

THE ANALYSIS OF METACOGNITIVE AWARENESS AND POST LISTENING FEEDBACK ON EFL LISTENING ACTIVITIES

Dodi Mulyadi

Universitas Muhammadiyah Semarang (UNIMUS)

dodi@unimus.ac.id

ABSTRACT

Listening is a critical component of effective communication and commonly regarded as the difficult skill by foreign language learners. Mostly, they find it difficult in understanding listening materials. They are still unable to comprehend or to understand the spoken words or phrases in the English. Thus, there are many factors affecting listening ability in mastering language. Metacognitive Awareness and Post Listening Feedback are used to find out the factors relating to students' strategy use and their obstacles that they have experienced in comprehending spoken language. The research was designed quantitatively. The instruments for collecting data were Metacognitive Awareness Listening Questionnaire (MALQ) and a questionnaire of post listening feedback sheet. Participants of the study were fourteen English Education students at Univesitas Muhammadiyah Semarang in academic year 2015/2016. The findings indicated that the difficulties confronted by the learners are recognizing sounds, recognizing words, guessing word meaning, recognizing grammar patterns, working out what the speaker's means. In addition, the reliability coefficient of MALQ calculated in this study was 0.79 with students' metacognitve awareness comprising Problem solving with 4.4, Planning and evaluation with 3.70, Directed attention with 3.70, Directed attention with 3.0, Person knowledge with 2.60. It can be concluded that the results can simply help instructors to find out the appropriate strategies and draw their attention to various information from students' difficulties to help their students increase their listening ability to comprehend spoken English.

Keywords: Metacognitive Awareness, Post Listening Feedback, and EFL Listening Activities

ABSTRAK

Mendengarkan adalah komponen penting dari komunikasi yang efektif dan umumnya dianggap sebagai keterampilan yang sulit dilakukan oleh pelajar asing. Sebagian besar, mereka merasa kesulitan dalam memahami materi mendengar. Mereka masih belum dapat memahami atau memahami kata

atau frase yang diucapkan dalam bahasa Inggris. Dengan demikian, ada banyak faktor yang mempengaruhi kemampuan mendengar dalam menguasai bahasa. Metakognitif Kesadaran dan Umpan Balik Mendengarkan digunakan untuk mengetahui faktor-faktor yang berkaitan dengan penggunaan strategi siswa dan hambatan yang mereka alami dalam memahami bahasa lisan. Penelitian ini dirancang secara kuantitatif. Instrumen untuk mengumpulkan data adalah Metacognitive Awareness Listening Questionnaire (MALQ) dan kuesioner lembar umpan balik pendengaran. Peserta penelitian adalah empat belas siswa Pendidikan Bahasa Inggris di Universitas Muhammadiyah Semarang pada tahun ajaran 2015/2016. Temuan menunjukkan bahwa kesulitan yang dihadapi oleh peserta didik mengenali suara, mengenali kata-kata, menebak makna kata, mengenali pola tata bahasa, mengerjakan apa arti pembicara. Selain itu, koefisien reliabilitas MALQ yang dihitung dalam penelitian ini adalah 0,79 dengan kesadaran metakognitif siswa yang terdiri dari pemecahan masalah dengan 4,4, Perencanaan dan evaluasi dengan 3,70, perhatian yang diarahkan dengan 3,70, perhatian yang diarahkan dengan 3,0, pengetahuan orang dengan 2,60. Dapat disimpulkan bahwa hasilnya hanya dapat membantu instruktur untuk mengetahui strategi yang tepat dan menarik perhatian mereka terhadap berbagai informasi dari kesulitan siswa untuk membantu siswa mereka meningkatkan kemampuan mendengarkan mereka untuk memahami bahasa Inggris lisan.

Kata kunci: Metacognitive Awareness, Post Listening Feedback, and EFL Listening Activities



INTRODUCTION

In a language classroom, listening ability plays an essential role in the development of other language skills (Ratebi and Amirian 2013). However, there is still plenty of evidence that listening is underrated in teaching Language. When there is a stress on contact hours, frequently listening session is declined. Learners are infrequently assessed on their listening skills, and the problems of many poor listeners pass undiagnosed. The methodology of the listening lesson has been little discussed, researched or challenged; and there is a tendency for teachers to work through well-worn routines without entire conviction. Thus, a faddy commitment to an 'integrated skills' approach as an alternative way may result in listening being consigned to a quick topic-driven session packed between reading and writing, which tend to be considered as more tractable and controllable skills (Field, 2008:1).

