

CHAPTER II

LITERATURE REVIEW

This chapter presents: (1) concept of metacognitive, (2) concept of listening, (4) concept of listening comprehension, (5) previous related study

2.1 Concept of Metacognitive

2.1.1 Definition of Metacognitive

A metacognitive strategy was “thinking about thinking”. Metacognitive plays an important role in communication, reading comprehension, writing, language acquisition, social cognition, attention, self-control, self-instruction, memory, problem solving, and personality. Wilson and Conyers (2016). Metacognitive involves about one's thinking, or cognition, with the goal of enhancing learning. Sabna and Hameed (2016) said that metacognitive is a regulatory system that includes experience, knowledge, goals and strategies. Metacognitive regulation is the monitoring of a person's cognition, task performance, awareness of understanding, including planning activities, evaluation of process efficacy and monitoring strategies (Lai, 2011, p.2). Kuhn and Dignitary (2004) clarify, metacognitive is what empowers a understudy who has been instructed a specific technique in a specific issue setting to recover and send that procedure in a comparative but unused setting. Metacognitive combines different gone to considering and re- flective forms. It can be partitioned into five essential compo-nents: (1) planning and arranging for learning, (2) selecting and utilizing learning technique methodologies, (3) checking technique utilize, (4)

coordinating different techniques, and (5) assessing methodology utilize and learning (Eric, 2002, p.3). Jie Zheng (2018) said that metacognitive strategies included over viewing and linking, setting objectives, planning, monitoring and evaluating. Over viewing and linking mean that learners take a comprehensive view of key concepts, rules, or a series of linguistic material to learn the purpose of the conversation, memorize vocabulary and make associations. Essentially, metacognitive can combine various thoughts that are thought and reflection processes that can help students to think more.

2.1.2 Metacognitive Strategies

Metacognitive strategies were including on learning strategies. Montano (2017) Learning strategies divided in to three strategies such as cognitive strategies and social-affective strategies. But, in this study the researcher only focused on metacognitive strategies to conduct the research. Metacognitive strategy is those used to manage, plan and evaluate the use of cognitive strategy. According to Flavell (1997), metacognitive knowledge plays an vital part in numerous cognitive exercises related to dialect utilize, e.g. verbal comprehension or communication of data, perusing comprehension, composing, to dialect procurement, and to different sort of self-instruction. There were three parts, centering learning, orchestrating, arranging and assessing, in metacognitive methodology. The primary portion, cantering learning, incorporates over seeing and connecting with know, playing consideration and postponing discourse generation to center on tuning in. In organizing and arranging prepare, leaner finds out around dialect assignment, plans for a dialect task and self-evaluating.

Eric (2002) the use of metacognitive strategies ignites one's thinking and can lead to ore profound learning and improved performance, especially among learners who are struggling. Jie Zheng (2018) said that metacognitive strategies included over viewing and linking, setting objectives, planning, monitoring and evaluating. Over viewing and linking mean that learners take a comprehensive view of key concepts, rules, or a series of linguistic material to learn the purpose of the conversation, memorize vocabulary and make associations. So, metacognitive strategy was very important for students because it can help students to improve their academic abilities.

2.1.3 Metacognitive Awareness in Listening Strategi

The category development into five categories of metacognitve awareness. Acoording to Vandergrift (2006), the five categories which are *Planning Evaluation, Directed Attention, Person knowledge, Mental Translation* and *Problem Solving*. Listening strategies was defined as the one skill out of the four foundationa language skills that is the least understood and the hardest to study (Vandergrift, 2006). Listening tasks that guide students through the process of listening by engaging them in the use of prediction, monitoring, evaluating, and problem-solving can help learners develop the metacognitive knowledge critical to the development of self-regulated listening (Vandergrift, 2006). In two investigations by Vandergrift using this teaching sequence, students were guided in the use of prediction, individual planning, peer discussions, and postlistening reflections. Students commented on the power of predictions for successful listening, the importance of collaboration with a partner for monitoring, and the

