THE CORRELATION BETWEEN METACOGNITIVE STRATEGIES AND LISTENING COMPREHENSION OF THE ELEVENTH GRADE STUDENTS OF SMA MUHAMMADIYAH 2 PALEMBANG

UNDERGRADUATE THESIS

This thesis was accepted as one of the requirements to get the title of Sarjana Pendidikan (S. Pd.)

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Setelah kami periksa dan diadakan perbaikan-perbaikan seperlunya, maka skripsi berjudul **"THE CORRELATION BETWEEN METACOGNITIVE STRATEGIES AND LISTENING COMPREHENSION OF THE ELEVENTH GRADE STUDENTS OF SMA MUHAMMADIYAH 2 PALEMBANG"**, ditulis oleh saudari **Diah Astini** telah dapat diajukan dalam sidang munaqasyah Fakultas Tarbiyah UIN Raden Fatah Palembang.

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DEDICATION

With all of my love, I dedicate this thesis to:

- *My beloved father Ponirin and mother katini who always given full of love, motivate, educate, support, and pray for the writer's success. Thanks for all your affection endless love.*
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MOTTO

"The best revenge for the people who have insulted you is the success that you can show them later"

(Balas dendam terbaik untuk orang-orang yang telah menghinamu adalah kesuksesan yang dapat kamu tunjukkan kepada mereka di masa depan nanti).

"To get a success, your courage must be greater than your fear"

(Untuk mendapatkan kesuksesan, keberanianmu harus lebih besar daripada ketakutanmu)

"You will not know the taste of success before eat failure"
(Anda tidak akan mengetahui apa itu kesuksesan sebelum merasakan kegagalan).

STATEMENT PAGE

I hereby,

Name	: Diah Astini
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State that :

1. All the data, information, interpretaion, and conclusion presented in this theses, except for those indicated by the sources, are results of my observation, process and thoght with guidance of my advisors.
2. The theses that I wrote is original and has never been handed in for another academic degree, neither at UIN Raden Fatah Palembangnor other universities.

This statement is made truthfully and if one day, there is evidencce of forgery in the above statement, I am willing to accept the academic sanction of the cancellation of my magister degree that I received throught this theses.

Palembang, April 2017

The Writer

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Palembang, April 2017
The writer,

DA

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ABSTRACT

The aims of conducting this research were; (1) to find out whether or not there was a significant correlation between metacognitive strategies and their listening comprehension; and (2) to find out whether or not metacognitive strategies significantly influences their listening comprehension. This research used correlational study. There were 97 students from four classes of the eleventh grade students of SMA Muhammadiyah 2 Palembang as the population of this research. The 94 students participated in this study, and the others were absent when conducting this study. The sample of this study was taken by using total population sampling technique. Data were collected using two instruments; MALQ (Metacognitive Awareness Listening Questionnaire) and the listening section of the TOEFL Junior Test. The data were analyzed by using pearson product moment correlation coefficient. The result showed that $r_{obtained}$ (.101) was lower than r_{table} (.202), then the level of probability (*p)* significance (sig.2-tailed) was .332. Subsequently, *p* value (.332) was higher than 0.05. It means that the Null Hypothesis (Ho) is accepted and the alternative hypothesis (Ha) is rejected. From the research finding showed that (1) there is no significant correlation between metacognitive strategies and listening comprehension; and (2) there is no significant influence of metacognitive strategies on listening comprehension. It means that students' metacognitive strategies is not a dominant factor that affects listening comprehension.

Keywords: Correlation, Metacognitive Strategies, Listening Comprehension

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CHAPTER I

INTRODUCTION

In this chapter, the writer presents: (1) background; (2) research problems; (3) research objectives; and (4) significance of the study.

1.1. Background

Listening is the major components in learning English. Hamouda (2013, p. 113) states that listening is a basic language skill, and as such it benefits an important priority among the four skill areas for language students. In listening, the students are supposed to be able to comprehend what is being spoken. He also (2013, p. 117) mentioned listening process involves understanding a speaker's accent or pronunciation, the speaker's grammar and vocabulary, and comprehension of meaning.

Listening comprehension is not only hearing what others say correctly but also students must construct the meaning of utterance and give appropriate response. Related to Buck (2001, p. 1), listening comprehension is an active process of constructing meaning which is done by applying knowledge to the sounds that be heard.

Listening is the most common communicative activity in daily life. Based on Rost (2011, p. 1), listening is the most important skill for language learning because it is the most widely used language skill in normal daily life. Listening is the thing that people do most of their time (Assaf, 2015, p. 4). People listen more than they speak, read and write. Furthermore, Mendelsohn (1994, in Galikjani and

Ahmadi, 2011, p. 977) point out that of the total time spent on communicating, listening takes up 40-50%; speaking, 25-30%; reading, 11-16%; and writing, about 9%, which means that listening is crucial for communication. By this statement, it can be concluded that listening was one of the important skills in communication but listening also was the most difficult skill than other English skills such as speaking, reading, and writing. In addition, according to Bingol et.al (2014, p. 1), students spend 50% of the time operational in a foreign language is dedicated to listening. It means the mastering of listening is not easy for students that English are not their first language.

Listening help students to understand the world around us and one of the necessary elements in creating successful communication (Gilakjani and Sabouri 2016, p. 124). In brief, by understanding listening well, it can help the students successful in communication. On the other word, listening plays a crucial and necessary part in people's daily communication and second language acquisition in learning a foreign language.

Listening skill is influential in acquiring foreign language. Moreover, the key to master foreign languages is having good listening skill. Hamouda (2013, p. 113) states that no one can deny the importance of listening skills in foreign language learning because the key to acquire a language is to receive language input. During communication using foreign language people listen the information (input process) to know what the speaker says and analyzes it to make appropriate respond (output process). Renukadevi (2014, p. 60) claims that listening plays a vital role, as it helps the language learner to acquire pronunciation, word stress,

vocabulary, and syntax and the comprehension of messages conveyed can be based solely on tone of voice, pitch and accent; and it is only possible when learner listening.

One of important aspects in learning English is listening. Listening becomes one of the basic to learn a language. Listening is also an important part in determining the success of students in academic settings. From junior until university students, they need good listening comprehension skill to help them in teaching and learning process. Darweesh (2014, p. 1) states that for success in academic setting, both instructors and students should acknowledge the importance of listening comprehension. Especially for senior high school students, having good listening comprehension can help the students understand about the material and get so much new information. As a result, having good listening comprehension skill will improve students learning achievement.

Afterward, although listening is very important aspect for learning English, acquiring foreign language students and determining the success of students in academic settings. However, the fact in Indonesia, listening skill is an unsatisfactory level. It is supported by survey that have been conducted by EF Standard English Test (2015, p. 7) shows that Indonesia students are on average at the B1 level (independent user) in English listening skills among 16 countries. It can be concluded that, listening in Indonesia is not yet proficient.

For many students, listening in Indonesia is not yet proficient because in listening students do not pay more attention by teachers, teachers are generally less aware of its importance for students. It is proven by Bingol, et.al (2014, p. 1)

described that second language learners have significant problems in listening comprehension because of the fact that schools pay more attention to structure, writing, reading and vocabulary. Besides, Galikjani and Ahmadi (2011, p. 978) agree that listening and speaking skills are not important parts of many course books or curricula and teachers do not seem to pay attention to these skills while designing their lessons. Furthermore, Hamouda (2013, p. 115) supported on the idea that in classrooms, teachers seem to test, not to teach listening and students seem to learn listening, not listening comprehension. It means that, students usually listen to a text, respond to questions, and check their answers.

Listening comprehension can become a difficult subject to understand for students. When students do some listening test still have many difficulties faced by students in listening comprehension. In relation, Goh (2000, p. 59-60) mentioned that there are ten listening comprehension problems such as; (1) quickly forget what is hard; (2) do not recognize words they know; (3) understand words but not the intended message; (4) neglected the next part when thinking about meaning; (5) unable to form a mental representation from words; 6) cannot chunk streams of speech; 7) miss the beginning of the texts; 8) concentrate too hard or unable to concentrate; 9) do not understand subsequent parts of input because of earlier problems; and 10) confused about the key ideas in the message.

Meanwhile, Malkawi (2010, p. 773) proposed there are three listening problem that senior high school students usually face in listening comprehension. 1) speech speed; 2) limited knowledge of vocabulary and structure of sentences; 3) limited knowledge of topic in question. Hamouda (2013, p. 115) emphasizes

that comprehend speech is a very difficult activity for students. Learners face a lot of problems when they listen to a language. If teachers are expected to assist learners to improve their listening comprehension, they should comprehend their listening difficulties in understanding spoken passages and teach them effectively in listening comprehension strategies to be able to solve their listening comprehension problems. Moreover, Coskun (2010, p. 37) asserts that metacognitive strategies do not only help learning in general but also have a lot to offer to listening comprehension specifically.

In learning language, metacognitive strategies play a significant role in second language and foreign language learning to acquisition of language. Metacognitive strategies is a process which showed the ways of using strategies to students in order to enhance their language learning and language evaluating (Ebadi & Oroji, 2016, p. 113). Metacognitive strategies theory, promoted by O'Malley and Chamot in 1990, has attracted many researchers and educators throughout the world. O'Malley and Chamot, 1990, p. 44; and Guo, 2012, p. 2447 state that metacognitive strategies are "higher order executive skills that may entail of planning, monitoring, or evaluating the success of activity". Then, Rasouli, et, al (2013, p. 118) explained that one reason metacognitive strategies is significant is that if learners are not aware of when comprehension is breaking down and what they can do about it, strategies introduced by the teacher will fail. As O'Malley and Chamot, (1990, p. 8) also point out that students without metacognitive approaches are essentially learners without direction or opportunity to plan their learning, monitor their progress, or review their accomplishments and

future learning directions. In short, metacognitive strategies make more skillful listeners use a lot of strategies and can activate their existing linguistic knowledge to understand better because if the learners without metacognitive strategies, learners may lose their direction or ability to plan, monitor their learning process, and evaluate the output.

As mentioned before, students can increase their language learning by metacognitive strategies. Since it helps them manage, direct, guide and establish their learning efficiently especially for listening. Nevertheless, Yang (2009, p.134) stressed the significant role of metacognitive strategies in helping learners to undertake the listening activity more effectively and to distinguish successful listeners from unsuccessful ones. There are five fundamental stems to investigate and measure metacognitive awareness of listening strategies (Vandergrift, et. al, 2006, p. 432). He has identified that there are five types of strategies; planning and evaluation, directed attention, person knowledge, mental translation and problem solving. Consequently, successful listening can be looked at in terms of the strategies the listener uses when listening.

In association with students listening comprehension in English, metacognitive strategies has big influence on students listening comprehension performance. It is proven by Coskun (2010, p. 36) declared that metacognitive strategies have a direct and beneficial influence on listening performance. During the listening process, the learners with more knowledge of metacognitive strategies will be more active in finding and solving the problems rather than accepting or ignoring them (Goh, 2000, p. 61).

Furthermore, Goh (2008, p. 196) explained some of the positive effects of metacognitive strategy instruction on listening comprehension of EFL learners. She expresses that teaching metacognitive strategies enhances learners' confidence and reduces learners anxious during the listening to oral input and also less skilled listeners benefit much from the strategies instruction. From the evidence, it can be concluded that metacognitive strategies influence students' listening comprehension. It is important for teachers and students to know about it. Especially senior high school students, it is important for them to know about metacognitive strategies that influence listening comprehension because it can help them not only in communication using English during teaching and learning process but also to pass listening test in national examination.

Based on informal interview with the eleventh grade students of SMA Muhammadiyah 2 Palembang, the students said that listening is difficult for them because they did not know what the speaker says, they cannot comprehend the listening well, they often lose their concentration while they are listening to the speaker, they also cannot control the speed of listening delivery, it becomes a problem and they did not know about metacognitive strategies. Besides, the students said that the teacher never do the activities related to the metacognitive strategies. Because of the reason, the researcher decides to do a research about the correlation between metacognitive strategies and listening comprehension.

Some researchers have previously explored the correlation between metacognitive strategies and listening comprehension. But it is still debatable and there are some inconsistencies found upon the results. Jinhong (2011) revealed

that there was positive relationship between students' frequency of metacognitive strategy use and their performance in the listening comprehension test, but Buchari (2015) found there was no significant correlation between metacognitive strategy and listening comprehension which means that metacognitive strategies covers the potential factors in influencing the process listening comprehension.

