

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Listening is an active and purposeful process.<sup>1</sup> It cause in this listening process knowledge is absorbed more, than in other abilities such as speaking, reading and writing. However, listening is often seen as a passive and insignificant. Actually, listening well is an active process and requires serious effort.

The ability to listen in English as a foreign language also plays an important role in building communication skills, because it is one of international language. At present, many methods are utilized in the process of learning to listen. Students spend more of their energy listening than talking. So it is not surprising that students can accept that good speakers come from good listeners, because listening is more than just accepting the words others say but also trying to understand starting from words, pronunciation, vocabulary and other differences.

Listening comprehension is a procedure, a very complex process, and in the event that we need to measure it, we should initially see how that

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<sup>1</sup> M Helgesen, *Listening in Practical Language Teaching*, ed. David Nunan (New York: McGraw-Hill, 2003).

procedure functions.<sup>2</sup> Listening practices in the language room will generally be in the spotlight on the results of listening, teachers approach students to record or repeat information they have heard, or to clarify the importance of the part they hear. Moreover, students are usually placed in situations where they need to show the amount they have understood or, more often, show what they do not understand, this is one of the factors that causes students to feel scared when listening.

Furthermore, there are factors underlying the difficulty in listening, including that some students first assume that listening is boring, makes dizziness and various complaints raised by students to their teachers. That is cause listening is a process where we have to understand and translate sounds or foreign voices into our own language so that we can understand them. Specifically, problems that exist in students that cause themselves to feel difficulties, are the same as knowing the answers for the challenges that exist in themselves in learning English.

From the experiences by these students, students are guided to find deficiencies which are fundamental elements of all problems in figuring out how to make students interested and what things students must solve in managing challenges that arise when looking for ways how their religion can

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<sup>2</sup> Gary Buck, *Assessing Listening* (Cambridge: Cambridge Press University, 2001).

be more understanding its contents, so that students can overcome obstacles they experience through metacognitive mapping.

The process of listening to students can be identified using a metacognitive methodology.<sup>3</sup> That is more, students can also find ways to overcome obstacles or problems they will face when studying and find reasons why they feel unable to do so.

The metacognitive technique concentrates on eliciting children's attention to the procedures used to handle during the learning phase of question words (what, why, how, etc.), matching questions with knowledge, and understanding the motivation behind the questions. At each stage, students are instructed to consider the questions they ask and how the responses to these questions broaden their knowledge.

In addition, the role metacognition in increasing listening skill gets detailed attention in examining research studies on listening and in teaching practice. I also present a metacognitive methodology that links students to listening and ponders their listening results according to functioning procedures and repetition, while they work on listening skills, in a comprehensive integrated way to handle learning. The essence of this methodology is to help language students become independent audience

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<sup>3</sup> 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.

members who maximize the opportunity to listen inside and outside the classroom and create the ability to listen carefully. They are likely to do this through major activities, single reflection, and joint efforts with others.

Besides, Teachers who use the metacognitive methodology can empathically influence students who have learning disabilities by helping them develop game plans suitable for learning, and can make students focus on the material. When students become aware of how they learn, they will use this methodology independently and to get new information. Chowley, Shrager, and Shiegler (1997), the interaction between cooperative and metacognitive components in the discovery of procedures, calls attention to both who play an important role. Most important for this section is their conversation about the role of metacognitive awareness in children's capacity to adapt and generalize strategies to new contexts.

However, sometimes one methodology or teaching model does not apply in other places or other classes. So, I will identify my research on Identifying Student Listening Skills through Metacognitive in the tenth grade at SMAN 1 Kragilan. Researchers have found that students are really afraid to listen, students often have difficulty in understanding and focusing on information from listening, students cannot capture specific details when

they listen, even some students cannot catch a general understanding of the topic.

In which case, the students were unable to catch specific detail when listening and could not catch the general understanding about the topic. So, based on the explanation above, the researcher chooses the research with the title *“Identifying Students’ Listening Skill Through Metacognitive”*( *A Case Study at Tenth Grade of SMAN 1 Kragilan*). The researcher hope, listening metacognitive strategy will be useful especially for the writer and generally for the reader who interest in the research.

