CHAPTER I

INTRODUCTION

A. Background of the Study

Listening is an intellectually complex of cognitive process that includes receptive, productive, and interpretive cognition and allows an individual to recognize speech.[1] Listening is an essential skill in language learning because that is the most commonly had been using skill in daily situations.[2] Therefore can be concluded that listening skills are human activities carried out every day in receiving and managing information from speakers and have become a very essential and main component in language learning.

Listening skills are influenced by three aspects: *cognitive aspects* include linguistic knowledge (vocabulary and syntactic knowledge), knowledge of the language, pragmatic knowledge, metacognitive knowledge, previous knowledge, the capability to understand the first language, the capability to differentiate sounds, and the capability to remember work. *affective or emotional aspects*

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[1] D. Ratnaningsih, "The Effects Of Cognitive And Metacognitive Listening Strategies On Students ' English Listening Comprehension In A Merchant Marine Polytechnic," *Magister Scientiae*, No. 37 (2015): 15–28.

[2] Agustina D W I Permata, Faculty Of, And Teacher Training, "Correlation Between Metacognitive Strategies And Listening Comprehension Of 4 Th Semester English Department Student At" (Iain Palangkaraya English Language Education, 2018).

include Anxiety, motivation, and self-efficacy, and *contextual aspects* include informal listening in real life outside the classroom (listening to television or radio),listening in the context of formal learning (listening in class as lectures, formal classroom) listening interactive (listening practice) and the evaluation of listening [3]it can be concluded that listening skills are very influential on these 3 aspects, those are 1. linguistic aspect which is knowledge or understanding of listeners such as knowledge of vocabulary and syntax. 2. The emotional aspect is a situation and the listener's feelings such as Anxiety, motivation, and self-efficacy. 3 contextual aspects which are all formal or informal listening activities.

Listening is a skill it's the first step or key for a person to acquire and learn a foreign language because students spending up to 50 % of the time learning a foreign language in class or outside of the classroom engaged in listening activities[4]. many people are unaware that receptive skills (listening) grow faster than productive skills (speaking), so a person can learn more in the language in-depth simply by concentrating on what he hears while listening[5]. From this

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[3] Larry Vandergrift And Christine C.M. Goh, "Teaching And Learning Second Language Listening: Metacognition In Action," *Teaching And Learning Second Language Listening: Metacognition In Action* (2012): 1–316.

[4] Jonathan M. Newton And I. S.P. Nation, *Teaching Esl/Efl Listening And Speaking*, *Teaching Esl/Efl Listening And Speaking*, 2020.

[5] Ibid.

explanation, it can be concluded that listening skills are very important and become the core of language learning because listening skills are a person's initial act in acquiring language by spending up to 50% of the time listening. However, one's listening skills can grow faster than the other 3 skills in language learning but many people don't realize it.

In this study, the researcher interviewed Several people as respondents in a school about listening problems that occurred in Kulni Modern Islamic Boarding School at Cikande, Serang Banten. Based on the interview results some students often ignore the importance of listening skills than to the other 3 language skills due to the difficulty of the teacher's questions and the lack of students' understanding of the context of the question.

Based on the problem faced by teachers and students in learning English listening and as stated above, metacognitive abilities are included in the cognitive aspect that can affect a person's listening skills. then this explanation is also supported by Yang (2009) "metacognitive strategies are important in assisting learners to perform the listening activity more efficaciously and distinguishing

successful listeners from unsuccessful ones"[6]. Therefore, this research tried to implement the metacognitive strategy in listening learning to solve their problem. From the statement above, it can be concluded that metacognitive strategies in listening skills are a strategy that is carried out to improve one's metacognitive abilities with the aim of better listening comprehension because listeners can focus more on the language acquisition process.

Therefore, Based on this case, the researcher decides to conduct a research entitled **"THE IMPLEMENTATION OF METACOGNITIVE STRATEGY TO ACHIEVE LISTENING COMPREHENSION"**, researcher raised the question of whether this metacognitive strategy will affect the quality of students' listening lessons.

B. Problem Identification

Based on several problems faced by teachers and students in english listening learning., the researcher can identify why the researcher chose this topic regarding the Implementation of metacognitive strategies to achieve listening comprehension. There are still many learners who frequently ignore the importance of

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[6] Permata, Of, And Training, "Correlation Between Metacognitive Strategies And Listening Comprehension Of 4 Th Semester English Department Student At."

listening because of difficult questions for students to answer and a lack of student understanding of the context of a question Based on the researcher observations, metacognitive learning strategies have not been researched yet especially in learning English listening in high school.

