Metacognitive Listening Strategies Used by the Students of English Education Study Program

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ABSTRACT

This research is qualitative research. The aim of this research was to investigate types of metacognitive listening strategies use most and least frequently by the students of English Education Study Program. The respondents were 61 males and females filled the Metacognitive Awareness Listening Questionnaire (MALQ) developed and validated by Vandergrift et al (2006). It includes the five subparts, those are problem solving, directed attention, person knowledge, planning and evaluation, and mental translation. The result revealed that respondents used problem solving most frequently that were 111 responses from each item of problem solving strategy were chosen strongly agree by respondents than other four metacognitive listening strategies. On the other hand, mental translation was reported to be the least used strategies by the respondents that were only 38 responses from each item of mental translation strategy were chosen strongly agree by respondents. Furthermore, respondents tend to use their knowledge to help them understand rather than translating word by word in their mind.

Key words: *metacognitive listening strategies, metacognitive awareness.*

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INTRODUCTION

Listening is frequently used in second or foreign language learners besides speaking, writing and reading skills. The exclusive attention to input has pointed out to know how students process the input. Understanding what strategies students use and what difficulties they face has become an interesting part of listening research. Successful students use different strategies for the different task, they select their strategies for a particular task based on its requirements. Learning strategies are students' actions in their learning to achieve the learning goal. Chamot (2004) mentioned that learning strategies as learners' conscious thought and actions to achieve the learning goal. Listening is an ability that we got since we were born to process and comprehend hearing sounds correctly. It is training at early ages for a process of composing all learning of individual (Gulec & Durmus, 2015).

The use of metacognitive strategies in listening enable learners to play active role in the process of their learning, include better at processing and storing new information. It also enables learners to manage and find the best ways to practice and reinforce what they have learned. Metacognition is a process in which human is actively monitoring, controlling and also planning the cognitive process in order to reach cognitive goals (Flavell in Alhaisoni 2017). It reflects on learners' thinking as they engage in learning a language. Metacognitive abilities are mental characteristics shared by successful learners.

Based on pre observation, the researcher found some students' problems in listening. The common problems they face in listening in foreign language are

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they often get confused when listen to the speakers, if the text contains a lot of information then it is not easy to store everything in mind. Sometimes they do not recognize few words from the speakers and lack of vocabulary. They are also lack of concentration, they quickly forgetting what is heard and missing the beginning part of the sentence. In listening comprehension even the smallest pause in attention may considerably spoil comprehension. Another problem that students find is speed of the speakers. If the speakers speak faster than normal, students may have difficulties to catch the target word.

Consequently, students should know what successful language learners do when they face the problem in their learning activities. In this case, students can employ metacognitive listening strategies in their listening. Throughout this article, researcher would like to know what kind of metacognitive listening strategies that students used most and least frequently.

Metacognitive Strategies

Metacognition is thinking about the learning process of individual include panning, monitoring and evaluating in their learning. Metacognition has been discussed and constructed with many experts. Flavell (1979) defined that metacognition as individual's information and awareness about their own cognition. According to Cohen (1996) stated that metacognitive strategies are included pre-assessment and pre-planning, on-line planning and evaluation, and post-evaluation of language learning activities, and language use events. It can be defines that metacognitive strategies are the strategies that learners use in

learning. Anderson (2002) stated that the use of metacognitive strategies are to make one's thinking and can lead to be good learning and improving performance, especially for learners who are struggling.

Metacognitive strategies and metacognitive knowledge are intertwined related to success in second or foreign language learning. According to Flavell (1979) stated that metacognitive knowledge is an understanding of what such variations imply for how the cognitive should be best managed and how successful you are want to achieving the goal. Metacognitive knowledge is learners' memory that contain of information about their own learning. The awareness about metacognitive listening is related to the way listeners think about listening process, plan, monitor, and evaluate the listening task and solve the problems they face during listening (Vandergrift et al. 2006).

