

CHAPTER I

INTRODUCTION

This chapter presents: (1) background, (2) research problems, (3) research objective, (4) significance of the study

1.1 Background

In Indonesia, English education was important to learn as a foreign language because it is useful for increasing human resources in the global era. English was a language that achieves its correct status when it develops a specific role that was recognized in each country (Crystal, 2003). Explained that English was important because it is used in very corner of the world in interacting with one another that has different cultural, ethnic and social backgrounds (as cited in Abrar, Mukminin, Habibi, Makmur, & Marzulina, 2018, p. 129). This proves that English was useful in people's lives in various aspects and fields as an important language for many people to learn.

In learning English, students must master four skills, especially listening. Listening was one of the most important skills for students in learning English. In learning English, students must master the four skill of reading, speaking, writing and listening, but the main thing is listening. It is because listening influences people's interactions. According to Gilakjani and Ahmadi (2011), listening has a big influence in communication. Since listening requires 40-50%, speaking 25-30%, reading 11-16% and writing 9%. In addition, Miller (2003) that more than 50 percent of our daily communication is spent listening (as cited in Lestari, 2017, p.1). So, listening has an impact on communication.

It is because listening can help students understand what people say in interactions. Hamouda (2013) says that everyone believes that listening skills are important in learning a foreign language because the key to acquiring language is to accept language input. When people communicate, they can get information about what the speaker is talking about (input process) and then respond to it in response to the speaker (the output process). Then, Renukadevi (2014) adds that listening plays an important role, because it helps students to get pronunciation, word pressure, vocabulary and understanding the message delivered can be based only on the tone of voice, tone and accent. It can be realized that sound, rhythm, intonation, and language pressure can only be adapted perfectly through listening (p.59). Therefore, listening is very important for students because it can help students to improve their academic abilities.

However, it was a lot of students in Indonesia have difficulties in listening comprehension because of various factors. It was happened because the listening comprehension problems are related to the students' concentration, and motivation (Hamouda, 2013, p.3). In addition, Renukadevi (2014) also finds that listener's concentration becomes the major in listening (p.3). Then, Gilakjani (2016) also finds that the difficulties of listening comprehension are the length of listening and the quality of recorded materials (p.2). From the definition above, it can be concluded that most students in Indonesia have difficulty listening to understand caused by a lack of control over the speaker and concentration during the listening process.

This can be solved with a listening comprehension strategy. According to Goh (2000), stated that it was very important to teach listening strategies to students and before doing this, the teacher must increase students' knowledge of vocabulary, grammar, and phonology. According to Vandergrift (1999), developing strategies is important for listening training and students can guide and assess their own understanding and answers. Gilakjani & Sabouri, 2016) revealed that there were three types of strategies in listening comprehension. They were cognitive, metacognitive, and socio-affective. The following is the explanation as follows.

There were strategies in listening comprehension Cognitive strategies according to Goh (1998), students took advantage of cognitive strategies to help process, store, and remember new information. According to Henner Stanchina (1987), metacognitive strategies played an important role in listening comprehension. She mentioned that skilled listeners can permanently explained and what they heard through (1) utilizing their prior knowledge and predictions to create theories on the text; (2) connecting new information with their continuing predictions; (3) making deductions to fill comprehension breaks; (4) assessing their predictions; (5) improving their theories. The last was Abdalhamid's socio-affective (2012) stated that socio-affective strategies were techniques that listeners use to cooperate with others, to check their understanding, and to reduce their fear. However, in this study researchers only focused on metacognitive strategies to conduct research. Because metacognitive strategies were more appropriate for listening skills and help students face difficulties in listening comprehension.

Vandergrift (2003) stated that the use of metacognitive strategies results in better listening performance. So, metacognitive strategies can be used to improve listening comprehension.

This case can be overcome through metacognitive strategy. According to Zheng (2018), listening was a highly complex, interactive process with the review of the related literature, the success of listening, to a great extent, depended on the use of metacognitive strategy. Goh and Taib (2006) the second way we assessed metacognitive instruction by comparing their listening test scores before and after the intervention. So, metacognitive can be used for listening improvement.

Afterwards, there were various metacognitive strategies to be used to cope with listening comprehension difficulty. According to Yang (2009), there were differences in the use of metacognitive strategies between successful and unsuccessful listeners. The differences existed in the use of directed attention, functional planning and self-management strategies. Ratnaningsih (2015), the students seemed to use listening strategies which were cognitive and listening strategies to get better listening comprehension. Essentially, the kinds of metacognitive strategies are beneficial means for better listening skills.

Before the researcher conducted the survey, the researcher tried to make observations and informal interviews with several students majoring in English, some students asked about listening in English. Based on interviews, students tended to do so thinking that listening in English was a difficult thing to do and chose apart from activities listen. In the following sections, some studies on listening strategies in a second or foreign language setting was presented.

The research studies that had been carried out were related to Metacognitive strategies in listening comprehension. First, Zheng (2018) found that the listening comprehension and the metacognitive strategy in listening in order to provide a new angle from which listening teaching are explored to help not only different proficient students but also the English teachers. Goh and Taib (2006) mentioned traditional listening exercises, individual post-listening reflections on their listening experience and teacher-facilitated discussions that focused on specific aspect of metacognitive knowledge about listening. Yang (2009) said one activity to practice metacognitive strategies was to hold discussions about strategy use in the listening classroom. Findings based on the review of the literature along with analysis of the data were of great significance and can be advantageous to improve EFL learners' English listening comprehension skill.

Up to this point, it was necessary to find out what metacognitive awareness strategies are used by the English Education Department students. Therefore, a research will be conducted with entitle was "Students' Metacognitive Strategies in English Listening Comprehension of EFL Students.

1.2 Research Problem

Based on the formulated above, the problem was formulated as the following question:

1. What are metacognitive awareness listening strategies applied by English Education Department students?

1.3 Research Objective

1. To find out what metacognitive awareness strategies are used by the English Education Department students.

1.4 Significance of the study

Result of the study can contribute to the field of listening strategies both theoretically and practically. Theoretically, the result of the study can contribute to the listening strategies theory in Indonesian context. Findings of this study provide description on how listening strategies was implemented in Indonesian context. Practically, the result of the study can be valuable for researchers, teachers, students, and or educational institutions in the field of listening strategies implementation. Furthermore, the outcome of this research can be a valuable recommendation for teachers enhancing their teaching. From this research, teachers can recognize the implementation of listening strategies, the strengths and the weaknesses. Therefore, teachers can do some adjustment in their own class. This adjustment done by the teachers will indirectly affect students learning to be more contextual and effective. For students, the upshot of this study can be a valuable knowledge to be obtained. By comprehending listening strategies in classroom notion, the students will be more aware about how they should learn in listening class in order to create an effective learning environment.