As noted above, it is much likely an interesting area to be studied by the researcher, hence, listening comprehension is the most difficult language skill meanwhile metacognitive strategies is a strategy of the most affect to listening comprehension in foreign language learning. In addition, if the student less use metacognitive strategies when listening that emerges in listening comprehension test may be the predictor of the low listening comprehension achievement. From the result of study, Selamat and Sidhu (2013, p. 421) revealed that students who frequently use metacognitive strategies when listening in English scored higher in the listening test. It means that, students could benefit from instructions in listening strategies as these assisted them in their academic success. Therefore, it is essential to find the correlation between metacognitive strategies and listening comprehension of the eleventh grade students of SMA Muhammadiyah 2 Palembang.

1.2. Problems of the Study

Based on the background above, the research problems are formulated in the following questions:

1. Is there any significant correlation between metacognitive strategies and listening comprehension of the eleventh grade students of SMA Muhammadiyah 2 Palembang?
2. Do students' metacognitive strategies significantly influence their listening comprehension of the eleventh grade students of SMA Muhammadiyah 2 Palembang?

1.3. Objectives of the Study

In accordance with the problems above, the objectives of this study are:

1. To find out if there is a significant correlation between students' metacognitive strategies to the students' listening comprehension of the eleventh grade students of SMA Muhammadiyah 2 Palembang.
2. To know if students' metacognitive strategies significantly influence students' listening comprehension of the eleventh grade students of SMA Muhammadiyah 2 Palembang.

1.4. Significance of the Study

It is hoped that this research will give some information to the development of language teaching and learning, especially understanding the metacognitive strategies related to the students' listening comprehension. The researcher hoped that this study will give the students new knowledge about metacognitive

strategies and how it influence their listening comprehension. For teacher, it is hoped that this research will give knowledge about strategy in teaching listening and also help the English teacher find the appropriate strategy. The last, it is hoped the result of this research will provide information for another researcher about metacognitive strategies and listening comprehension for further research. Then, the result of this research can be as an enrichment reference for further similar studies which they are going to conduct in the future.

CHAPTER II

LITERATURE RIVIEW

In this chapter, the writer presents: (1) correlation research; (2) the concept of metacognitive strategies; (3) the concept of listening comprehension; (4) previous related study; (5) hypotheses; and (6) criteria of testing hypotheses.

2.1. Correlation Research

Creswell (2012, p. 338) declares in correlational research design, investigators use the correlation statistical test to describe and measure the degree of association (or relationship) between two or more variables or sets of scores. Fraenkel, Wallen, & Hyun (2012, p. 331) state that the correlation study mainly focuses on the possibility of relationship between only two or more variables investigate without any attempts to influence them. Then, Johnson and Christensen (2012, p. 44) state that in correlational research, the researcher studies the relationship between one or more quantitative independent variables and one or more quantitative dependent variables.

In this design, the researchers do not attempt to control or manipulate the variables as in an experiment; instead, they relate, using the correlation statistic, two or more scores for each person. To know correlation result, there is correlation coefficient, which is a numerical index that provides information about the strength and direction of the relationship between two variables. It provides information how variables are associated. More specifically correlation coefficient

is a number that can range from -1 to 1, with zero standing for no correlation at all. If the number is greater than zero, there is a positive correlation. If the number is less than zero, there is a negative correlation. If the number is equal to zero, there is no correlation between the two variables. If the is equal to +1.00 or equal to -1.00, the correlation is called perfect. Positive correlation means high scores on one variable tend to be associated with high scores on the other variable, while low scores on one are associated with low scores on the other variable. Negative correlation present when high scores on one variable are associated with low scores on the other variable, while low scores on one are associated with high scores on the other variable.

Below is the table showing the degree of correlation between the two variables based on Cohen, Manion, and Morrison (2007, p. 536):

Table 1

Interval Coefficient	Level of Correlation
0.20 – 0.35	Weak
0.35 – 0.65	Fair
0.65 – 0.85	Strong
Over 0.85	Very Strong

Source: Cohen, Manion and Morrison (2007, p. 536)

There are two primary types of correlational research design; explanation and prediction (Creswell, 2012, p. 340). The explanatory research design is a correlational design in which the researcher is interested in the extent to which two variables (more) co-vary, that is, where changes in one variable are reflected

in changes in the other. Explanatory design consists of a simple association between two variables or more than two. Creswell (2012, p. 340) shows that the characteristics of this design are that the researchers correlate two or more variables, collect data at one point in time, analyze all participants as a single group, obtain at least two scores for each individual in the group one for each variable, report the use of the correlation statistical test (or an extension of it) in the data analysis, and make interpretations or draw conclusions from the statistical test results.

In a prediction design, researchers seek to anticipate outcomes by using certain variables as predictors (Creswell, 2012, p. 341). This design is useful because it helps anticipate or forecast future behavior. The purpose of this design is to identify variables that will positively predict an outcome or criterion. In this form of research, the investigator identifies one or more predictor variables and a criterion (or outcome) variable. A predictor variable is the variable used to make a forecast about an outcome in correlational research while criterion variable is the outcome being predicted. Creswell (2012, p. 342) shows that the characteristics of this design are that the researchers typically include the word "prediction" in the title or research questions, measure the predictor variable(s) at one point in time and the criterion variable at a later point in time, and forecast future performance.

In addition, the minimum acceptable sample size for a correlational study is considered by most researchers to be no less than 30 (Fraenkel, Wallen & Hyun, 2012, p. 338).

2.2. The Concept of Metacognitive Strategies

The concept of metacoginition was introduced by the American psychologist by John Flavel in 1976, a foundation researcher in metacognition, who first formally used "metacognition" in the title of his article entitled "Metacognitive Aspects of Problem Solving" (Gao, 2013, p. 71). Metacognition is often defined as the processes or anything related to them think about thinking.

In learning listening process, Magaldi declared that metacognition is not only about planning for mental processing. It is also about planning for control of anxiety, timing, interaction, practice and evaluation of learning. It is the executive organizer of all the elements which intervene in the whole learning process (Magaldi, 2010, p. 80). So, metacognition refers to what learners do to plan, monitor and evaluate the process.

Metacognitive strategies involve thinking about the learning process, planning for learning, monitoring of comprehension or production while it is taking place, and self-evaluation after the learning activity has been completed O'Malley and Chamot, (1990, p. 8). Metacognitive strategies can help learners how to listen, how to manage their mental processes for listening (Handayani, et. al, 2015, p. 11). It involves of using experience and knowledge in understanding spoken text that are listened. In knowing metacognitive strategies, it is hoped the learners would get the messages, can get maximum knowledge and score when they are doing listening either in daily activities or taking English test.

Serri, Boroujeni, and Hesabi (2012, p. 844) described that metacognitive strategies refer to the actions that learners use consciously while listening to a

spoken text attentively. Metacognitive strategies deal with knowing about learning. It means that learners learn how to learn with metacognitive strategies. With the help of this language learning strategy, learners are involved in thinking about the process of learning while they are planning, monitoring, and evaluating their own learning, exactly like pre tasks activities (Holden, 2004, p. 259). Learners check up and appraise their comprehension of the listening text by the use of metacognitive strategies.

Furthermore, metacognitive strategies becomes one of strategies of that students have to know because it will help them to improve their listening easily. Moreover, students not only require metacognitive learning strategy to improve listening comprehension but also to improve their reading comprehension. It is proven by Safitri (2016, p. 88) states that metacognitive learning strategy is essential and useful for students' success in learning especially in their reading comprehension. It means that in order to be successful in listening comprehension and reading comprehension, metacognitive learning strategy must be improved well.

2.2.1. The Classifications of Metacognitive Strategies

Vandergrift, Goh, Mareschal and Tafaghodtari demonstrated a five factor model underlying the MALQ: problem solving, planning and evaluation, mental translation, person knowledge and directed attention (2006, p. 450).

1. The first factor (*problem solving*) represents a group of strategies used by listeners to inference (guess at what they do not understand) and to monitor these inferences.

2. The second factor (*planning and evaluation*) represents the strategies listeners use to prepare themselves for listening and to evaluate the results of their listening efforts.
3. The third factor (*mental translation*) represents strategies that listeners must learn to avoid if they are to become skilled listeners.
4. The fourth factor (*person knowledge*) represents listeners' perceptions concerning the difficulty presented by L2 listening and their self-efficacy in L2 listening.
5. The fifth factor (*directed attention*) represents strategies that listeners use to concentrate and to stay on task.

Table 2
The Description of the Factors

Factors	Strategy or belief/perception (The statements in the questionnaire)
Problem Solving	5. I use the words I understand to guess the meaning of the words I don‘t understand.
	7. As I listen, I compare what I understand with what I know about the topic.
	9. I use my experience and knowledge to help me understand.
	13. As I listen, I quickly adjust my interpretation if I realize that it is not correct.
	17. I use the general idea of the text to help me guess the meaning of the words that I don‘t understand.
	19. When I guess the meaning of a word, I think back to everything else that I have heard, to see if my guess makes sense.
Planning-Evaluation	1. Before I start to listen, I have a plan in my head for how I am going to listen.

	10. Before listening, I think of similar texts that I may have listened to.
	14. After listening, I think back to how I listened, and about what I might do differently next time.
	20. As I listen, I periodically ask myself if I am satisfied with my level of comprehension.
	21. I have a goal in mind as I listen.
Mental translation	4. I translate in my head as I listen.
	11. I translate key words as I listen.
	18. I translate word by word, as I listen
Person knowledge	3. I find that listening in English is more difficult than reading, speaking, or writing in English.
	8. I feel that listening comprehension in English is a challenge for me.
	15. I don‘t feel nervous when I listen to English.
Directed Attention	2. I focus harder on the text when I have trouble understanding.
	6. When my mind wanders, I recover my concentration right away.
	12. I try to get back on track when I lose concentration
	16. When I have difficulty understanding what I hear, I give up and stop listening.

Source: Vandergrift, Goh, Mareschal and Tafaghodtari (2006, p. 462)

According to O'Malley and Chamot (1990, p. 137-138), stated that "metacognitive strategies involve thinking about the learning process, planning for learning, monitoring the learning task, and evaluating how well one has learned". Therefore, these strategies have an executive function. They proposed the following categories of metacognitive strategies that can be used to carry out receptive or productive language learning tasks:

1. Planning: Organizing concept or principle of an anticipated learning task. This has been coded in the think-aloud as:

a. Advance organization: Proposing strategies for handling an upcoming task; generating a plan for the parts, sequence, main ideas, or language functions to be used in handling a task (organizational planning).

b. Directed attention: Deciding in advance to attend in general to a learning task and to ignore irrelevant distractions; maintaining attention during task execution.

c. Selective attention: Deciding in advance to attend to specific aspects of Language input or situational details that assist in performance of a task; attending to specific aspects of language input during task execution.

d. Self-management: Understanding the conditions that help one successfully accomplish language tasks and arranging for the presence of those conditions; controlling one's language performance to maximize use of what is already known.

2. Self-monitoring: Checking, verifying, or correcting one's comprehension or performance in the course of a language task. This has been coded in the think-aloud in the following ways:

a. Comprehension monitoring: Checking, verifying, or correcting one's understanding of the task based on the input.

b. Production monitoring: Checking, verifying, or correcting one's language production of the task.

c. Auditory monitoring: Using one's "ear" for the language (how something sounds) to make decisions.

d. Visual monitoring: Using one's "eye" for the language (how something looks) to make decisions.

e. Style monitoring: Checking, verifying, or correcting based upon an internal stylistic register.

f. Strategy monitoring: Tracking use of how well a strategy is working.

g. Plan monitoring: Tracking how well a plan is working.

h. Double-check monitoring: Tracking, across the task, previously undertaken acts or possibilities considered.

3. Problem Identification: Explicitly identifying the central point needing resolution in a task or identifying an aspect of the task that hinders its successful completion.

4. Self-evaluation: Checking the outcomes of one's own language performance against an internal measure of completeness and accuracy; checking one's language repertoire, strategy use, or ability to perform the task at hand. This has been coded in the think-aloud as:

a. Production evaluation: Checking one's work when the task is finished.

b. Performance evaluation: Judging one's overall execution of the task.

c. Ability evaluation: Judging one's ability to perform the task.

d. Strategy evaluation: Judging one's strategy use when the task is completed.

e. Language repertoire evaluation: Judging how much one knows of the L2, at the word, phrase, sentence, or concept level.

2.3. The Concept of Listening Comprehension

Listening is the process of receiving, making meaning from, and answering to spoken or nonverbal messages. It is supported by (Gilakjani & Sabouri, 2016, p. 1671), listening is a process of receiving what the speaker says, making and showing meaning, negotiating meaning with the speaker and answering, and creating meaning by participation, creativity, and empathy.