### **B. Problem of the Study**

Based on background above, the research is formulated in the question as follow:

1. How is the students’ listening of the tenth grade of SMAN 1 Kragilan?
2. What are the obstacles of students listening skill of the tenth grade based on metacognitive?

### **C. Objectives of the Study**

According with the problems above, the objectives of this study are:

1. To know how the ability to listen students’ of the tenth grade of SMAN 1 Kragilan.

2. To find out the obstacles faced by students in listening and getting the solutions with using metacognitive approach.

#### **D. Significance of the Research**

The significance of this study can be classified in three division, for the researcher, for the students, and for the teacher. For the researcher can get feedback as to success with the research, and can know the using of metacognitive can make the listening activities more effective. For the students, they are can increased their English listening. For the teacher after this research will get new innovation to develop listening.

#### **E. Previous Study**

There are some previous researches that focus on using metacognitive method. The first research done by Ina Musarofah 102301022 (2014), with the entitle "*Improving Students' Vocabulary By Using Metacognitive Strategy*" she observed at the tenth grade of students in SMAN 6 Kota Serang 2014/2015. She use an experimental research and she choose a qualitative methods. In her research, she wants to describe the process of teaching learning also describe the students' improvement in vocabulary skill. In collecting the data, the researcher do the pre-test and post test to X MIA 3 and X MIA 4 classes after treatment. And the result from her research, Metacognitive strategy is effective to improve students' vocabulary.

Ryno Setrisman (2017), in his thesis with entitled *“The Use Of Video And Metacognitive Strategies To Improve Students Listening Comprehension In Factual Report ( A CAR Of The Eleventh Grade Students Of SMA Islam Sudirman Ambarawa In The Academic Year Of 2016/20170)”*. In his thesis, he uses classroom action research that conducted in one classroom it is XI MIPA 3 SMA Islam Sudirman Ambarawa 2016/2017. There were as many as 12 male students and 21 female students who participated in this research. It meant that there were 33 students in total. The researcher doing this research as long as a month, and every week has two meeting. To do his research, he is collecting the data with test included pre-test and post-test, observation, interview, documentation, and also uses cycle of Classroom Action Research. And the result of this research is implementation of using video and metacognitive strategies to improve the students’ listening comprehension in factual report at the eleventh grade students of SMA Islam Sudirman Ambarawa is successful. The researcher also concludes that using video and metacognitive strategies have improved the students’ listening comprehension in factual report since the cycle 1. In the cycle 2, the passing grade (KKM) improvement is much better because it was helped by the reflection from the cycle 1.

Diah Astini (2017), in her under graduate thesis with the title *“The Correlation Between Metacognitive And Listening Comprehension Of The*

*Eleventh Grade Students Of Sma Muhamadiyah 2.*” In her thesis, she utilizes a connection look into plan which centers around plausibility and connections between just at least two factors examined with no endeavors to impacts. The scientist utilized relationship inquire about plan to discover the connection between's two variabels, clarify and decipher the outcome that may show up. The number of inhabitants in this investigation is eleventh grade students at SMA Muhammadiyah 2 Palembang, which comprise of four classes; XI IPA 1, XI IPA 2, XI IPS 1, XI IPS 2. Method for gathering the information are conveying the survey and giving listening appreciation test. In light of her finding and translation of the investigation, the ends are; nothing connection between metacognitive procedures and listening cognizance, and afterward students metacognitive methodologies don't give prevailing impact through listening understanding. Also, the last, the specialist give some proposal for the instructor and the students, right off the bat for they don't have a lot of focus on the metacognitive techniques since educating picking up listening. At that point, students should work on Listening English and make it as habit.

## **F. The Organizing of Writing**

Chapter I is introduction which consist of; background of the study, identification of problem, limitation of the problem, statements of the



problem, objectives of the research, hypothesis, previous of the study, and the organizing of the writing.

Chapter II is theoretical review, which explain; definitions of listening, process of listening, the kind of listening, difficulties in listening, teaching listening, definition of metacognitive strategy, teaching listening through metacognitive.

Chapter III is methodology of research, that consist of method of the research, population and sample, instrument of the research, technique of data collecting, and technique of data analyzing.

Chapter IV is result of the research which consists of research finding and analysis.

Chapter V is closing which consist of conclusion and suggestion.