C. Limitations of the Problem

Based on the identification of the previous problem, the researcher limits the problem, This study only targets eleventh-grade students of Kulni Modern Islamic Boarding School at Cikande, Serang Banten. This study also only focuses on metacognitive strategies in its application to English listening learning. The researcher hopes that listening comprehension can be achieved easily using metacognitive strategies.

D. Research Question

Based on the research background, the formulation of the research problem is as follows:

a. How do class XI students at Kulni Modern Islamic Boarding School at Cikande, Serang Banten use the metacognitive strategy for English listening?

b. Is there a difference result in improving English listening skills between students before receiving learning using metacognitive strategies and after receiving learning using metacognitive strategies?

E. The Objectives of Study

According to the problem statement above, the researcher determines the objectives of the study, as follow:

a. Comprehend the steps for implementing metacognitive strategies in listening skills in class XI students of Kulni Islamic Boarding School.

b. To determine the difference result in improving English listening skills between students before being taught using metacognitive strategies and students who have been taught using metacognitive strategies

F. Significances of Research

The result of this study are expected to be of benefit to the public, including readers, and students who are interested in English Language Learning and these results are expected to be useful for

students as a media in English language learning so that students who learn English will appear better in learning by themselves.

a. For the Writer

It is hoped that the results of this study are the metacognitive strategy can be a new way for students to improve their listening skills independently and be able to evaluate their abilities which will be used in formal and informal activities outside of classroom learning.

b. For Readers

This research can encourage Readers especially English teachers to develop and provide innovations to student learning, especially in improving listening skills using metacognitive strategies

c. .For the other Researcher

For the Department of English Education, this strategy can motivate other English researcher to achieve better results in similar research

G. Prior Research

In writing this thesis, the researcher has found several prior types of research as reference materials by using video which focuses

on the research of the Implementation of metacognitive strategy to achieve listening Comprehension.

First, prior research from Journal, the Authors are Sintia Dwi Azaliyana, Romania, Danti Pudjiati. They were conducted a research from STKIP Kusuma Negara entitled *Hubungan antara Kesadaran Metakognitif Siswa dan Pemahaman Mendengarkan*[7], the research was done in 2019. The purpose of the research is to find Determine whether there is a relationship between cognitive awareness and student comprehension. This study's correlation research approach is based on statistical testing. The correlation research approach was employed in the study. The study uses a quantitative technique with a single type of correlation. Random sampling is used to identify study objects. The sample in this study was 30 students. 250 students of class XI at SMAN 1 Klapanunggal. The instrument used is a questionnaire. The result of this research using the product-moment correlation formula obtained the value of count 0.96 and rtable at a significant level of 5% of 0.361, then count > rtable. The findings that there is a correlation between metacognitive awareness and listening to students' comprehension. From the research above, it can be concluded that there is a relationship between the metacognitive

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[7] Sintia Dwi Azaliyana And Danti Pudjiati, "Hubungan Antara Kesadaran Metakognitif Siswa Dan Pemahaman Mendengarkan" (2019): 1–7.

abilities of class XI students and English listening skills at SMAN 1 Klapanunggal with was followed by 30 respondents from 250 populations and measured using a questionnaire and analyzed using rtable a product-moment correlation with a significance level of 5%. of 0.361.

Second, prior research from Journal of **RETAIN** *(Research on English Language Teaching in Indonesia)* the author is   Fani Miftakhul Faradisa. He was conducted a research A from Universitas Negeri Surabaya entitled "*The Correlation Between Metacognitive Listening Strategies and Listening Comprehension Among Students In Secondary School*"[8]. the research was done in 2021. The study's aim is to evaluate the connection between metacognitive listening practices and high school students' listening comprehension. The correlation research approach employed in the study. This study's sample of 65 students was surveyed utilizing a questionnaire and a listening test. To measure students' listening comprehension scores, the Listening Comprehension Strategy Questionnaire (LCSQ) and the Junior Standard TOEFL Practice Test were used. The results of this study indicate that students use planning (M = 3.78) and problem

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[8] Universitas Negeri Surabaya, "The Correlation Between Metacognitive Listening Strategies And Listening Comprehension Among Students In Secondary School Fani Miftakhul Faradisa Abstrak" 09, No. 02 (2021): 28–37.

solving (M = 3.72) strategies more frequently. Metacognitive strategies were found to have a god relationship with students' listening comprehension (p = 0.02 and r = .280). This study's study also indicate a positive association between one of the components of metacognitive listening strategies, resolution methods, and student listening comprehension (p = 0.006 and r =.337). As a result, metacognitive listening practices can help students improve their listening comprehension. From the research above, it can be concluded that there is a positive relationship between students' metacognitive abilities and students' listening skills and that metacognitive strategies can help students improve their listening comprehension in class XI SMA in Sidoarjo with was followed by 65 students as measured by the Listening Comprehension Strategy Questionnaire (LCSQ) and the TOEFL test.