Furthermore, listening comprehension has been explained by many researchers and scholars. Liu (2007) cited Jinhong (2011, p. 6) says that it is difficult to give a well defined definition of listening comprehension although the definitions given by different researchers and scholars share some common points. Liubinienė (2009, p. 89) describes listening comprehension is more than extracting meaning from incoming speech because it is a process of matching speech with the background knowledge, i.e. what the listeners already know about the subject. In brief, Saricoban (2012, p. 1) describes that "listening is the ability to identify and understand what others are saying. While, Gilikjani and Ahmadi, (2011, p. 978) mentioned a study that conducted by Mendelsohn (1994) stated that listening comprehension is the way of understanding what the native speakers say. He also points out that:

> "In listening to spoken language, the ability to decipher the speakers intention is required of a competent listener, in addition to other abilities such as processing the linguistic forms like speech speed and fillers, coping with listening in an interaction, understanding the whole message contained in the discourse, comprehending the message without understanding every word, and recognizing different genres."

Therefore, in order for the listeners to listen well they must have the ability to decipher the message using different strategies and processes to make meaning. They should also have the ability to respond to what it is said according to the nature of the communication they are involved in (Darweesh, 2014, p. 2). On the contrary, many other researchers point out that listening comprehension is an active process.

Although different people explain the concept of listening comprehension in different ways, we can base our understanding of the concept on the above definition and gain a general understanding of listening comprehension. That is, in listening situations, listeners receive aural input and then comprehend it based on the particular communicational situations. Afterwards, listeners interpret it and at last present it by oral production. Thus, in general, listening comprehension can be regarded as an active, conscious and complex activity (Jinhong, 2011, p. 7).

Based on the above mentioned researchers' definitions of listening comprehension, we can see that there are three main characteristics of listening comprehension.

> "First, listening comprehension is an active activity. Listeners do not receive information passively but actively. Second, listening comprehension is a creative activity. Listeners construct or assign meanings based on the given information or their experience and background knowledge. Third, listening comprehension is an interactive activity as both speakers and listeners are involved. That is, during the listening comprehension process, speakers and listeners exchange information, so it is an interactive process (Liu, 2007, p. 7)."

To have good listening skills, students must be able to comprehend all of the aspects when listening. Golchi (2012, p. 115) states listening includes

comprehension of meaning-bearing, words, phrases, clauses, sentences and connected discourse. The word comprehension is reflection of the knowledge and skills that students have to acquisition in listening. That is the reason why listening comprehension is a complex process.

2.3.1. The Importance of Listening Comprehension

The significance of listening comprehension has been realized not only by students and teachers, but also by the professional researchers and scholars in the field of second language or foreign language to acquisition.

Being able to listening comprehension well, they must needs more concentration and a quick understanding is also required. Ziane, (2011, p. 10) suggested that when listening, a lot of factors should be specifically paid attention. They are context, facial expressions, and body gestures that are very important for the listeners to facilitate the understanding of what is conveyed by speakers. Therefore, listening comprehension is very important because it is a process through which we get input and without its comprehension learning does not happen. Besides that, he also represented that listening has a significant effect on developing speaking. That is, we cannot develop our speaking ability unless we develop our listening skill.

According to Galikjani and Sabouri (2016, p. 1672-1673), state that if a learner has a good listening ability in English language, it would be very easy for him to listen to the radio, to study, watch films, or communicate with foreigners. So, learners should have a lot of practice and exposure to English in order to develop this ability. Therefore, the significance of listening cannot be ignored. He

also emphasized that listening is of great importance in English language classrooms.

2.3.2. Difficulties Faced by Students During Listening

Fang (2008, p. 25) believes that "students often complain that listening and speaking are their vulnerable spots, and speaking is even weaker." However, it is common that language comprehension precedes language production since in speaking the speaker can handle the choice of vocabulary to express an idea while in listening can no longer do that. Machackova (2009, p. 12) states that "a great number of students believe that listening is the most difficult skill and they start to panic when they hear the word listening or see a CD player. But on the other hand students, who learn from what they hear, usually achieve better results at listening." She (p. 12-16) also identifies a list of common problems that students face in the classroom during the listening classes. They are as follow:

1. Problems caused by pronunciation
2. Problems caused by the lack of control of a speakers speech speed
3. Problems caused by the inability to get things repeated
4. Problems caused by the listeners' limited word stock
5. Problems caused by the failure to concentrate
6. Problems caused by the interpretation
7. Problems caused by the inability to identify the signals
8. Problems caused by the language
9. Problems caused by the lack of visual support

Based on the survey they have done, Nowrouzi, Tam, Zareian and Nimehchisalem (2015, p. 263) characterize the problem faced by the EFL students in listening into three, the problem of perception, parsing and utilization. Firstly, Nowrouzi et. al (2015, p. 266) mention that the first problem is perception problem that includes hearing sounds but not clear words, fast speech rate, missing the beginning of the text, knowing the meaning of a word when seeing it, slow in recalling the meaning of familiar, mistaking one word for another, too many unfamiliar words or expressions, not recognizing too many sounds and words, missing the next part of the text while thinking about the meaning and difficulty in concentration. Then, Nowrouzi et.al (2015, p. 266) explain the second problem or parsing problem, lime forgetting words or phrases just heard, not understanding the meaning if sentences, difficulty in dividing long sentences into several parts, difficulty in guessing the accurate meaning of words in sentences, difficulty in following unfamiliar topics, difficulty in understanding a lot new information in a short and missing the next parts because of earlier problems. The last problem according to Nowrouzi et.al (2015, p. 267) is utilization problems, as understanding words but not the intend message, difficulty in getting the order of ideas in a text, getting confused about the main ideas, difficulty in getting the details, difficulty in getting the relationships among ideas and difficulty in getting supporting ideas.

However, Vandergrift and Goh (2012, p. 21-22) mentions that the common difficulties faced by students during the listening comprehension processes are:

1. In perception phase, they are difficult to recognize the words they actually know, neglect the next part of the text when thinking about the previous words' meaning, unable to adjust their processing with the speed rate of the input.
2. In parsing phase, they often quickly forget what has been heard, are unable to form a mental representation of the utterance, and do not understand the subsequent parts because of what was missed earlier.
3. In utilization phase, they tend to understand the words but not the message and get confused.

The problems mentioned above may be face by the students in Indonesia, since English is also a foreign language for them. Therefore, the teacher should be able to do something to avoid it happens.

2.3.3. Process of Listening

According to Tyagi (2013, p. 1), the process of listening occur in five stages. They are hearing, understanding, remembering, evaluating, and responding.

1. *Hearing*, refer to the response caused by sound waves stimulating the sensory receptors of the ear; it is physical response; hearing is perception of sound waves; you must hear to listen, but you need not listen to hear (perception necessary for listening depends on attention).
2. *Understanding*, this step helps to understand symbols we have seen and heard, we must analyze the meaning of the stimuli we have perceived; symbolic stimuli are not only words but also sounds like applause…and

sights like blue uniform…that have symbolic meanings as well; the meanings attached to these symbols are a function of our past associations and of the context in which the symbols occur. For successful interpersonal communication, the listener must understand the intended meaning and the context assumed by the sender.

3. *Remembering* is important listening process because it means that an individual has not only received and interpreted a message but has also added it to the mind's storage bank. In listening our attention is selective, so too is our memory-what is remembered may be quite different from what was originally seen or heard.
4. *Evaluating*, only active listeners participate at this stage in listening. At this point the active listener weighs evidence, sorts fact from opinion, and determines the presence or absence of bias or prejudice in a message; the effective listener makes sure that he or she does not begin this activity too soon; beginning this stage of the process before a message is completed requires that we no longer hear and attend to the incoming message as a result, the listening process ceases.
5. *Responding*, this stage requires that the receiver complete the process through verbal or nonverbal feedback; because the speaker has no other way to determine if a message has been received, this stage becomes the only overt means by which the sender may determine the degree of success in transmitting the message.

2.3.4. Types of Listening

Based on objective and manner in which the listener takes and respond to the process of listening (Tyagi, 2013, p. 4), different types of listening are:

1. Active listening, listening in a way that demonstrates interest and encourages continued speaking.
2. Appreciative listening, looking for ways to accept and appreciate the other person through what they say. Seeking opportunity to praise. Alternatively listening to something for pleasure, such as to music.
3. Attentive listening, listening obviously and carefully, showing attention.
4. Biased listening, listening through the filter of personal bias the person hears only what they want to listen.
5. Casual listening, listening without obviously showing attention. Actual attention may vary a lot.
6. Comprehension listening, listening to understand. Seeking meaning (but little more).
7. Critical listening, listening in order to evaluate, criticize or otherwise pass judgment on what someone else says.
8. Deep listening, seeking to understand the person, their personality and their real and unspoken meanings and motivators.
9. Discriminative listening, listening for something specific but nothing else (e.g. a baby crying).
10. Empathetic listening, seeking to understand what the other person is feeling. Demonstrating this empathy.

11. Evaluative listening, listening in order to evaluate, criticize or otherwise pass judgment on what someone else says.
12. Inactive listening, pretending to listen but actually spending more time thinking.
13. Judgmental listening, listening in order to evaluate, criticize or otherwise pass judgment on what someone else says.
14. Partial listening, listening most of the time but also spending some time daydreaming or thinking of a response.
15. Reflective listening, listening then reflecting back to the other person what they have said.
16. Relationship listening, listening in order to support and develop a relationship with the other person.
17. Sympathetic listening, listening with concern for the well-being of the other person.
18. Therapeutic listening, seeking to understand what the other person is feeling. Demonstrating this empathy.
19. Total listening, paying very close attention in active listening to what is said and the deeper meaning found through how it is said.

According to Asemota (2013, p. 28), identified four types of listening;

1. Active listening: Active listeners learn better and faster. They make sound judgments about what is heard. Perhaps, active listeners write down important ideas in complete sentences. They listen for ideas more than details. Of equal importance is their ability to listen for overall meaning.

2. Partial listening: They are those who listen with a rebellious ear. They are those who are thinking of their next reply rather than listening to what is taking place.
3. Intermittent listening: This applies to those who listen with a deaf ear. They close their ears to unpleasantness. They are those who compulsively nod and shake their heads in agreement when they are not listening at all. Since attitudes affect our perception of information, the more we allow our emotion to intrude into the listening process, the more distorted will be our recollection of what has been said.
4. Appreciate listening: A good listener virtually absorbs all the speaker's meaning by being sensitive to tone of voice, facial expression, and bodily action as well as to the words themselves. Sincerity, depth of conviction, confidence, true understanding and many subtle implications may well be revealed, regardless of the words used.

2.4. Previous Related Studies

There are some related studies about metacognitive strategies and listening comprehension which have been conducted by other researchers, some others are as the following:

Baleghizadeh and Rahimi (2011) explored on the relationship among listening performance, metacognitive strategy use and motivation from a self-determination theory perspective. The participants were 82 students majoring in English translation and literature at Allameh Tabataba'i and Shahid Beheshti Universities in Tehran, Iran. Data were collected using three instruments: MALQ

(metacognitive awareness listening questionnaire), AMS (academic motivation scale), and the listening section of the TOEFL. The result indicated there was significance correlation was found between metacognitive strategy use and listening performance, listening performance and intrinsic motivation, as well as metacognitive strategy use and intrinsic, extrinsic motivation.

Buchari (2015), she has done the research about correlation between students' listening strategies (memory, cognitive, compensation, metacognitive, affective, and social) and students' English listening comprehension of the sixth semester students of English Education Department in Alauddin State Islamic University Makassar. The total numbers of students in the sixth semester were 130 students from 4 classes. There were 60 students chosen as the sample of this study. She analyzed statistical correlation one by one. First, she found there was no significant correlation between memory strategy and listening comprehension. Second, she found there was no significant correlation between cognitive strategy and listening comprehension. Third, there was no significant correlation between compensation strategy and listening comprehension. Then, there was no significant correlation between metacognitive strategy and listening comprehension. The other findings showed that there was no significant correlation between affective strategy and listening comprehension. And there was no significant correlation between social strategies and listening comprehension.

Vahdany, Akbari, Shahrestani, and Askari (2016) explored the relationship between cognitive and metacognitive strategy use and Iranian EFL learners'

listening test performance. The participants were 96 male and female Iranian EFL university students with the age ranging from 20 to 24 years old. The collected data included listening comprehension, achievement test scores, and responses to a likert scale cognitive and metacognitive questionnaire. Results of the analyses indicated that Iranian EFL students participating in this study resorted more to metacognitive strategies than cognitive strategies. The use of the mentioned test taking strategies had a positive correlation with the listening test performance, and it seemed different across the proficiency level of the students in which the students at higher levels of listening ability used these strategies more often than less successful listeners did. The finding of the study also suggested that the use of cognitive and metacognitive strategies could account for variation in EFL listening achievement and need to be encouraged, trained, and promoted by EFL teachers.