Most people perceive that listening is difficult skill in teaching EFL because it is widely seen as a 'passive' skill (Field, 2008). Listening is commonly regarded as the difficult skills by language learners. Most learners attribute their difficulties of listening comprehension because they perceive as their low listening ability or difficult listening texts or tasks. Thus, many students are still unable to comprehend or understand the spoken word or phrase in the English language verbally by his interlocutor. Many attempts have been made by the lecturer of the Listening course in the learning process so that students learn easily in this course. But the result is still no significant change in their Listening Comprehension.

Learning Listening Comprehension is not easy but in general most of the many students who ignore it. It is a fact that still occurs from year to year in the world of education, especially for university students. Besides learning styles students are also very decisive in the success of learning. However, of the many problems faced by students in learning Listening Comprehension, there must be a right way or a solution to solve these problems. Therefore, there are many factors affecting listening ability in mastering language. Metacognitive Awareness and Post Listening Feedback are used to find out the factors relating to students' strategy use and their obstacles that they have experienced in comprehending spoken language

The objectives of the study are to describe students' metacognitive awareness of listening strategies and their difficulties in listening activities in order to help them to solve academic listening problems and guide them to strengthen their listening ability.

REVIEW OF RELATED LITERATURE

The nature of listening

Listening skill is a passive activity which is a complex, active process for listeners to discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intonation. It also reserves what was gathered in all of the above, and interpret it within the immediate as well as the larger socio-cultural context of the utterance. Coordinating all of this involves a great deal of mental activity on the part of the listener (Vandergrift 1999). Thus, listening comprehension is a highly integrative skill. It refers to the hard work activity that needs more analysis and support. Thus, listening comprehension plays important role in mastering language. It can facilitate the emergence of other language skills. For these reasons, an awareness and deployment of effective listening comprehension strategies can help students capitalize on the language input they are receiving.

Schultz (2003) uses the term listening more than just hearing. He suggests how teachers or lecturers attend to individuals, the classroom as a group, the broader social context, and, cutting across all of these, to silence and acts of silencing. They listen for the individual voices and gestures in their classrooms; they also listen for the heartbeat or tenor of the group. Listening in pedagogical perspective refers to the knowledge of who the learner is and the understandings that both the teacher and learner bring to a situation constitute the starting place for teaching.

Listening has a greater importance in foreign language classrooms. In mastering language, the role of comprehensible input play pivotal role dealing with second language acquisition research that has given a major boost to listening (Dirven 1993).

Metacognitive Listening Strategy

Metacognition is defined as a construct having to do with thinking about one's thinking or the human ability to be conscious of one's mental processes (Nelson in Rahimi & Katal, 2012). They also state that successful learners are aware of their learning process and the use of different strategies that meet the requirements of different learning tasks and situations. Therefore, Metacognitive strategies refer to find out about learning. It means that learners learn how to learn with metacognitive strategies. By facilitating with knowing this language learning strategy, learners are getting in charge in thinking about the process of learning while they are planning, monitoring, and evaluating their own learning, for instance, pre tasks activities.

Holden in Serri et al. (2012) states that metacognitive strategies refer to the actions that learners use consciously while listening to a spoken text attentively. Metacognitive strategies involve conscious management and regulation over learning process, like planning, concentrating and monitoring.

The awareness-raising activities at the metacognitive level helps learners achieve their learning goals. For instance, they become more skilled in the manipulation of linguistics input. it is also useful for allowing them to become independent learners of the language (Patricia and Hernández 2012). EFL learners that use metacognitive strategies and make decisions about whether to apply various strategies can develop and improve their performance employing in procedural knowledge. Thus, the procedural knowledge is like learners' plan, solve problems and evaluate their tasks and performance.

Post Listening Feedback

To encourage self-diagnosis, a post-listening feedback can be useful. Field (2008) states that "listening feedback can encourage learners to classify the problems that have been experienced (admittedly, this is not always an easy thing for them to do)". It asks them (assisted by the tape script) to provide concrete examples of breakdowns of decoding or understanding, thus increasing their awareness of where their weaknesses lie. It also draws their attention to the various compensatory strategies that they use where decoding has failed.

The other value of such feedback sheets is that they provide a further source of information for the instructor, who can then design remedial exercises in a more targeted way. Post listening feedback from learners supports the view that strategy training contributes usefully to a listening study. Their comments in questionnaire of feedback sheet suggest that it improves their confidence enables them to extract more from L2 input than they might otherwise.