confidence-building role of this approach for enhancing listening comprehension ability. While examining past research, it shows that the definition of listening strategies are varies, as Ridgway (2000) mentions in his research. He shows this with examples of different definitions from various scholars. Movahed (2014) stated listening was more than just perceiving the sounds. It is a complex problem-solving skill in which the meaning of words, phrases, clauses, sentences and the discourse must be comprehended. It is a difficult skill to acquire even in one's own language, let alone in an unfamiliar foreign language (Oxford, 1993). Oxford and Cohen (1992) emphasize that there are more typical characterizations, such as conscious and unconscious awareness, they mentiond that strategy use involves some degree of conscious awareness on the part of the learner. Vandergrift (1996) investigated the different listening strategies used by students in various places level. He found that beginners mainly relied on semantic, cognitive, and kinesis clues, voice tones along with cognitive strategies, such as elaboration and inferencing. On the other hand, secondary students use a more reliable and more credible metacognitive strategy. Cognitive strategies are the same, although they can process a large number of pieces. He concludes that the key feature of successful students is the increased use of metacognitive strategies. Listening strategies can be defined as the art of organizing and directing activities or tactics for students. Maximum benefits of listening to decode, understanding and interpreting voice input (Gonen, 2009). Be found various list of listening strategies provided by various researchers. One is Vandergrift (1997), which the taxonomy of listening strategies is the most widely used and includes cognitive,

socio-affective and metacognitive strategies as three categories of listening strategies. Skolverket (2011) stated that to facilitate their understanding of the content of the spoken language and texts, students have the option to choose and apply a strategy for listening.

Skolverket did not obviously explained what is a strategy for listening meant. Afterward according to Ridgway (2000) stated that if often repeated enough, operations which once cost us conscious effort are later performed automatically and unconsciously – think, for example, of the effort we made as children puzzling out new words, which we process automatically now (p.179). However, as the future teacher, it better focus on conscious learning as Oxford and Cohen (1992) mentioned that if strategies are unconsciously and automatically used, then explicit strategy training makes little or no sense (p. 12). Additionally, previous study by Goh (1997) found that when students become fully aware of their listening processes, they become more autonomous listeners. This shows that the strategies are crucial and important for both students and teachers. Teachers who can maximize the student's listening ability have the potential to have independent students because it can be interpreted that the students knew what they have to do while in listening class or activities.

2.2 Concept of Listening

Listening can be a handle of understanding that combines hearing and the implications of the regulatory process that leads to inducing data from what the speaker is saying. Humouda (2013) defines listening as the ability to identify and understand what others are saying. It is supported by Gilakjini and Sabouri (2016)

state that listening can be a preparation for accepting what the speaker says, creating and bringing out meanings, constructing meanings with the speaker and replying, and making meanings with cooperation, creativity, and sympathy. As a result, this process involves understanding of a speaker's accent or pronunciation, the speaker's grammar and vocabulary, and comprehension of meaning.

In learning a language, the first step people have to do is listening. Chao (2013) defines that listening is very important skill in language learning when children learn their first language. Egn, Mohamed and Javed (2013) state that it gives establishment for all angles of dialect and cognitive advancement and it plays a long lasting part within the forms of learning and communication that's basic to profitable interest in life. Moreover, Newton and Nation (2009) state that listening is the early stages to speak of language development which is naturally happen in person's first language and naturalistic acquisition of other languages.

After the review of listening definitions in the literature, listening can be interpreted based on each orientation. Rost (2011) asserts that almost each of listening definition revolves around one of these four orientations. First, receptive orientation means the act of receiving what the speaker says, such as decoding the message of the speaker. Second, constructive orientation means building or representing the meaning, such as listen to figure out what is in speakers' mind and what is relevant for you. Third, collaborative orientation means that listening to negotiate meaning with the speaker and to respond. Fourth, transformative orientation means listening to create meaning through involvement, imagination and empathy.