Al-Alwan, Asassfeh, and Al-Shboul (2013) investigated on the relationship between EFL learners' listening comprehension and awareness of metacognitive strategies: how are they related?. This study was conducted on a convenient sample of 386 (207 female and 179 male) 10^{th} graders from public schools in Amman, the capital city of Jordan. The participants, with an average age of 16-years old, were native speakers of Arabic who had been learning English for ten years. Their proficiency level, as reported by their teachers, is low intermediate. The collected data included using two instruments: (a) Metacognition Awareness Listening Questionnaire (MALQ) (Vandergrift, Goh, Mareschal, and Tafaghodtari, 2006) and (b) Listening Comprehension Test (LCT) developed by

the researchers for the purpose of this study. The result indicated there was significance the relationship between listening comprehension and metacognitive listening strategies awareness was answered using correlation.

Kazemian (2012) has done the research about the relationship among metacognitive listening strategies, foreign language anxiety and listening comprehension among Iranian EFL University students. The findings revealed that first; there was a significant negative relationship between metacognitive listening strategies (MLS) and foreign language classroom anxiety (FLCA). Second, there was a significant positive relationship between metacognitive listening strategies (MLS) and listening comprehension (LC); third, a significant negative relationship between foreign language classroom anxiety (FLCA), and listening comprehension (LC).

Chang (2012) conducted a research on investigating the relationships between Chinese University EFL learners' metacognitive listening strategies and their comprehension and incidental vocabulary acquisition from listening tasks. The participants were 172 Chinese university students who were put in four different listening conditions: a) listening one time, b) listening three times, c) schema-raising training before listening three times, and d) inferencing training before listening three times. The participants' listening comprehension was measured by their performance in the listening tasks. The listening text of each task included five words for incidental vocabulary acquisition study. The participants' metacognitive listening awareness was measured by means of Metacognitive Awareness Listening Questionnaire (MALQ) in five aspects as:

planning-evaluation, directed attention, person knowledge, mental translation, and problem solving. The results showed that the correlations were generally on the low side, and the relationship between reported use of metacognitive strategies, listening comprehension, and incidental vocabulary acquisition was most clearly evident in the three time listening group which received no training.

Jinhong (2011) also tried to find the relationship between metacognitive strategy use and their performance in a listening comprehension TEM-4 test of English majors at a Chinese college. The participants in this study are 100 sophomores majoring in English at a college in China. There are 30 were randomly chosen to take part in the questionnaire. Afterwards, the interview was conducted among some of the 30 participants. He found that there is a positive relationship between students' frequency of metacognitive strategy use and their performance in the listening comprehension test. However, there are 4 students whose frequency of metacognitive strategy use and scores in the listening comprehension test show a negative relationship.

In brief, the previous studies seemed having the similar variables and instruments, but they are different from the recent study that will be conducted both in education levels and participant to be used.

2.5. Hypotheses

Fraenkel, Wallen, and Hyun (2012, p. 83) add that a hypothesis is simply put, a prediction of the possible outcomes of the study. The hypotheses of this study are proposed in the forms of null and research hypotheses below:

1. H_o: There is no significant correlation between students' metacognitive strategies and their listening comprehension of the eleventh grade students of SMA Muhammadiyah 2 Palembang.

   H_a: There is a significant correlation between students' metacognitive strategies and their listening comprehension of the eleventh grade students of SMA Muhammadiyah 2 Palembang.

2. H_o: Metacognitive strategies do not significantly influence listening comprehension of the eleventh grade students of SMA Muhammadiyah 2 Palembang.

   H_a: Metacognitive strategies significantly influence listening comprehension of the eleventh grade students of SMA Muhammadiyah 2 Palembang.

2.6. Criteria for Testing Hypotheses

These hypotheses tested in order to know whether the correlation coefficient score is significant or not. In testing hypotheses, there are some criteria from Cohen, Manion and Morrison (2007 p. 519), Creswell (2012, p. 188-189) and Fraenkel, Wallen, and Hyun (2012, p. 228-232). Those are in the following:

1. If *p*-value is lower than 0.05, H_o is rejected and H_a is accepted. So, there will be a correlation between metacognitive strategies and listening comprehension.
2. If *p*-value is higher than 0.05, H_o is accepted and H_a is rejected. So, there will be no correlation between metacognitive strategies and listening comprehension.

CHAPTER III

METHOD AND PROCEDURE

In this chapter, the writer presents: (1) research design; (2) research variables; (3) operational definition; (4) population and sample; (5) data collection; (6) validity and reliability; and (7) data analysis.

3.1. Research Design

In this study, the researcher used a correlation research design. According to Fraenkel, Wallen, and Hyun (2012, p. 331), the correlation study mainly focuses on the possibility of relationships between only two or more variables investigated without any attempts to influence them. The researcher used correlation research design to find out the correlation between two variables, explain, and interpret the result that may appear. The procedures were; first, the students' metacognitive strategies were identified by using questionnaire. Second, TOEFL Junior listening test was used to find out the students' listening comprehension achievement. Third, the researcher found the correlation and influence between variables was analyzed through Statistical Package for Social and Science (SPSS) based on the results of the questionnaire and listening test. Last, explanation and interpretation of the results was discussed. The following is the research design:

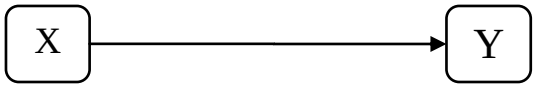


Figure Research Design

X : Students' metacognitive strategies

Y : Students' listening comprehension

3.2. Research Variables

Fraenkel, Wallen, and Hyun (2012, p. 80) assert that a common and useful way to think about variables is to classify them as *independent* or *dependent*. Independent variable is what the researcher chooses to study in order to assess their possible effect(s) on one or more other variables. The variable that the independent variable is presumed to affect is called a dependent variable. In commonsense terms, the dependent variable depends on what the independent variable does to it, how it affects it. It is possible to investigate more than one independent (and also more than one dependent) variable in a study. The independent variable in this study is metacognitive strategies and dependent variable in this study is listening comprehension.

3.3. Operational Definitions

To avoid the possibility of misinterpretation about some terms in this research especially those used in the title, the definitions are provided.

Correlation is a statistical measure to determine the tendency of two or more variables to vary consistently. In this research, there are two variables that will be correlated which are metacognitive strategies and listening comprehension.

Metacognitive strategies refers to methods used to help students understand the way they learn; in other words, it means that processes designed for students to 'think' about their 'thinking'. In this research, metacognitive awareness listening questionnaire (MALQ) by Vandergrift, Goh, Mareschal, & Tafaghodtari questionnaire developed was used to measure students' metacognitive strategies.

Listening comprehension refers to a complex cognitive process that allows a person to understand spoken language. In order to know listening comprehension of the eleventh grade students of SMA Muhammadiyah 2 Palembang, a listening comprehension test was administered to the students. To test the listening comprehension, TOEFL Junior Listening Section Test was chosen.

3.4. Population and Sample

3.4.1. Population

A population is a group of people, objects or items from which are taken for measurement in a research. Fraenkel, Wallen, and Hyun (2012, p. 91) state that population is the larger group to which one hope to apply the result. Furthermore, Creswell (2012, p. 142) adds that it is a group of individuals who have some common characteristic that the researcher can identify and study. The population of this study is eleventh grade students at SMA Muhammadiyah 2 Palembang, which consisted of four classes; XI IPA 1, XI IPA 2, XI IPS 1, XI IPS 2. The distribution of population of the research can be seen below.

Table 3

Distribution of the population

No	Class	Number of Students
1.	XI IPA 1	36
2.	XI IPA 2	20
2.	XI IPS 1	21
3.	XI IPS 2	20
Total		**97**

(Source: The school of administration of SMP Muhammadiyah 2 Palembang, 2016)

3.4.2. Sample

Sample is a finite part of a statistical population whose properties are study to gain information about the whole. Fraenkel, Wallen, and Hyun (2012, p. 91), explained that sample in a research study is a group on which information is obtained. Furthermore, Creswell (2012, p. 142) adds that it is the subgroup of the target population that the researcher plans to study for generalizing about the target population.

The sample of this study was taken by total population sampling technique. According to Etikan, Musa and Alkasim (2016, p. 3), total population sampling is a technique where the entire population that meet the criteria (e.g. specific skill set, experience, etc.) are included in the research being conducted. In addition, Alkasim et.al (2016, p. 3) also argue it is commonly used where the number of cases being investigated is relatively small.

In this study, the researcher took all of the eleventh grade students who have 97 students as the sample because the number of population is less than 100 students. It is support by Baker (2012) stated that if the population is less than 100, include them all (and strive to get an 80% response rate), if the population is bigger than 100 select a probability sample. It is also suitable with Fraenkel, et. al (2012, p. 102) the minimum acceptable sample size for correlational study is considered by most researchers to be no less than 30. The distribution of sample of the research can be seen below.

Table 4

Distribution of the sample

No	Class	Number of Students
1.	XI IPA 1	36
2.	XI IPA 2	20
3.	XI IPS 1	21
4.	XI IPS 2	20
Total		**97**

3.5. Data Collection

Techniques for collecting data are (1) distributing questionnaire, and (2) giving listening comprehension test. These techniques require a questionnaire and a listening test respectively.

3.5.1. Metacognitive Strategies Questionnaire

To know the students metacognitive strategies, the questionnaire was prepared for the students in order to investigate their adoption of metacognitive strategies when doing their listening comprehension tests. The researcher used metacognitive awareness listening questionnaire (MALQ) from Vandergrift, Goh, Mareschal, & Tafaghodtari, (2006, p. 462). The questionnaire has been translated into Bahasa Indonesia to help the students easy answer the statements. To know the translated is appropriate or not, the researcher asked expert judgment as validator to know the translated is true or false. The questionnaire consists of 21 statements consist of five factor related to metacognitive listening strategies awareness, each represented by a number of items (see table 5). Students were asked to respond to each item using a 6-point Likert scale. So, six choices are offered for each statement. The rating scale includes the following options; 6 indicating "strongly agree", 5 indicating "agree", 4 indicating " partly agree", 3 indicating " slightly disagree", 2 indicating "disagree" and 1 indicating "strongly disagree". Participants asked to choose the option that best represents their opinions. Time for answer the questionnaire is 15 minutes. The following is the table of students' metacognitive strategies classification in using metacognitive strategies.

Table 5

The Classification of Metacognitive Strategies

Factors	Item Number	Total Number
Planning and evaluation	1, 10, 14, 20, 21	5
Problem solving	5, 7, 9, 13, 17, 19	6
Mental translation	4, 11, 18	3
Person knowledge	3, 8, 15	3
Directed attention	2, 6, 12, 16	4
Total		**21**

Source: Vandergrift, Goh, Mareschal, & Tafaghodtari (2006, p. 462)

3.5.2. Listening Comprehension Test

In order to measure students listening comprehension, the researcher used listening test from TOEFL Junior intended for students ages 11 + for who English is a foreign language. TOEFL Junior Standard test is an objective and reliable measure of English communication skill. It was launched on October 2010 and has been administered in more than 50 countries including Indonesia. There are 42 multiple choice questions and the students was expected to answer the questions in about 40 minutes. TOEFL Junior test scores are determined by the number of questions a student has answered correctly. There is no penalty for wrong answers. In listening TOEFL Junior test consist of three sections namely; classroom instruction, short conversation, and academic listening. The following is the description of listening comprehension test.

Table 6

Listening comprehension test section

Listening sections	Number of questions
classroom instruction	1- 10
short conversation	11-25
academic listening	26-42

(Source: TOEFL Junior Hanbook, 2012)

3.6. Validity and Reliability

3.6.1. Questionnaire

3.6.1.1. Validity of Questionnaire

According to Fraenkel, Wallen, and Hyun (2012, p. 147), state that the term validity refers to the appropriateness, meaningfulness, correctness, and usefulness of the inferences a researches draws based on the data obtained through the use of an instrument. It means that validity test is used to measure whether the obtained data of an instrument is valid or not.

The validity of the instruments used in research is very important, for the conclusions that researchers draw are based on the information they obtain using the instruments. Fraenkel, et. al. (2012, p. 254) state that validity is the development of sound evidence to demonstrate that the test interpretation (of scores about the concept or construct that the test is assumed to measure).

