening comprehension in this research refers to the listening competency on grammar awareness, word perception, and word recognition.

1.5 Significance of the Research

The research is expected to be useful for the students, the English teacher, and other researchers. The result of this research will give contribute especially to English teachers in which the result of the research can be used as information

dealing with the implementation of metacognitive strategy in the process of teaching listening.

The result of this research is hoped can improve students' listening comprehension and give information how to learn listening using metacognitive strategy. And for the researcher, the results of this research are expected to give information to other researcher who want to study about the same research.

1.6 Scope of the Research

This research focuses on investigating the effect of using metacognitive strategy on the eighth grade students' listening comprehension focusing on descriptive text at SMP Muhammadiyah 08 Cakru in the 2017/2018 academic year.