METHOD

The study was designed quantitatively. Participants of the study were fourteen English Education students at *Univesitas Muhammadiyah Semarang* in academic year of 2015/2016. The instruments for collecting data were Metacognitive Awareness Listening Questionnaire (MALQ) and a questionnaire of post listening feedback sheet.

Metacognitive Awareness Listening Questionnaire (MALQ): This questionnaire consists of 21 randomly ordered items related to L2 listening comprehension. The items measure the perceived use of the strategies and processes underlying five factors related to the regulation of L2 listening comprehension. These five factors include Planning and Evaluation (how listeners prepare themselves for listening and evaluate the results of their listening efforts), Problem Solving (inferencing on what is not understood and monitoring those inferences), Directed Attention (how listeners concentrate, stay on task, and focus their listening efforts), Mental Translation (the ability to use mental translation parsimoniously), and Person Knowledge (learner perceptions concerning how they learn best, the difficulty presented by L2 listening, and their self-efficacy in L2 listening).

Post listening feedback sheet was used to know students' difficulties of listening comprehension. It comprises three parts including overall recognition, problems in recognising words, and Problems with meaning.

FINDING AND DISCUSSION

The findings of post listening feedback sheet indicated that the difficulties confronted by the learners are recognizing sounds, recognizing words, guessing word meaning, recognizing grammar patterns, working out what the speaker's means.

MALQ In general, It has 21 items, each is rated on a six-point Likert scale (1=strongly disagree- 6=strongly agree). The results of MALQ can be seen as the table 1.

Table 1. Descriptive statistics of students' performance on MALQ

Sub-scale	No. of items	Mean Per subscale
Problem solving	6	4.4
Planning and evaluation	5	3.7
Directed attention	4	3.7
Mental translation	3	3.5
Person knowledge	4	2.6
MALQ	21	3.56



The table 1 indicates that students' manipulation of these strategies varies across different subscales, (problem solving, planning and evaluation, mental translation, person knowledge, and directed attention). Students' highest use of strategies was in association with problem solving with score 4.4. However, the scores of planning and evaluation, directed attention, mental translation, and person knowledge are on moderate level. Then, the lowest was associated with personal knowledge with score 2.6.

CONCLUSION

It can be concluded that the results can simply help instructors to find out the appropriate strategies and draw their attention to various information from students' difficulties to help their students increase their listening ability to comprehend spoken English.

REFERENCES

- Carrier, K. a. 2004. *Listening: A Framework for Teaching across Differences*. New York: Teachers College Press. Retrieved (<Go to ISI>://WOS:000221257100012).
- Dirven, René. 1993. "Listening in Language Learning." *System* 21(2):264–68. Retrieved January 26, 2015 (http://jalt-publications.org/old_tlt/files/97/sep/nunan.html).
- Field, John. 2008. *Listening in the Language Classroom*. UK Cambridge: Cambridge University Press.
- Field, John. 2010. *Listening in the Language Classroom*. UK Cambridge: Cambridge University Press.
- Patricia, Sandra and Barbosa Hernández. 2012. "Applying a Metacognitive Model of Strategic Learning for Listening Comprehension by Means of Online-Based Activities, in A College Course." Universidad de La Sabana.
- Rahimi, Mehrak and Maral Katal. 2012. "Metacognitive Listening Strategies Awareness in Learning English as Aforeign Language: A Comparison between University and High-School Students." *Procedia - Social and Behavioral Sciences* 31(2011):82–89. Retrieved (<http://dx.doi.org/10.1016/j.sbspro.2011.12.020>).
- Ratebi, Zahra and Zahra Amirian. 2013. "The Use of Metacognitive Strategies in Listening Comprehension by Iranian University Students Majoring in English: A

Comparison between High and Low Proficient Listeners.” *Journal of Studies in Education* 3 (1). Retrieved (<http://www.macrothink.org/journal/index.php/jse/article/view/2969>).

Serri, Fateme, Aliakbar Jafarpour Boroujeni, and Akbar Hesabi. 2012. “Cognitive, Metacognitive, and Social/Affective Strategies in Listening Comprehension and Their Relationships with Individual Differences.” *Theory and Practice in Language Studies* 2(4):843–49.

Vandergrift, Larry. 1999. “Facilitating Second Language Comprehension: Acquiring Successful Strategies.” *ELT Journal* 53(3):168–76.