In this research the researcher used ready-made metacognitive awareness listening questionnaire (MALQ) that is adapted fromVandergrift, Goh, Mareschal, and Tafaghodtari, (2006, p. 462) and that had been valid because it was field tested with a large sample of respondents (N = 966) in various countries, in

different learning contexts, and at different levels of language proficiency. Of the total number of respondents, 41% were male and 59% were female. The participants, from Canada (75%), Singapore (20%), and the Netherlands (5%), included university students (65%), high school students (11%), and federal government employees in full-time language instruction (24%). Their proficiency levels ranged from beginner (21%), beginner-intermediate (31%), intermediate (38%), to intermediate-advanced (10%); the languages studied included French (69%), English (22%), Spanish (7%), and German (2%). All respondents completed the questionnaire in English.

To validating the questionnaire, Vandergrift, et. al. (2006, p. 452) found a moderately significant correlation between listening comprehension ability and the overall MALQ scores of the 966 respondents. Not only was the relationship significant, but the regression analysis further verified a meaningful relationship between metacognition and listening comprehension success. They reported that 13% of the variance in listening performance could be explained by learners‟ metacognitive awareness. Rahimi and Abedi (2014, p. 1454) also have done tried out the MALQ with 371 high school students participated. From that evident above, the metacognitive awareness listening questionnaire (MALQ) is valid.

In addition, the researcher used construct validity to clarify the translation of the questionnaire. According to Fraenkel, et. al. (2012), construct validity refers to the nature of psychological construct or characteristic being measured by the instrument. After constructing the instruments related to some aspect measured, then it is consulted to achieve some expert judgment from at

least three validators to evaluate whether the components of the instrument are valid or not to be applied in research activities.

In this study, the researcher asked three validators to estimate questionnaire translation. The first validator was asked the researcher to clarify the direction, the second and third validators asked the researcher to revise some statements. Moreover, all of expert accuracy of the inferences or interpretations made from the test scores.

3.6.1.2. Reliability of Questionnaire

Reliability refers to the consistency of the scores obtained how consistent they are for each individual from one administration of an instrument to another and from one set of items to another (Fraenkel, Wallen, and Hyun, 2012, p. 154). To know the internal consistency reliability of the instruments, the researcher used Cronbach's Alpha technique in SPSS to find out the internal consistency reliability of the questionnaire. It is used to check reliability of scores, the coefficient should be at least 0.70, preferably higher (Fraenkel, Wallen, and Hyun, 2012, p. 157). Therefore, the questionnaire is reliable if the coefficient is 0.70 or higher.

In this study, the researcher used ready-made metacognitive awareness listening questionnaire (MALQ) that had been reliable from Vandergrift, Goh, Mareschaland Tafaghodtari. Vandergrift, Goh, Mareschal, and Tafaghodtari, (2006, p. 446) found that the internal consistency reliability score of MALQ (Cronbach's alpha were 0.75 for planning and evaluation, 0.68 for directed attention, 0.74 for person knowledge, 0.78 for mental translation, 0.74 for

problem solving). It is proven by many researcher, Tavakoli, Shahraki and Rezazadeh (2012, p. 28) found that the reliability score of MALQ is 0.81. Alwan, Asassfeh and Shboul (2013, p. 34) have done tried out MALQ with 386 students (207 female and 179 male) of tenth grade students and she found reliability score is 0.79. Yeganeh (2013, p. 1789) found that the reliability of these subparts is above 0.70 and the reliability coefficient of MALQ are estimated to be 87.5. Baleghizadeh and Rahimi (2011, p. 64) found that the Cronbach alpha reliability MALQ index turned out to be 0.82. Rahimi and Abedi (2014, p. 1457) also found that the reliability coefficient of MALQ in his study was estimated to be 0.86. The reliability coefficients of the subsections were found to be 0.77 (problem solving), 0.74 (planning and evaluation), 0.82 (mental translation), 0.80 (person knowledge) and (directed attention) is 0.82 respectively.

3.6.2. Listening Comprehension Test

3.6.2.1. Validity of Listening Comprehension Test

For listening test, the researcher used listening TOEFL Junior test from ETS (Educational Testing Service). TOEFL test is international instrument commonly used to measure the ability of English speakers or learners of English by institution like senior high school or university. TOEFL Junior standard test (2015, p. 2) mention TOEFL Junior Standard test is an objective and reliable measure of English communication skill. It was launched on October 2010 and has been administered in more than 50 countries including Indonesia.

3.6.2.2. Reliability of Listening Comprehension Test

For listening test, researcher used TOEFL Junior test that is international instrument that already reliable for the listening comprehension test. According to Handbook for TOEFL Junior standard test (2015, p. 2) the TOEFL Junior standard test is an objective and reliable measure of your English communication skills. The reliability coefficients of the four TOEFL Junior Standard scores, the reliability coefficients of the four *TOEFL Junior* Standard scores, in the group of all test takers, are estimated to be as follows *or* Standard Test Scores.

Table 7
Reliability Score

Reliability Estimates of the *TOEFL Junior* Standard Test Scores	
Listening Section	.87
Language Form & Meaning Section	.87
Reading Section	.89
Total	.95

Source: TOEFL Junior Handbook (2012, p. 29)

In listening TOEFL Junior test, the reliability score is .87. It means that the instrument is reliable.

3.7. Data Analysis

In analyzing the data, the researcher would be used SPSS (Statistical Package for the Social Sciences) 20.0 version to compute the descriptive data in order to analyze the data that would be obtained from questionnaire and test.

Moreover, the researcher would be used and described some techniques, as follows:

3.7.1. Analyzing of Questionnaire

The data from questionnaire would be analyzed to determine the students' metacognitive strategies. The total number of the statements are 21 items. Students were asked to mark the number with a tick (✓) on the six Likert-type scales (6 indicating "strongly agree", 5 indicating "agree", 4 indicating " partly agree", 3 indicating " slightly disagree", 2 indicating "disagree" and 1 indicating "strongly disagree") that best showed their level of agreement with the statements.

After distributing the questionnaire to the students. The questionnaire would be calculated based on the students answer. For the score, the highest score is 126 and the lowest score is 21. Then, for knowing the metacognitive strategies students level, the researcher would be compare with the median of score from the questionnaire.

To categories the highest and lowest metacognitive strategies students level, if students score same or higher than median the students have high metacognitive strategies and if the students score less than median means that the students have low metacognitive strategies. The results would be classified for analyzing the frequency and percentage.

3.7.2. Analysis of Listening Comprehension Test

The listening comprehension test was taken from TOEFL Junior test that consisted of 42 items. The time to answer the questions is 40 minutes. After

distributing the listening comprehension test, the result of students listening comprehension test would be calculated by using formula that usually used by the teacher in the school. The formula can be shown below:

$$Listening\ Comprehension = \frac{N\ correct\ answer}{N\ questions}\ x\ 100$$

The score of the listening comprehension can be seen below:

Table 8
Listening Score

Number of the Correct Answers	Score
42	100
41	98
40	95
39	93
38	90
37	88
36	86
35	83
34	81
33	79
32	76
31	74
30	71
29	69
28	67
27	64
26	62
25	60
24	57
23	55
22	52

21	50
20	48
19	45
18	43
17	40
16	38
15	36
14	33
13	31
12	29
11	26
10	24
9	21
8	19
7	17
6	14
5	12
4	10
3	7
2	5
1	2
0	0

Further, after knowing where is the students scaled – score, then, the score would be depicted in score descriptors. It is useful for knowing the students' strength and weaknesses in a particular listening comprehension skill area. The table below is the score descriptors:

Table 9
The Descriptor of Listening Comprehension

Interval	Category
86 – 100	Very Good
85 – 71	Good
70 – 56	Average
55 – 46	Poor
0 – 45	Very Poor

(*Source: Scoring System of SMA Muhamadiyah 2 Palembang)*

3.8. Data Description

3.8.1. Distribution of Frequency Data

In distribution of frequency data, the score from MALQ and listening comprehension test was analyzed, SPPS used to get the result of frequency data.

3.8.1.1. Descriptive Statistic

In descriptive statistic, number of sample, the score of maximal, the score of minimum, mean, standard deviation, and standard error of mean were obtained. Descriptive statistic has got from the MALQ score and listening comprehension test. Then, SPPS *Statistics Program Version 20* is used to get the result of analysis of descriptive statistic.

3.8.2. Pre-requisite Analysis

3.8.2.1. Normality Test

Normality test is used to see if the distribution all data were normal or not; the data are from questionnaire and test. The data can be classified into normal whenever the p-output is higher than 0.05. In analyzing the normality test, *Kolmogorov-Smornov* formula was applied.

3.8.2.2. Linearity Test

In measuring the data linearity, test for linearity was applied. It measured whether students' MALQ score and students' listening test data were linear or not. The data linearity is found whenever the p-output was higher than 0.05, and F-value was lower than F-table.

3.9. Hypotheses Testing

3.9.1. Correlation Analysis

In finding the correlation between metacognitive strategies and listening comprehension, Pearson Product Moment Coefficient was used. Then, the significance of the correlation coefficient was determined by comparing the data of the coefficient *r* data in the level of significance of five percent in the table of product moment (*r* table). The correlation coefficient could be significant if the *r* table in the level of significance of 5 percent showed less than *r* data. In addition, if the data got the positive *r* value, the correlation might be a significantly positive. Then, if the result got negative *r* value, there might be a significant negative correlation (See table 1).

3.7.4 Regression Analysis

If there would be a probability of correlation, it is used simple regression analysis to support correlation coefficient analysis. The simple regression analysis was applied to see the influence of students' metacognitive strategies to listening comprehension of the eleventh grade students at SMA Muhammadiyah 2 Palembang. In the correlation study, the analysis estimated a statistical process of the correlations between variables or between one or more predictor variables and the correlation variable. Then, the result of the analysis indicated the percentage of the predictor variable that contributed to the criterion scores. In addition to, all the statistically calculation above will be completed by SPSS (statistical Package for Social Science) computer program version 20.

CHAPTER IV

FINDINGS AND INTERPRETATIONS

In this chapter, the writer presents: (1) the findings of the study, (2) statistical analyses, and (3) the interpretations of the study.

4.1. The Findings of the Study

The findings of the study include (1) the result of students' metacognitive strategies and (2) the result of students' listening comprehension.

4.1.1. The Descriptive Statistics for Students' Metacognitive Strategies Use

The total active students in the eleventh grade students of SMA Muhammadiyah 2 Palembang were 97 students. The 94 students participated in this study, and the others were absent when conducting this study. The 21 of items Metacognitive Awareness Listening Questionnaire (MALQ) was used to examine students' metacognitive strategies use when they listen in English. MALQ consisted of five subcategories that were planning and evaluation, problem solving, mental translation, person knowledge, and directed attention. MALQ was rated by a six-point Likert scale, ranging from "strongly agree" to "strongly disagree included 6 indicating "strongly agree", 5 indicating "agree", 4 indicating " partly agree", 3 indicating " slightly disagree", 2 indicating "disagree" and 1 indicating "strongly disagree". Its range of possible scores is 21 to 126. After participants chose, the result would be analyzed by calculating the score of the students' metacognitive strategies questionnaire and divided into two categories "high metacognitive strategies use" and "low metacognitive strategies use". The

higher scores refer to the more frequent use of metacognitive strategies when listening EFL materials.

The descriptive statistical analysis of MALQ for the participants was shown in Table 10. The maximum score of participants' overall Metacognitive strategies use was 117. The minimum score was 64. The range of MALQ score in this study was 64 to 117. The mean of the MALQ score for participants' overall metacognitive strategies use was 91.65 and the standard deviation was 12.101.

As for the subcategories, the mean of planning and evaluation strategies score was 20.96 and the standard deviation was 4.253; the mean of problem solving strategies score was 26.90 and the standard deviation was 4.387; the mean score of mental translation strategies score was 12.88 and the standard deviation was 2.703; the mean score of person knowledge strategies score was 13.45 and the standard deviation was 2.399; and the mean score of directed attention strategies score was 17.54 and the standard deviation was 3.165;

Table 10
Descriptive Statistics of Overall Metacognitive Strategies Use and Its Subcategories

Descriptive Statistics

Scale	N	Number of Items	Possible Range	Range	Min	Max	Sum	Mean	Std. Deviation	Average Per Item
Planning & Evaluation	94	5	5-30	23	6	29	1970	20.96	4.253	4.19
Problem Solving	94	6	6-36	20	15	35	2529	26.90	4.387	4.48
Mental Translation	94	3	3-18	11	7	18	1211	12.88	2.703	4.29
Person Knowledge	94	3	3-18	10	8	18	1264	13.45	2.399	4.48
Directed Attention	94	4	4-24	14	10	24	1649	17.54	3.165	4.39

MALQ	94	21	21-126	53	64	117	8615	91.65	12.101	4.37
Valid N (listwise)	94									

The result of descriptive statistical analysis of MALQ for average per item among five subcategories indicated the most and the least frequently metacognitive strategies use by participants. In this study the highest level of metacognitive awareness is for “problem-solving” strategies (4.48) and “person knowledge” strategies (4.48) and the lowest level of awareness is for “planning and evaluation strategies (4.19).

