

**CHAPTER IV**  
**FINDING AND DISCUSSION**

This chapter presents: (1) findings and, (2) discussions

**4.1 Findings**

This chapter presented the main findings of the survey conducted to 100 students of the English education study program. Statement about students using metacognitive awareness listening strategies based on Movahed (2014) the questionnaire was categorized into five sections; planning evaluation, problems solving, directed attention, mental translation, person knowledge. Data results were presented based on cumulative results.

The survey questionnaire consisted of five aspect with all total 21 items. The purpose of this item was to find out what awareness listening strategies that were being used by students majoring in English. The results of this aspect can be seen in the table below:

**Table.1 Distribution of Participants**

<b>Participants</b>	<b>Frequency (F)</b>	<b>Precentage (P)</b>
<b>100 studnets</b>	<b>100 studnets</b>	<b>100%</b>

Based on table 1, it can be seen that there were 100 students majoring in English who responded the questionnaire.

To measure the awareness listening strategies used by students in the English Education Department, complete a questionnaire collected from several items. The average score for the metacognitive strategy category were described as follows:

**Table.2 The Interpretation of The Scale**

Scale	Meaning Range	Level	Score Range
6	Strongly Agree	Very High	5.17-6.
5	Agree	High	4.33-5.16
4	Partially Agree	Average	3.49-4.32
3	Partially Disagree	Average	2.67-3.50
2	Disagree	Low	1.83-2.66
1	Strongly Disagree	Very Low	1.00-1.82

As displayed in the table 2 above, these levels provided convenient standards that can be used for interpreting the score averages obtained by respondents. The score categorized as the very low, low, average, high and very high designation included on the scoring sheet that accompanies the instrument.

**Table 3. Descriptive Statistics**

Items questionnaire	MAX	MIN	SUM	MEAN	SD
21	6.00	1.00	9175	4.3690	.1756
N (Valid)					

As displayed on the table 3 above, it revealed that there were 21 items of questionnaire where consisted of the total questionnaire, minimum, maximum, mean score of each item. The minimum score was 1.00, the maximum score was 6.00. Meanwhile, the sum score was 4.3690, the means of all total means each item was 3.64139, and for standard deviation was .1756.

#### 4.1.1 Finding of Each Category of the Questionnaire

Based on the result of the questionnaire, the average of each strategy was shown in the chart below

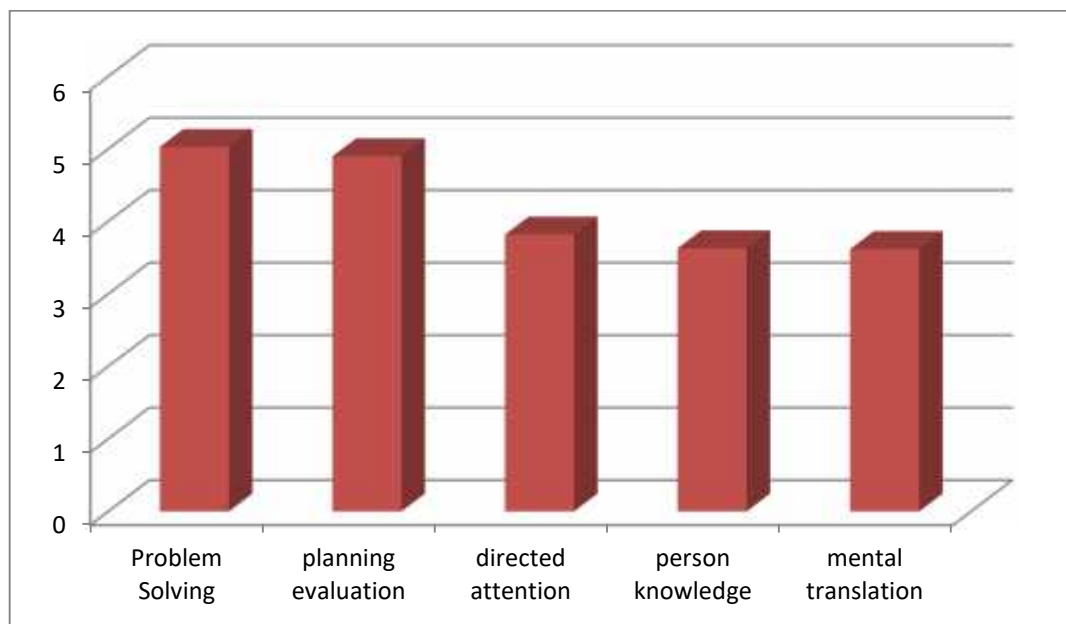


Figure 1. MALQ Strategies Average

Based on the data collected via questionnaire to 100 students, the chart above described the result of average score of each strategy. The chart showed the rank from the highest to the lowest score among the strategy. The highest average came from problem solving strategy with the average score 5.03 with percentage was 29% which considered as the high category. The second was planning evaluation strategy with total mean score 4.9 with percentage was 23% that got the high category. The third strategy was directed attention, the total average score was 3.82 with percentage was 19% which was in the average category. The fourth strategy was person knowledge with the total mean score

3.63 with percentage was 14%. The lowest average score was mental translation with the total average score was 3.62 with percentage was 13%.