Metacognitive Listening Strategies

Metacognitive listening strategies are the effective strategies that students use to achieve the goals of listening. Strong listeners use more effective strategies, when they face the problem in listening comprehension, they make as effort to redirect their attention back to the tract quickly and keep on listening actively, while weak listeners stop listening (O'Malley et al. 1989). Language learner need to try and explore different learning strategies, experimenting and evaluating the result of what they have tried in order to get their own effective strategies. Another way to raising metacognitive awareness about listening is to expand the scope of pre- and post-listening discussion that include strategy use and beliefs

relevant to listening task (Goh 1997). Students can discuss about the strategies before they are dealing in a particular task. There are some learning strategies classifications developed by experts. Oxford (1990) classified strategies into two main categories those are: direct and indirect strategies and they are divided into three sub-categories. Oxford's direct strategies include memory, cognitive, and compensation strategies, while the indirect strategies include metacognitive, affective, and social strategies. While other researcher, O'Malley & Chamout (1990) proposed three types of strategies, those are:

1. Metacognitive strategies

   It is planning for learning, monitoring the learning, problem solving or thinking about the learning process and evaluating the learning process.

2. Cognitive strategies

   These strategies are employed by the students to cooperate to get over with the material they have learnt or applying specific technique, such as imaginary, repeating, note-taking, elaborating, and translation.

3. Socio affective strategies

   These strategies are used by the students to interacting with others.

Vandergrift et al. (2006) proposed the metacognitive listening strategies include the following five strategies:

1. Problem Solving

   A group of strategies listeners use to guess what they don't understand in the process of listening. This includes strategies such as using known words to find the meaning of unknown words, and using the general idea of a text to find the unknown words.

2. Planning and Evaluation

   Types of strategies that listeners use to prepare themselves for listening task and evaluate the result of it. This includes strategies such as learners have a plan for listening, thinking about similar text as a guide for listening, and evaluating the effectiveness of their listening.

3. Mental Translation

   Types of strategies listeners must avoid if they want to be skilled listeners. This includes strategies such as translating word by word and translating key words in mind as we listen.

4. Person Knowledge

   Knowledge strategies include listeners' perceptions and attitudes concerning about the difficulty of listening and their self-efficacy in target language listening. This includes strategies such as learner perceptions about listening in English, and their anxiety and self-efficacy in listening.

5. Directed Attention

Strategies that listeners use to concentrate and stay on listening task. This includes strategies such as getting back on track when losing concentration, focusing harder when find trouble understanding, and recovering concentration.

In this research, the researcher used Vandergrift et al. (2006) theory as it focuses on listening and this is the latest theory about metacognitive strategies in listening.

There have been some researches conducted by researchers that related to metacognitive listening strategies. First, Eid Alhaisoni (2017) did a research about "Metacognitive Listening Strategies Used by Saudi EFL Medical Students." He found that participants use problem solving and directed attention strategies more frequently than other metacognitive strategies. On the other hand, mental translation and person knowledge strategies were reported to be the least used strategies.

Then, Mehrak Rahimi & Maral Katal (2012) about "Metacognitive Listening Strategies Awareness in Learning English as a Foreign Language: a comparison between university and high school students." They found that university and high school students were different with regard to their metacognitive listening strategies awareness in general, and in person knowledge and mental translation components.

The last, in their other research Mehrak Rahimi & Maral Katal (2012) did another research about "The Role of Metacognitive Listening Strategies Awareness and Podcast-Use Readiness in Using Podcasting for Learning English as A Foreign Language." They found that the result of the analysis revealed that podcasting use was significantly related to metacognitive listening strategies awareness in general and its entire components except mental translation strategies while the strongest correlation was found with problem solving strategies.

The purpose of this research was to investigate what type of metacognitive listening strategies use most and least frequently by the students of English Education Study Program.

METHOD

The design of this research is qualitative research, it is a creative way to construct the raw data into meaningful categories. According to Ary, et al. (2002) defined that qualitative researchers seek to understand a phenomenon by focusing on the total picture rather than breaking it down into variables.