Among the five main categories of metacognitive strategies in MALQ, the category of “problem solving” and “person knowledge” was the first most frequently used; and “directed attention” was the metacognitive strategy of second highest frequency. The third most categories included “Mental translation”. And the last category of “Planning-evaluation” was the metacognitive strategy of the least frequency.

Meanwhile to determine the high and low metacognitive strategies use, the median of the scoring scale was calculated and the median of the data obtained was 93. Those whose score are above or equal to the median were considered as highly metacognitive strategies, and those whose score lower below the median were put in the low group. The distribution of metacognitive strategies presents in percentage (%). There are 48 students included high MALQ level with percentage 51.06 % and 46 students included low MALQ level with percentage 48.94%. Table 11 shows the distribution of the metacognitive strategies scale score:

Table 11

Distribution of Metacognitive Strategies

MALQ Interval	MALQ Score	Mean	Frequency	Percentage
High	(≥ 93)	101, 06	48	51,06%
Low	(< 93)	82,00	46	48,94%
Total			94	100%

4.1.3. The Descriptive Statistics for Students' Listening Comprehension

The data were collected from the 94 students. The result of the listening comprehension was measured by giving the students listening test and one point for each number, the total number of questions were 42. The score was calculated by using the formula (see page 48). The lowest score is 0 and the highest score was 100. The result showed that the lowest score that students achieve was 14, and the highest score was 50. The mean of the listening scores for the participants is 28.21 and the standard deviation is 7.552. This mean score indicates that the level of listening comprehension of participants is very poor. The descriptive statistic analysis of listening for the participants is shown below.

Table 12

Descriptive Analysis of Listening Comprehension Achievement

Descriptive Statistics

	N	Minimum	Maximum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Listening Comprehension	94	14	50	28.21	.779	7.552
Valid N (listwise)	94					

The result score were divided into scoring classification. The findings showed that there are 91 students got very poor with percentage 96.81%, 3

students got poor with percentage 3.19% and no one got average, good and very good score classification. It concluded that, the results of students listening comprehension test is failed. The distribution of listening comprehension is presented in the following table:

Table 13
Distribution of Listening Comprehension

Interval	Students	Category	Percentage
86 – 100	_	Very Good	0%
71 – 85	_	Good	0%
56 – 70	_	Average	0%
46 – 55	3	Poor	3.19%
0 – 45	91	Very Poor	96.81%

4.2. Statistical Analyses

The statistical analyses include (1) the statistical analysis of normality test and linearity test of the metacognitive strategies and listening comprehension data; (2) the statistical analysis in examining the correlation between students' metacognitive strategies and listening comprehension; (3) The statistical analysis of regression analysis between metacognitive strategies and listening comprehension in all participants.

4.2.1. The Normality and Linearity Test of the Metacognitive Strategies and Listening Comprehension

Before analyzing all of the results statistically, it should be ensured that the data were normal, and linear. Kolmogorov-smirnov was employed to see the normality of the data, and linearity test was used to see if the data was linear. The

data were from students' metacognitive strategies questionnaire score and listening comprehension test score.

4.2.1.1. The Result of Normality Test

The data are interpreted normal if $p > 0.05$. If $p < 0.05$, it means the data are not normal. Kolmogorov-smirnov was used to see the normality. The results of normality test is shown in table below indicated that the data from each variable were all normal and appropriate for data analysis with coefficients 0.938 for metacognitive strategies and 0.102 for listening comprehension. The following table shows the result;

Table 14
Normality Test

One-Sample Kolmogorov-Smirnov Test

		Metacognitive Strategies	Listening Comprehension
N		94	94
Normal Parameters[a,b]	Mean	91.65	28.21
	Std. Deviation	12.101	7.552
Most Extreme Differences	Absolute	.055	.126
	Positive	.043	.126
	Negative	-.055	-.079
Kolmogorov-Smirnov Z		.534	1.220
Asymp. Sig. (2-tailed)		.938	.102

a. Test distribution is Normal.

b. Calculated from data.

The normal Q-Q plot of each variable is illustrated in the following figures:

Figure 1. Distribution of Metacognitive Strategies Data
Normal Q-Q Plot of Metacognitive Strategies

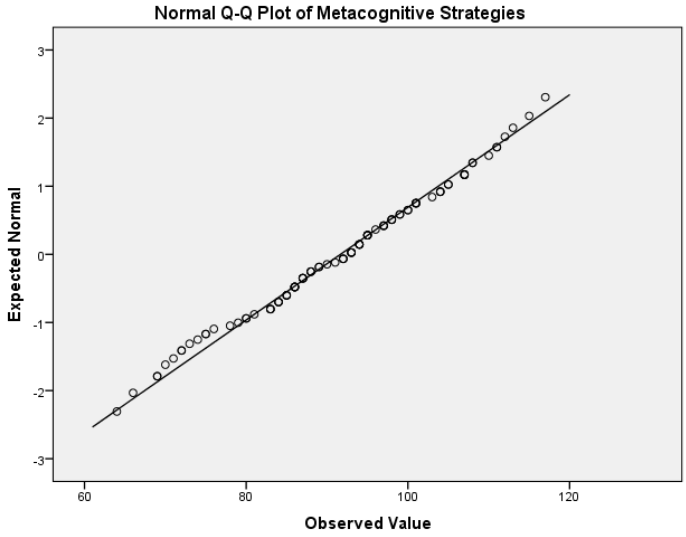
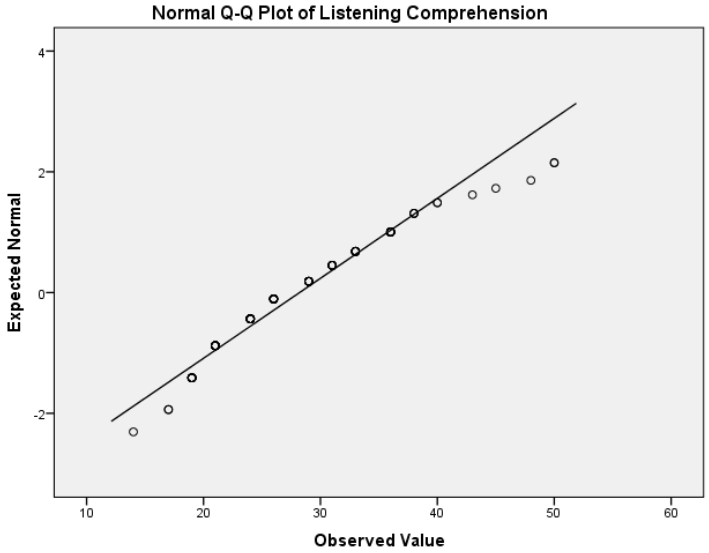


Figure 2. Distribution of Listening Comprehension Data
Normal Q-Q Plot of Listening Comprehension



The graphs above show that the distribution of the data forms an approximate straight line. Only little departure from straight line is found. Therefore, it could be concluded that all of data distribution was normal.

4.2.1.2. The Result of Linearity Test

In addition, linearity test were also conducted before doing correlation and regression analysis. In measuring the data linearity, test for linearity was applied. It measured whether students' metacognitive strategies questionnaire score and listening comprehension test score data were linear or not.

The result of linearity test between students' metacognitive strategies questionnaire result and their listening comprehension test showed that the F value 0.801 was lower than F-table (1.63) and the significant value (Sig.) levels of deviation from linearity score were 0.769 respectively which exceeded 0.05. The distribution showed that the significant value was higher than 0.05 and F-value was lower than F-table. Therefore, it could be concluded that the data were linear. The following table shows the result.

Table 15
Linearity Test

ANOVA Table

			Sum of Squares	Df	Mean Square	F	Sig.
Listening Comprehension * Metacognitive Strategies	Between Groups	(Combined)	2165.061	43	50.350	.802	.769
		Linearity	54.308	1	54.308	.865	.357
		Deviation from Linearity	2110.754	42	50.256	.801	.769
	Within Groups		3138.683	50	62.774		
	Total		5303.745	93			

4.2.2. The Statistical Analysis in Examining the Correlation between Students' Metacognitive Strategies and Listening Comprehension

The correlation between students' metacognitive strategies and their listening comprehension were computed through SPSS. The correlation between

variables was observed. Then, if a correlation was found, the regression analysis to see contribution of one variable to the other was done.

4.2.2.1. Correlation between Metacognitive Strategies and Listening Comprehension

This section answered the first research problem. By analyzing the result of descriptive statistics for the questionnaire and listening comprehension. Based on Pearson Product Moment Correlation Coefficient, the result indicated that there was no significant correlation between metacognitive strategies and listening comprehension. The correlation coefficient or the $r_{obtained}$ (0.101) was lower than r_{table} (0.202). Then the level of probability (*p)* significance (sig.2-tailed) was 0.332. Subsequently, *p* value (0.332) was higher than 0.05 which means that H_0 was accepted and H_1 was rejected. Briefly, there was no significant correlation between students' metacognitive strategies and listening comprehension of the eleventh grade students of SMA Muhammadiyah 2 Palembang. Then the result of the calculation can be seen in the table as follows:

Table 16
Correlation between Metacognitive Strategies and Listening Comprehension

Correlations

		Metacognitive Strategies	Listening Comprehension
Metacognitive Strategies	Pearson Correlation	1	.101
	Sig. (2-tailed)		.332
	N	94	94
Listening Comprehension	Pearson Correlation	.101	1
	Sig. (2-tailed)	.332	
	N	94	94

4.2.2.2. Influence between Metacognitive Strategies and Listening Comprehension

Given that there was no correlation between students' metacognitive strategies and their listening comprehension, the regression analysis could not be employed for these two variables.

4.3. Interpretation of the Study

In order to strengthen the value of this study the interpretations are made based on the result of data analyses. The result of the current study explained that, there was no significant correlation between metacognitive strategies and listening comprehension. Also, there was no significantly influence of metacognitive strategies on listening comprehension. The Correlation coefficient or r obtain (0.101) was lower than r-table (0.202). Then the level of probability (*p)* significance (sig.2-tailed) was 0.332. Subsequently, *p* value (0.332) was higher than 0.05 which means that H_0 was accepted and H_1 was rejected. There was no correlation indicated that metacognitive strategies score and listening comprehension score did not associate each other. These findings were inconsistent with previous findings of Baleghizadeh and Rahimi (2011), that is the correlation between metacognitive strategies and listening comprehension was positive and significant. It can cause, these studies have shown that students have metacognitive knowledge about listening process, and this knowledge is linked to listening ability. While performing on different listening tasks, students make use of an extensive variety of listening strategies to improve their performance and

have a better understanding of the task at hand. They are aware of the processes involved in comprehending the message.

Listening is an important part in determining the success of students in academic settings. From junior until university students, they need good listening comprehension skill to help them in teaching and learning process. According to Darweesh (2014, p. 1) states that for success in academic setting, both instructors and students should acknowledge the importance of listening comprehension. Especially for senior high school students, having good listening comprehension can help the students understand about the material and get so much new information. As a result, having good listening comprehension skill will improve student learning achievement.

In this research, it was focused on metacognitive strategies and listening comprehension. Based on the informal interview with the eleventh grade students of SMA Muhammadiyah 2 Palembang, it was found that most of the students said that listening is difficult for them because they did not know what the speaker says, they cannot comprehend the listening well, they often lose their concentration while they are listening to the speaker and they also cannot control the speed of listening delivery, it becomes a problem for them. In this research, the 94 students of 97 students from four classes participated and others were absent when conducting this research. First, the researcher distributed metacognitive strategies questionnaire to the students after they answered the questionnaire, the researcher distributed listening test to the sample to know the students ability in listening related to their metacognitive strategies.

Based on the findings, it was found that 48 students with 51,06% result had high metacognitive strategies use. It means the students believed about their ability that they could do task related to listening. It was supported by Selamat and Sidhu (2013, p. 421) revealed that students who frequently use metacognitive strategies when listening in English scored higher in the listening test. They attribute their success mainly to their own efforts. As the result, It can increase their efforts in the listening.

In relation to their listening comprehension, based on the finding, all of students with 96,81% result got in very poor level and 3,19 % result got in poor level. It means the students could not control a speaker's speech speed and lack of vocabulary. It caused them hard to analyze the words that the speaker said. It was relevant to the statement by Malkawi (2010, p. 773), that there are three listening problems that senior high school students usually face in listening comprehension. 1) speech speed; 2) limited knowledge of vocabulary and structure of sentences; 3) limited knowledge of topic in question. To improve students score, the teacher can improve their teaching listening skill or change their strategy when they are teaching. The teacher should practice with the students in listening in order to can make them usually listen about English to develop the students' achievement in listening comprehension.