Third prior research from Laila Rochmawati, Meita Maharani Sukma. They have researched Politeknik Penerbangan Surabaya entitled *Penerapan Strategi Pembelajaran Metakognitif Untuk Meningkatkan Pemahaman Mendengarkan*[9]. the research was done in 2018. Purpose of research aims to investigate the effects of

[9] Sukma Meita Maharani Rochmawati Laila, "Penerapan Strategi Pembelajaran Metakognitif Untuk Meningkatkan Pemahaman Mendengarkan," *Politeknik Penerbangan Surabaya*, No. 2002 (2018): 55, Http://Eprints.Uanl.Mx/5481/1/1020149995.Pdf.

metacognitive strategy on listening skills Politeknik Penerbangan Surabaya. The quantitative research approach was employed in the study. The population of this study consisted of 47 students from the first semester of the flight communication at an aviation polytechnic Surabaya. The results showed that students who frequently used metacognitive strategies when listening to conversations in English scored higher on the listening test. In addition, students benefit from learning in listening strategies as it helps them in academics. From the research above, it can be concluded that there is an effect of students' metacognitive abilities in improving English listening skills in the first semester of the aviation communication department of the Surabaya aviation polytechnic with was followed by 47 students with an English listening test as a technique for measuring the level of students' listening skills.

Fourth prior research from Journal, the authors is Hoang Thi Tham,. She was conducted a research from Thai Nguyen University of Technology Vietnam entitled *Applying Metacognitive Strategies in Teaching Listening Comprehension to Advanced Program Students at Thai Nguyen University of Technology*[10]. the research was

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[10] Hoang Thi Tham, "Applying Metacognitive Strategies In Teaching Listening Comprehension To Advanced Program Students At Thai Nguyen University Of Technology," *International Journal Of Humanities And Social Science* 5, No. 3 (2018): 4–9.

done in 2018. Purpose of research to find out whether teaching metacognitive strategies improves AP students listening comprehension. The experimental group research approach was employed in the study. The sample in this study was 36 first-year AP students, 19 in the experimental group and 17 in the control group, at Thai Nguyen University of Technology. The instrument used are two comprehension listening tests including a listening pretest and a listening posttest to determine their listening performance before and after the treatment period. The results showed that the post-test scores of the experimental group were significantly higher than those of the control group, which proves that metacognitive strategy training improves students' listening performance. From the research above, it can be concluded that there is an effect of students' metacognitive strategies that can improve listening comprehension in English for first semester students at the Thai Nguyen University of Technology who participate in the advance placement program with used a quasi-experimental study followed by 36 first-year AP students, 19 in the experimental group and 17 in the control group, using 2 kinds of tests are pre-test and post-test as instruments.

Based on several previous studies, researcher have studied and found some differences and similarities between this study and

previous research. The first difference is related to the object of the research. Several previous studies conducted the study formal high school but this study was conducted in boarding school as an object of research that had never been studied by previous researchers. the second difference is a related instrument of this research. Previous researchers used questionnaires and TOEFL, while this research used tests based on the Toiec test and used interviews as secondary data to find out their experiences when learning to use metacognitive strategies. metacognitive strategies on English listening skills. Apart from these differences, this study and previous studies have similarities in learning-focused media, namely metacognitive strategies for listening skills.

H. The Organization of the Writing

The writer organizes this research to make the reader easier to understand. The following shows the content covered in this research. This paper consists of five discussion chapters, including:

1. **Chapter I** is an introduction. This chapter explains about Chapter one is an introduction, including the background of the problem, The Statement of the problem, Formulation of

problem, The Aims of Study, Significance Research, Hypotheses, and organizing papers.

2. **Chapter II** presents the review of related literature. It covers is a theoretical framework, including Listening concepts, metacognitive strategy concept, and theoretical from the master/ some expert

3. **Chapter III** discusses the method of investigation, which consists of the subject of the study, data collection, an instrument of study, the steps in action research, the criterion of the assessment, and data processing.

4. **Chapter IV** discusses the analysis of the research.

5. **Chapter V** is the final chapter. This chapter includes the conclusion and suggestions.