Research subject in this research were the students of English Education Study Program at Teacher Training and Education Faculty in Universitas Maritim Raja Ali Haji. There were three classes in English Education Study Program, those were C01, C02 and C03 classes. Subject of this research were included 82 male and female respondents of English Education Study Program. C01 had 28 respondents, C02 had 29 respondents, and C03 had 25 respondents. There were

some respondents stopped going to college in the middle of their fourth semester, the available respondents to be taken in this research were 75 respondents. For the needs of this research, the researcher chose C01, C02 and C03 classes by using purposive sampling as a research subject. According to Cohen et al. (2000) stated that researcher picks the cases to be included in the sample on the basis of their judgment of their characteristic. They were in their fourth semester at the college and they had been taking Extensive Listening course. The research was conducted at the end of the semester where all respondents were taking semester break. Some of respondents went home for a holiday. In this case, researcher found a problem that some of respondents were living in the small islands with a lack of internet connection. Therefore, only 61 respondents were available out of the whole sample. Researcher assumed that 14 respondents did not participate in this research had a lack of internet connection.

In this research, the data were collected by using Metacognitive Awareness Listening Questionnaire (MALQ) developed and validated by Vandergrift et al. (2006). It was used to assess language learners' awareness in listening strategies. It contains 21 items and each item is rated on six point Linker scale rating from 1 (strongly disagree) to 6 (strongly agree). MALQ consists of five factors those are problem solving, planning and evaluating, mental translation, person knowledge, and directed attention strategies.

Researcher used Metacognitive Awareness Listening Questionnaire (MALQ) in the form of web-based as an instrument to collect the data. Web-based surveys are able to reach greater numbers of respondents, they are advisable

(Cohen et al. 2007). According to Dorney (2007) stated that questionnaire is relatively easy to construct, useful to any purpose of research and it capable of gathering a large amount of information quickly in a form that is readily processible.

There were some steps to collecting the data. First, the researcher used LINE application as an addition to contacting the respondents to advise them to go to a particular website with an instruction that researcher gave, researcher also gave a personal contact in the instruction message in case they had something to ask related to the questionnaire. Next, due to the respondents that were living in small islands with a lack of internet connections then researcher gave them four days to fill the questionnaire. The last, researcher collected the Metacognitive Awareness Listening Questionnaire (MALQ) to be analyzed.

FINDINGS

After the data collected they were analyzed by SPSS 21.0 program. Here are the findings in this article:

Table 1. Planning and evaluation strategies

No	MALQ strategies	Frequency					
		Strongly disagree	*Disagree*	Slightly disagree	Partly agree	Agree	Strongly agree
1	Before I start to listen, I have a plan in my head for how I am going to listen.	3	3	8	13	20	14
10	Before listening, I think of similar texts that I may have listened to.	1	5	11	18	13	13

14	After listening, I think back to how I listened, and about what I might do differently next time.	3	3	9	15	19	12
20	As I listen, I periodically ask myself if I am satisfied with my level of comprehension.	5	0	7	18	17	14
21	I have a goal in mind as I listen.	0	1	7	11	21	21
						Total:	74

Table 2. Directed attention strategies

No	MALQ strategies	Frequency					
		Strongly disagree	Disagree	Slightly disagree	Partly agree	Agree	Strongly agree
2	I focus harder on the text when I have trouble understanding.	1	5	4	4	26	21
6	When my mind wanders, I recover my concentration right away.	3	0	5	17	22	14
12	I try to get back on track when I lose concentration.	1	1	4	15	25	15
16	When I have difficulty understanding what I hear, I give up and stop listening.	22	9	13	11	5	1
						Total:	51