Actually, strategies can also influence the students in listening because strategies is plan that is indented to achieve a particular purpose of planning something or carry out a plan in a skilful away. However, the result of this study can happen because not only strategies that used of students that influence the

students in listening, but also since it was not the most dominant factor affecting the students listening comprehension. Khalifah (2013, p. 21) states that there are some dominant factors that influence the students in listening included (1) concentration. It is an ability to direct all our effort and attention on one thing without thinking of other things; (2) Interest. It desires to learn or know about something; (3) Attention. It is looking at or thinking about something or somebody carefully; (4) Expectation, it is a strong belief about the way something should happen or how somebody should behave and; (5) Lack of knowledge. It is state of having enough of knowledge.

Based on the factors above, researcher states that all factors influence listening comprehension much, so before listening activity, students should pay attention to their interesting with listening, their quantity process of listening, their expectation, and their strategies before doing listening, attention and concentration while listening, and understand the message after listening. The most important are is the students should ignore their anxiety in listening.

The researcher also assumed that their background knowledge influence in listening. This reflected that the students not only had insufficient preparation for listening tasks, but also inadequate listening practice. It can cause the students to have low score in listening comprehension. As well, another factor that should not be neglected was the student position when doing the test, anxiety, and quality of the speaker sound when joining the test. In doing this research, position and speaker sound were not supportive, it caused students did not focus in doing the

test. As the result, students were not concentration in doing the test and got low score in listening comprehension.

Bingol, Celik, Yildiz, and Mart (2014, p. 4), supported on the idea that there are several problems which may appear during or before listening; (1) Quality of recorded material, the quality of sound system also affects understanding of listening; (2) Cultural differences, being unfamiliar of cultural knowledge of language plays a great role understanding the context; (3) Accent; (4) Unfamiliar vocabulary; (5) Length and speed of the listening, the level of students play a great role when listening long parts and keeping all the information in the mind. It is not easy for the lower level student to listen more than three minutes long listening then completing the desired activities. Another reason makes listening text difficult is the speed. If the speakers speak faster than normal listener may have difficulties to catch target words; (6) Physical conditions, sometimes inconvenience of classrooms affects students listening comprehension. In the large classrooms students who are sitting on the back rows may not hear the recording as students sit in front. Students who prefer to stay next to the windows also effect by the noise that come from outside. As a teacher we have to take into account all this conditions in a body. The size of the classroom also makes difficult for teacher to manage the all class in group activity or to get feedback from students. The temperature of class can be counted as a factor that makes listening comprehension difficult. The class that does not have air conditioner or heater may be too hot in summer or too cold in winter; (7) Lack of concentration, students' motivation is one of the crucial factors that affect listening

comprehension. It can be difficult for students maintaining the concentration in a foreign language learning classroom. In listening comprehension, even the smallest pause in attention may considerably spoil comprehension. When students find the topic of the listening text interesting, comprehending would be easier. For all that, students find listening very boring even if they are interested in the topic because it needs a huge amount of effort in order to not miss the meaning.

In addition, Hamouda (2013, p. 113) identifies numerous difficulties which can be found in listening tasks such as unfamiliar accents, pronunciation, fast speech rate, unknown vocabularies, lack of concentration, anxiety, and bad quality of recording. It indicates that listening comprehension skill could be difficult to learn especially for students.

The finding of this study was similar to Buchari (2011) that there was no significant correlation between metacognitive strategies and listening comprehension. She found there was no significant correlation between metacognitive strategies and listening comprehension with p-value (Sig. 0.169) > 0.05 and correlation coefficient is 0.180. She indicated that there was no significant correlation including the listening test, quality of the speaker sound, the student position when doing the test and also their background knowledge in listening.

In short, the total contribution of metacognitive strategies and listening comprehension showed no correlation and influence. It was possible to happen because metacognitive strategies was not only one factor than affected listening comprehension, quality of the speaker sound, the student position when doing the

test and their background knowledge in listening may affect listening comprehension and will influence the result that they got.

Lastly, although in this study metacognitive strategies does not have correlation in affecting students' listening comprehension use, the role of metacognitive strategies as psychological factor should not be ignored in academic setting. The students should be provided with better strategy instruction since it is believed that metacognitive strategies have very good influence on listening competence. It is hoped better listening comprehension can be achieved as it is known the process happened while the students do listening test, it means the teacher and students can do any effort to get improvement in listening comprehension.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter, the writer presents: (1) conclusions; and (2) suggestions based on the findings of the research.

5.1. Conclusions

Based on the findings and interpretations of the study, some conclusions are drawn:

There was no correlation between metacognitive strategies and listening comprehension. The finding showed that the null hypothesis (H_o) was accepted and the alternative hypothesis (Ha) was rejected.

Based on the finding, it can be concluded that the students' metacognitive strategies do not give dominant effect through listening comprehension. In this case, the other factors possibly give more dominant effect through it. It also means that the students with good understanding and using their metacognitive strategies not certify will have result in good comprehension in listening and the students with bad understanding and using their metacognitive strategies not certify will have result in bad comprehension in listening.

5.2. Suggestions

Based on the conclusions stated above, this study has some suggestions are offered for students, teachers, and researcher.

Firstly, for the teachers and the students, they do not have to pay much attention to the metacognitive strategies in teaching-learning listening since metacognitive strategies was not only one factor affecting listening comprehension. Therefore, teachers should give more encouragement to the students beside giving or transferring knowledge. Teacher should be more creative in giving a lesson and using various teaching method especially in teaching listening, so that the students can be more comfortable and more interested in learning English.

Then, students should practice listening English and make it as a habit. The most important one is they must have a big desire to learn listening English in order to help them easy to understand the material and increase their knowledge.

It is recommended that future researcher conduct similar study using more samples, and using random sampling technique in order to obtain better and more convincing result.

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APPENDICES

APPENDIX A

METACOGNITIVE STRATEGIES QUESTIONNAIRE

Name :

Class :

Time : 15 Minutes

Directions

1. For each of the statements below, Please read the statements below carefully and mark the number with a tick (✓) in the appropriate box from 1-6 according to your own experience.

   1 = Strongly disagree

   2 = Disagree

   3 = Slightly disagree

   4 = Partly agree

   5 = Agree

   6 = Strongly agree

No.	Statements	1	2	3	4	5	6
1.	Before I start to listen, I have a plan in my head for how I am going to listen.						
2.	I focus harder on the text when I have trouble understanding.						
3.	I find that listening is more difficult than reading, speaking, or writing in English.						
4.	I translate in my head as I listen.						
5.	I use the words I understand to guess the meaning of the words I don't understand.						
6.	When my mind wanders, I recover my concentration right away.						
7.	As I listen, I compare what I understand with what I know about the topic.						
8.	I feel that listening comprehension in						

	English is a challenge for me.						
9.	I use my experience and knowledge to help me understand.						
10.	Before listening, I think of similar texts that I may have listened to.						
11.	I translate key words as I listen.						
12.	I try to get back on track when I lose concentration.						
13.	As I listen, I quickly adjust my interpretation if I realize that it is not correct.						
14.	After listening, I think back to how I listened, and about what I might do differently next time.						
15.	I don't feel nervous when I listen to English.						
16.	When I have difficulty understanding what I hear, I give up and stop listening.						
17.	I use the general idea of the text to help me guess the meaning of the words that I don't understand.						
18.	I translate word by word, as I listen.						
19.	When I guess the meaning of a word, I think back to everything else that I have heard, to see if my guess makes sense.						
20.	As I listen, I periodically ask myself if I am satisfied with my level of comprehension.						
21.	I have a goal in mind as I listen.						

Source: Adapted from Vandergrift, Goh, Mareschal, & Tafaghodtari, (2006, p. 462)

APPENDIX B

ANGKET METACOGNITIVE STRATEGIES

Nama :

Kelas :

Waktu : 15 Menit

Petunjuk

1. Untuk setiap pernyataan yang ada di bawah ini, Bacalah pernyataan-pernyataan dibawah ini dengan teliti dan pilih dengan tanda centang (✓) di dalam kotak yang telah disediakan dari angka 1-6 sesuai dengan pengalaman anda sendiri.
   1 = Sangat tidak setuju
   2 = Tidak setuju
   3 = Sedikit setuju
   4 = Sebagian Setuju
   5 = Setuju
   6 = Sangat Setuju

No	Pernyataan	1	2	3	4	5	6
1.	Sebelum saya mulai mendengarkan, saya mempunyai rencana dalam pikiran saya tentang cara bagaimana saya akan mendengarkannya.						
2.	Saya berusaha untuk lebih fokus pada teks ketika saya sulit mengerti.						
3.	Saya merasa bahwa mendengar lebih sulit daripada membaca, berbicara, atau menulis dalam bahasa Inggris.						
4.	Saya menerjemahkan dalam pikiran saya saat saya mendengar.						
5.	Saya menggunakan kata-kata yang saya mengerti untuk menebak arti dari kata-						

	kata yang saya tidak mengerti.						
6.	Ketika pikiran saya kemana-mana, saya langsung konsentrasi kembali.						
7.	Saat saya mendengarkan, saya membandingkan apa yang saya mengerti dengan apa yang saya tahu tentang topik tersebut.						
8.	Saya merasa bahwa pemahaman mendengarkan dalam bahasa Inggris adalah sebuah tantangan bagi saya.						
9.	Saya menggunakan pengalaman dan pengetahuan saya untuk membantu saya memahami.						
10.	Sebelum mendengarkan, saya memikirkan teks yang mirip yang pernah saya dengar.						
11.	Saya menerjemahkan kata-kata kunci ketika saya sedang mendengar.						
12.	Saya mencoba untuk konsentrasi kembali ketika saya kehilangan konsentrasi.						
13.	Ketika mendengarkan, saya dengan cepat menyesuaikan interpretasi saya jika saya menyadari bahwa interpretasi saya salah.						
14.	Setelah mendengarkan, saya berpikir kembali bagaimana caranya saya mendengarkan, dan tentang apa yang mungkin saya lakukan di lain waktu						

	dengan cara yang berbeda.						
15.	Saya tidak merasa gugup ketika saya mendengarkan bahasa Inggris.						
16.	Ketika saya mengalami kesulitan memahami apa yang saya dengar, saya menyerah dan berhenti mendengarkan.						
17.	Saya menggunakan ide pokok dari teks untuk membantu saya menebak arti dari kata-kata yang saya tidak mengerti.						
18.	Saya menerjemahkan kata demi kata, ketika saya mendengarkan.						
19.	Ketika saya menebak arti dari sebuah kata, saya mengingat kembali ke segala sesuatu yang telah saya dengar, untuk melihat apakah tebakan saya masuk akal.						
20.	Ketika mendengar, saya kadangkala bertanya pada diri sendiri apakah saya puas dengan tingkat pemahaman saya.						
21.	Saya memiliki tujuan dalam pikiran saya ketika saya mendengarkan.						

Source: Adapted from Vandergrift, Goh, Mareschal, & Tafaghodtari, (2006, p. 462)

APPENDIX D

TOEFL JUNIOR TEST

PART 1 : Listening Comprehension Section
Time : 40 Minutes

Directions
In this section of the test, you will hear a teacher or other school staff member talking to students. Each talk is followed by one question. Choose the best answer to each question and mark the letter of the correct answer on your answer sheet. You will hear each talk only one time.

Here is an example: 
What does the teacher want the students to do?
(A) Help a new classmate
(B) Prepare for gym class
(C) Welcome a guest speaker
(D) Return books to the library
The correct answer is (A), "Help a new classmate."

Here is another example: 
What will the students probably do next?
(A) Sing a song
(B) Listen to some music
(C) Choose instruments to play
(D) Discuss the life of a musician
The correct answer is (B), "Listen to some music."

1. What did the principal like best about the band?
(A) The students wrote their own music
(B) The band played several kinds of music
(C) The band played during the whole festival.
(D) The students played many different instruments.

2. What will the class probably do next?
(A) Design a poster
(B) Color the leaves
(C) Eat lunch outside
(D) Collect fallen leaves

3. What is the purpose of the talk?
(A) To tell the students when they can begin working on their projects
(B) To request the students work with each other in pairs
(C) To specify the types of materials the students will use
(D) To inform the students they will need time to clean up

4. What is the teacher explaining?
(A) Why the city is located where it is
(B) How travel to the city has changed over time
(C) How the first tunnels in the city were built
(D) Why the river is important to the city's history

5. What does the teacher tell the students to do?
(A) Bring in some gardening tools
(B) Wear old clothes to school
(C) Look outside for seeds to plant
(D) Clean the dirt off their clothes

6. What is probably true about the dance?
(A) It is a very popular event.
(B) It is not usually held on a Friday.
(C) It will take place in the cafeteria.
(D) It is the first dance of the school year.