Listening also becomes an important skill in English because it has many uses for people. Asemota (2015) expresses that importance of listening lies in the fact that it enables students become aware of language and how it is used, and it gives students the creative use of grammar. In addition, Darweesh (2014) claims that there are five primary reasons for tuning in, they are to lock in in social ceremonies, to trade data, to appreciate yourself, to share sentiments and to apply control. Therefore, listening is the most important skill in English.

2.3 Concept of Listening Comprehension

The term listening comprehension has been defined by different authors, Rost (2011), defines that listening comprehension is regarded as a complex, interactive process in which listeners are involved in a dynamic construction of meaning. Moreover, Yulisa (2018) state that listening comprehension is regarded as a multifaceted active process which is affected by a multitude of factors relating to the given context. It means that students must be able to comprehend all of the aspects when listening. Pertiwi (2018), states that listening includes understanding the meaning, words, phrases, clauses, sentences and connected interviews. To sum up, listening comprehension involves every aspect to get the meaning of spoken language as well.

Listening comprehension also involves listeners' background knowledge because it is more than extracting meaning from speech. Listeners have to understand the oral input from sound discrimination, prior knowledge of vocabulary, grammatical structures, stress and intonation. According to Pertiwi (2018), listening comprehension is expressly accepted as preparation for the

interaction between the listener's basic information and the information expected in the content being discussed, that is, the audience makes use of all the information that has been set aside to understand the approaching input. Then, Gilakjani and Ahmadi (2011) state that listening comprehension is regarded theoretically as an active process in which individuals concentrate on selected aspects of aural input, form meaning from passages, and associate what they hear with existing knowledge.

Furthermore, listening comprehension can be defined as the process of understanding speakers' talk. Hamouda (2013) states that tuning in comprehension as an intuitively handle in which audience members are included in building meaning. Audience members comprehend the verbal input through sound segregation, past information, syntactic structures, stretch and sound, and arrange etymological or non- phonetic clues. In other words, Nadig (2013) clarifies that tuning in comprehension is the different handle of understanding and making sense of talked dialect. These include knowing discourse sound, comprehending the meaning of person word, and understanding the sentence structure of sentence. Ou-chan (2011) who found that EFL student' language learning strategies have a significant relationship whit their English proficiency, it can be conclude that tuning in comprehension is the way of understanding totally the talked dialect which making up the meaning of the dialect being talked by the speakers.

Based on the discussion mentioned above, Lestari (2017) shows three main characteristics of listening comprehension. First, listening comprehension is

an active activity, because it is to receive information. Second, listening comprehension is a creative activity, because listeners construct the meaning and give the information based on their background knowledge. Third, listening comprehension is an interactive activity because both the speaker and the listener are involved. That is, to improve understanding, speakers and listeners exchange information.

To listen well, students have to comprehend the meaning of the spoken language. According to Azizah (2014), to comprehend something talked by somebody needs add up to and total understanding. It implies that understanding is to know the meaning of something that somebody says, and to comprehend the meaning of something needs a ability in arrange to reach the capacity to get it totally to what have been talked by the speakers. Brown (2004) includes that sentences are not handled word by word and the center is put on the thoughts behind these words and how these thoughts are connected together to draw conclusions. As a result, we may skip any part of it and just focus on the information that they need for their answer and try to comprehend the key words which give them clues to understand the listening texts. Thus, we skim over parts of the message and pay attention to relevant parts only.

The contradiction between teachers and students' perceptions tells us that there are some things about teaching listening that need to be explored. According to Heyrapetyan (2016), a few instructors think that tuning in is the most effortless expertise to instruct, though most understudies think it is the foremost troublesome to make strides. Furthermore, Yagang (2001) clarifies that maybe

those who say it is “the most straightforward to teach” cruel that it does not require much careful lesson planning and all they have to do is play the tapes and test the students’ comprehension. In conclusion, as a student, we must find out the way how listening can be improved and what activities are useful to this end and then use this knowledge and these activities to minimize the problems.