#### **4.1.1.1 Problem Solving**

Based on the data collected from the respondents, the average result of problem-solving showed in the second position with the highest average score. The highest average came from statement number 19 with the score 5.14. The second was statement number 13 with the average score 5.12. The third was the statement number 17 with average score was 5.04. The fourth was from statement number 9 with average score was 4.97. The fifth problem came from statement number 5 which score was 4.96. The last was statement number 7, the average score was 4.95. So, the whole results of several statements in this problem solving can be concluded with an average 5.03 with percentage was 29%.

#### **4.1.1.2 Planning Evaluation**

Based on the data collected from the respondents, the average result of planning evaluation showed in the second position with the highest average score. The highest average came from statement number 1 with the score 4.94. The second was statement number 20 with the average score 4.92. The third was the statement number 10 and number 21 with average score was 4.89. The last was statement number 14, the average score was 4.86. So, the whole results of several statements in this planning evaluation can be concluded with an average was 4.9 with percentage 23%.

#### **4.1.1.3 Directed Attention**

Based on the result of the questionnaire answered by the respondents, the average of directed attention strategies shown in the third position. The highest average was from statement number 2 with the score 4.04. The second came from number 12, the score was 3.78. Next was number 16 with the average score was 3.76. Last, the statement number 6 which the average score was 3.71. So, the whole results of several statements in this directed attention can be concluded with an average 3.82 with percentage was 19%.

#### **4.1.1.4 Person Knowledge**

According to the result of the questionnaire answered by the respondents, the person knowledge strategy was in the fourth position. Based on the result, person knowledge consisted of 3 items which was the highest score came from item number 8 with the average score was 3.72. The second was the statement number 15 with the average score was 3.6. The lowest score of person knowledge strategy was the statement number 3 with the average score 3.58. So, the whole results of several statements in this person knowledge can be concluded with an average was 3.63 with percentage 14%.

#### **4.1.1.5 Mental Translation**

The last strategy was mental translation. In this strategy there were 3 statements with the low average score, the first was number 18 with the average score was 3.9. The second statement was number 4, the average score of this item was 3.58. The last statement was number 11 and the average score was 3.4.

So, the whole results of several statements in this mental translation can be concluded with an average 3.62 with percentage was 13%.

## 4.2 Discussion

The data obtained from the questionnaire was associated with previous research, theories, and concepts from literature. The results of student data were calculated in 2 steps. The first step was overall data, based on the graph discussed above, a problem solving strategy was the strategy most often used ( $X = 5.03$ ) while the lowest strategy was a mental translation strategy ( $X = 3.62$ ).

The second step described each result of strategy. There were 5 strategies, namely problem solving, planning evaluation, directed attention, mental translation and person knowledge. The first strategy was problem solving strategy which consisted of 6 statements with a mean  $X = 5.03$ . The second was planning evaluation strategy that consisted of 5 statements with an average  $X = 4.9$ . The directed attention was in the third position strategy that consisted of 4 statements with an average  $X = 3.82$ . Next, the person knowledge strategy which also consisted of 3 statements with an average  $X = 3.63$ . The last there was the mental translation that got the lowest score of strategy that consisted of 3 statement with an average of  $X = 3.62$ .

Among the five metacognitive awareness strategies at MALQ, the "problem solving" which was the one most frequently used to represented the type of strategy people use to organize themselves to listen and evaluate their listening results. According to Vandergrift (2003) and Goh (2000), metacognitive strategies, such as monitoring and problem solving, are used by students when

they translated what they heard often. These strategies represent problem solving, knowledge seeking, and monitoring (Kintsch, 1998, p. 189).

The second highest level of strategic awareness was "planning evaluation" strategy which was the type of strategy that people used to organize themselves to hear and evaluate the results of their listening efforts. This strategy reflects the intentional nature of the understanding process and assesses the target's understanding (Richards, 1983).

The third awareness strategy was a "directed attention" strategy which indicated strategy which listener used to focus and stay on task such as continuing on the path when you lose concentration or trying to focus harder when you have an understanding problem (Rost , 2002). The first low strategy is the "mental translation strategy" which includes strategies that listeners must avoid if they are to become skilled listeners (Vandergrift, 2003). The second lowest realization of this strategy was "person knowledge" which contained listening to English as a challenge.

In other words, it can be said that students view listening as a difficult task that focused on the difficulties and they tried to do their best in this way. The results of this study were similar to Balaban and Acar (2017) that showed planning evaluation strategy as the dominant one. Then, for the problem solving it was related to Ratebi and Amerian (2013) because the result of both showed problem solving as the highest domain. The setting of both researches was conducted in undergraduate program majoring in English. However, the result was different from Chin, Unin and Johari (2017) because the result found that direct

attention strategies as the dominant one. The differences may occur because of different setting of research. These differences may occurred due to different research settings. The research arrangement was carried out in the undergraduate program, majoring in English.