Table 3. Person knowledge

No	MALQ strategies	Frequency					
		Strongly disagree	Disagree	Slightly disagree	Partly agree	Agree	Strongly agree
3	I find that listening is more difficult than reading, speaking, or writing in English.	5	14	4	14	15	9
8	I feel that listening comprehension in English is a challenge for me.	1	2	3	12	18	25
15	I don't feel nervous when I listen to English.	6	5	9	18	15	8
						Total:	42

Table 4. Mental translation strategies

No	MALQ strategies	Frequency					
		Strongly disagree	Disagree	Slightly disagree	Partly agree	Agree	Strongly agree
4	I translate in my head as I listen.	3	5	3	11	20	19
11	I translate key words as I listen.	2	5	6	17	16	15
18	I translate word by word, as I listen.	16	10	3	14	14	4
						Total:	38

Table 5. Problem solving strategies

No	MALQ strategies	Frequency					
		Strongly disagree	Disagree	Slightly disagree	Partly agree	Agree	Strongly agree

5	I use the words I understand to guess the meaning of the words I don't understand.	3	5	4	5	25	19
7	As I listen, I compare what I understand with what I know about the topic.	0	2	4	6	25	24
9	I use my experience and knowledge to help me understand.	2	2	4	12	14	27
13	As I listen, I quickly adjust my interpretation if I realize that it is not correct.	4	2	9	16	19	11
17	I use the general idea of the text to help me guess the meaning of the words that I don't understand.	2	2	8	13	20	16
19	When I guess the meaning of a word, I think back to everything else that I have heard, to see if my guess makes sense.	2	3	7	15	20	14
						Total:	111

DISCCUSION

Based on the descriptions above, researcher only takes the highest number of frequency of each strategy to answer the research questions. The result shows that problem solving strategy is the most frequently used than other four strategies. That means respondents tend to use their experiences and their general knowledge in interpreting the listening. Vandergrift et al. (2006) stated that problem solving is a group of strategies that respondents use to guess words they

do not understand. Rahimi & Katal (2012) found that high-school students showed higher awareness in mental translation and person knowledge.

The next strategy is planning and evaluation strategies. This means that some respondents keeping a goal in their mind during listening. Planning and evaluation strategies are types of strategies that listeners use to prepare and evaluate themselves for listening tasks (Vandergrift et al. 2006). According to Alihaisoni (2017) he found that planning and evaluation strategies are the third most frequent of metacognitive listening strategies used by the students in the current study.

The third strategy that was used is directed attention strategies. Respondents tend to focus harder when they find trouble in listening. According to Vandergrift et al. (2006) stated that directed attention is strategy that listeners use to concentrate and stay on track. Whenever they lose their concentration they will put back their mind to stay on track.

The next strategy that has been reported is person knowledge strategies, some respondents feel that listening in English is challenging for them. Vandergrift et al. (2006) person knowledge included listener's perceptions about the difficulty in listening. Rahimi & Katal (2012) they found that Iranian students are not aware in their person knowledge strategies.

The least strategy which was not reported to be commonly used by the respondents is mental translation strategies. According to Vandergrift et al (2006) stated that mental translation is strategies that listeners should avoid if they want

to be skill listeners. Rahimi & Katal (2012) found that metacognitive listening strategies were used its entire components except mental translation strategies. Similarly to Alhaisoni (2017) he found that Saudi EFL Medical students use mental translation strategies which were reported to be the least used strategies. Respondents try to translating words in their head as they listen to listening task.

CONCLUSIONS

This research explores about the metacognitive listening strategies used by the students of English Education study program at UMRAH. It reveals that:

1. Respondents reported using problem solving most frequently than other strategies.

2. The result also shows that mental translation is the least frequently used metacognitive listening strategies in this research.

Knowing the weakness of the respondents, the instructor can approach them with metacognitive listening strategies and tell them about what its role in learning. This will help respondents to have knowledge about listening. It also increases respondents' awareness in making decisions concerning their own strategy use in listening. Finally, how to give the respondents training in metacognitive strategies and find out about the use of metacognitive strategies in different skills are provided to a large research area for further research.

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