There are some stages in comprehending listening material. Heyrapetyan (2016) divided listening for comprehension into three stages. First, listening and making no response (following a written text, informal teacher talk). Second, listening and making short responses (obeying instructions-physical movement, building models, picture dictation. etc.), true-false exercises, etc. third, listening and making longer responses (repetition and dictation, paraphrasing, answering questions, answering comprehension questions on texts, predictions, filling gaps, summarizing, etc.). So, people can identify what they need in listening comprehension by following the steps.

2.3.1 The Importance of Listening Comprehension

Some experts of language teaching define the importance of listening comprehension in some ways. Richards (2008) states that the view of listening is based on the assumption that the main function of listening in second language learning is to facilitate understanding of spoken discourse. Then, Asemota (2015) explains that the importance of listening lies in the fact that it allows students to become aware of language and how it is used. Additionally, Brown (2001) defines that listening comprehension is important for language learning in general and

foreign language learning in particular because it allows learners to internalize items through exposure to the target language.

Every researcher has their own opinion in giving some reasons of the importance of listening comprehension. El-Koumy (2016) demonstrates there are certain reasons for the significance of tuning in for foreign dialect learners. First, tuning in is fundamental prerequisite for verbal communication to form put. Moment, it regularly impacts the advancement of perusing and composing. Third, it plays a central part in scholarly victory, since understudies get it instructors or addresses in spite of the fact that tuning in. In brief, having great tuning in can offer assistance understudies to communicate, to improve other language expertise additionally to assist understudies get it the fabric amid instructing and learning prepare.

2.4 Previous Related Studies

The first research is conducted by Chin, Unin and Johari (2017) about metacognitive awareness strategies for listening comprehension. They used Metacognitive Awareness Listening Questionnaire (MALQ) as the instrument and examined that metacognitive awareness strategies can be one of the ways to raise awareness for listening tasks and can act as a guiding step to learning, in which the learners are using strategies to arrange, observe and evaluate language learning and language use. The findings reveal that metacognitive strategies awareness has a positive impact on students' test scores. By having certain levels of awareness, students can conduct self-learning and become more competent in their listening tasks. According to Vandergrift (2002), metacognitive strategies

provide language learners with the knowledge and tools to understand authentic texts outside of the classroom. The increase in the students' metacognitive awareness levels allow them to insightfully deal with listening tasks, purposefully plan for appropriate strategies and carefully monitor their own learning.

This second study was researched by Ratebi and Amerian (2013) who conducted a study about a comparison between high and low proficient listeners of Iranian University students majoring in English on the use of metacognitive strategies in listening comprehension. They state that metacognitive learning strategies refer to those who have knowledge of learning and control of learning through planning, monitoring and evaluating learning programs. Social-efficient strategies consist of a group of strategies related to source control, time, effort and support. The results show that Iran students use the "problem-solving strategies" most frequently and the "person-knowledge strategies". It was also found that listeners who were more able to use metacognitive strategies had significant differences than less able listeners and that there were significant differences in the use of "people information strategies" between high-caliber and high-caliber listeners.

The third study was conducted by Balaban and Acar (2017) about metacognitive awareness in second language listening and the role of strategy Training They examined that listening is an essential skill and plays a crucial role in learning and using a second language. Despite its importance, second language (L2) learners usually face great difficulty comprehending spoken English. Two of the innovative ideas in terms of developing listening skills in recent years is strategic

listening and metacognition. Findings demonstrated that there were statistically significant differences between the two treatment groups on twelve MALQ items, and it was the shadowing group who had higher level responses to all of these items. This finding indicates that shadowing as a while-listening strategy has a bigger influence than note-taking on L2 learners' metacognitive listening awareness. All of the studies mentioned above are chosen as relevant studies to this research. But although there have been studies similar to this study, the context discussed by the author is so different that it is not entirely the same.