7. What does the teacher ask?
(A) For someone to turn on the lights
(B) For someone to close the curtains
(C) For someone to move the television
(D) For someone to turn on the television

8. What will the students probably do next?
(A) Read a book
(B) Write an essay
(C) Watch a video
(D) Form discussion groups

9. What is the purpose of the talk?
(A) To help students understand the characters they are reading about
(B) To advise students on ways they can improve their writing
(C) To praise the students who wrote the best stories in class
(D) To describe the lives of some famous writers

10. What point does the speaker make about the alphabet in ancient Norway?
(A) It had very few letters.
(B) It was quite difficult to learn.
(C) It spread to other parts of the world.
(D) It was similar to the Chinese writing system.

11. Where is the conversation probably taking place?
(A) Near the entrance to the city library
(B) At a table in the cafeteria
(C) On a sidewalk at school
(D) Inside the art building

12. What did the boy lose?
(A) A watch
(B) A book bag
(C) A library book
(D) His homework assignment

13. According to the conversation, what has not been decided yet?
(A) Who is going to study for the test
(B) Where a group is going to meet to study
(C) What topic the girl will choose for her art project
(D) When the boy will go to the cafeteria

14. What are the speakers happy to see when they enter the cafeteria?
(A) That their friends are there
(B) That their favorite foods are being served today

(C) That there are few people in the line
(D) That the cafeteria will stay open longer than usual

15. What do the speakers say about the drinks in the cafeteria?
(A) They are expensive.
(B) There are not any hot ones.
(C) There are many kinds to choose from.
(D) The types available change every day.

16. What does the boy suggest the girl do?
(A) Try something new
(B) Ask if there is any soup
(C) Read the menu carefully
(D) Order the same meal that he orders

17. What will the boy NOT order for lunch?
(A) Juice
(B) Soup
(C) Salad
(D) Dessert

18. What is the girl on her way to do?
(A) Attend a meeting
(B) Pick up a schedule
(C) Return a library book
(D) Watch a performance

19. What does the girl say about her experience with dancing?
(A) She has tried only one style of dancing.
(B) She has been dancing for a long time.
(C) She sometimes teaches children how to dance.
(D) She has never danced in front of an audience.

20. What happened because of a rainstorm?
(A) A walkway had to be closed.
(B) A building's roof was damaged.
(C) A basketball game was canceled.
(D) An assembly had to be rescheduled.

21. What does the boy say he needs to do?
(A) Meet a teammate
(B) Go to a music class
(C) Return a basketball to a teacher
(D) Make a phone call in the main office

22. What does the boy ask the girl to do?
(A) Join a team
(B) Help him study
(C) Eat lunch with him
(D) Lend him a textbook

23. What subject is the girl interested in?
(A) Math
(B) History
(C) Science
(D) Geography

24. What does the boy offer to give the girl?
(A) A library card
(B) The title of a book

(C) A list of questions
(D) The names of students

25. Where will the event be held this year?
(A) In the gym
(B) In the library
(C) In the cafeteria
(D) In the science room

26. What is the main topic of the talk?
(A) Unusual foods served in castles
(B) The training of cooks in castles
(C) The earliest known castle kitchen
(D) The workings of a castle's kitchen

27. What was important about the location of a castle's kitchen?
(A) It was connected to the great hall.
(B) It was below the chef's living area.
(C) It allowed food to be served hot.
(D) It protected castle residents from fires.

28. What does the teacher say about vegetables?
(A) They were expensive.
(B) They were grown in the castle's garden.
(C) They were bought from nearby villages.
(D) They were kept frozen in winter.

29. According to the teacher, what was the chef's main responsibility?
(A) Managing the kitchen workers
(B) Buying the ingredients for meals
(C) Baking bread for everyone in the castle
(D) Presenting the food to the king and queen

30. What are the speakers mainly talking about?
(A) A new road in their town
(B) A new way to build roads
(C) The early history of roads
(D) The cost of building roads

31. Why does the woman talk about animals?
(A) To explain how the first roads were created
(B) To point out that long ago most people did not travel much
(C) To describe an event that happened on a road nearby
(D) To suggest that traveling on country roads can be dangerous

32. Why did people in England build ridge ways?
(A) To connect small towns to major cities
(B) To allow cars to drive around small towns
(C) To create roads that water would not wash away
(D) To create a separate road for transporting animals

33. What does the woman say about roads in ancient Greece?
(A) They were constructed on all of Greece's islands.
(B) They were not as good as roads built by the Romans.
(C) They often washed away in the rain.
(D) They connected Greece to the Roman Empire

34. What is the speaker mainly talking about?

(A) An unusual part of the Atlantic Ocean
(B) A kind of seaweed that is eaten by most fish
(C) The discovery of an uncommon type of seaweed
(D) A kind of sea animal that lives only in the Atlantic Ocean

35. According to the speaker, what do certain currents in the Atlantic Ocean do?
(A) They cause the Sargasso Sea to become smaller and smaller over time.
(B) They keep the water in the middle of the Sargasso Sea from moving much.
(C) They make fish from the Sargasso Sea drift to other places.
(D) They prevent seaweed in the Sargasso Sea from being eaten by sea creatures.

36. What is the speaker explaining when he mentions sailing ships?
(A) How the Sargasso Sea was discovered
(B) How seaweed got into the Sargasso Sea
(C) How unusual the water in the Sargasso Sea looks
(D) How little wind there is in the Sargasso Sea

37. What is Sargassum?
(A) A species of fish
(B) A kind of seaweed
(C) A fast-moving current
(D) A slow-moving sailing ship

38. According to the speaker, what is surprising about some animal species that live in the Sargasso Sea?
(A) They have short life spans.
(B) They are larger than expected.
(C) They are usually found closer to land.
(D) They are not native to the Atlantic Ocean.

39. What is the main topic of the talk?
(A) The eating habits of large sea animals
(B) An animal with an unusual physical feature
(C) An animal with a very long life
(D) Mythical creatures of Europe

40. Why does the teacher mention unicorns?
(A) To explain why people thought narwhals were also mythical
(B) To discuss why it is so difficult to find narwhals
(C) To tell the class what they will learn about next week
(D) To describe what a narwhal's tooth looks like

41. Why did people in Europe hundreds of years ago think the narwhal was special?
(A) They thought they could use its tooth to make medicine.
(B) They thought it brought good luck.
(C) They thought it was a type of mermaid.
(D) They thought it was a highly intelligent animal.

42. Why does the teacher mention peacocks?
(A) To demonstrate how valuable narwhals are
(B) To describe the different colors of male narwhals
(C) To help explain the purpose of the male narwhal's tooth
(D) To talk about a popular animal in medieval Europe

APPENDIX E

LISTENING COMPREHENSION SCRIPT

1. ***(Narrator):*** Listen to a school principal talking to a group of students.
(Woman): I was very pleased by your band's performance at the holiday festival. I don't often see students playing their own music. Student bands usually play something traditional, but you actually composed something original. That's really impressive!
(Narrator): What did the principal like best about the band?

Answer Choices:
(A) The students wrote their own music.
(B) The band played several kinds of music.
(C) The band played during the whole festival.
(D) The students played many different instruments.

2. ***(Narrator):*** Listen to a science teacher talking to her students.
(Woman): First, we are going to collect some leaves that have fallen from the trees. Then, we will compare the colors of those leaves. After that, we will use the leaves to make a poster about what happens to trees during autumn. OK, now put on your jackets and let's head outside.
(Narrator): What will the class probably do next?
Answer Choices:
(A) Design a poster
(B) Color the leaves
(C) Eat lunch outside
(D) Collect fallen leaves

3. ***(Narrator):*** Listen to an art teacher talking to a class.
(Man): Today we're going to begin our lesson on sculptures. Because we are going to work with clay and it can get pretty messy, I'm going

to stop you all about ten minutes before class ends. Then you can start cleaning up your work stations and put away your supplies.
(Narrator): What is the purpose of the talk?

Answer Choices:
(A) To tell the students when they can begin working on their projects
(B) To request the students work with each other in pairs
(C) To specify the types of materials the students will use
(D) To inform the students they will need time to clean up

4. ***(Narrator):*** Listen to a teacher talking to a history class.
(Woman): When we take our class trip into the city this week, we'll be driving through a tunnel that will take us under a river. It's so easy to take a train or a car into the city today by using one of the tunnels that we don't think much about the fact that we're crossing a river. But in the city's early days, the only way to get to the city was by boat. I want you to keep this in mind as we learn more about the city's history.

(Narrator): What is the teacher explaining?

Answer Choices:
(A) Why the city is located where it is
(B) How travel to the city has changed over time
(C) How the first tunnels in the city were built
(D) Why the river is important to the city's history

5. ***(Narrator):*** Listen to a teacher talking to his class.
(Man): As you know, tomorrow we'll be planting trees in the park. A few dozen saplings will be provided, and you'll be given gardening tools to dig holes for the trees. One important thing to remember—gardening involves working with dirt, so don't come to school in nice clothes. Make sure to dress in something old—something you wouldn't mind getting dirty.
(Narrator): What does the teacher tell the students to do?

Answer Choices:
(A) Bring in some gardening tools
(B) Wear old clothes to school
(C) Look outside for seeds to plant
(D) Clean the dirt off their clothes

6. ***(Narrator):*** Listen to a school principal speaking over the intercom.
(Man): Next Friday is the annual school dance. Tickets go on sale starting today in the school cafeteria during lunch. They will be on sale all week. Make sure you buy a ticket in advance, as we won't be selling them at the door the night of the dance. We only have 150 tickets to sell, and they usually sell out before the day of the dance. You don't want to miss this special event!
(Narrator): What is probably true about the dance?

Answer Choices:
(A) It is a very popular event.
(B) It is not usually held on a Friday.
(C) It will take place in the cafeteria.
(D) It is the first dance of the school year.

7. ***(Narrator):*** Listen to a geography teacher talking in a classroom.
(Man): Now we're going to watch a documentary program about one of the countries we've been discussing in class. But I'm afraid it's a little too bright in here. Could someone please draw the curtains while I turn on the TV? Then there won't be any glare on the screen and everyone will able to see just fine.
(Narrator): What does the teacher ask?

Answer Choices:
(A) For someone to turn on the lights
(B) For someone to close the curtains
(C) For someone to move the television
(D) For someone to turn on the television

8. ***(Narrator):*** Listen to a history teacher speaking to his class.
(Man): In order to understand a little more about the life of United States President Abraham Lincoln, we are going to watch a short video. I want you to take notes during the video and think about what we have learned so far. Afterward, we will have a discussion about Lincoln's life.
(Narrator): What will the students probably do next?

Answer Choices:
(A) Read a book
(B) Write an essay
(C) Watch a video
(D) Form discussion groups

9. ***(Narrator):*** Listen to an English teacher speaking to her class.
(Woman): Before we start writing our stories, I want to show some ways you can make your characters more believable. You can try to give them real-life details. One thing you might want to do is base your characters on people you know in real life. This is something that even many famous writers do.
(Narrator): What is the purpose of the talk?

Answer Choices:
(A) To help students understand the characters they are reading about
(B) To advise students on ways they can improve their writing
(C) To praise the students who wrote the best stories in class
(D) To describe the lives of some famous writers

10. ***(Narrator):*** Listen to a teacher talking in a history class.
(Man): Throughout history, people all around the world have invented many different writing systems. One interesting alphabet is the so-called futhark [FOO-thahrk (unvoiced "th")], which was used in Norway a thousand years ago. Futhark is an exceptional system, because it is the shortest known alphabet in the world. It only had 16 letters. While some writing systems, like Chinese, can have many thousands of symbols, futhark made do with just 16 characters.
(Narrator): What point does the speaker make about the alphabet in ancient Norway?

Answer Choices:
(A) It had very few letters.
(B) It was quite difficult to learn.
(C) It spread to other parts of the world.
(D) It was similar to the Chinese writing system.

(Questions 11–13)
(Narrator): Listen to a conversation between two students at school.
(Girl): Hi, Tommy. Are you on your way to the cafeteria?

(Boy): [answering, but distracted as he is looking for something] No—I was on way to the library to return a book, but now I'm looking for my watch. It must've fallen off somewhere here in the grass. It was a gift from my father, so I really want to find it.
(Girl): Hmm ... I'd like to help you look for it, but I'm heading to the art building—I made an appointment with my art teacher to talk about a homework assignment, and I don't want to keep him waiting.
(Boy): That's OK. The watch has got to be here somewhere. ... Oh, there it is. Hey, by the way, do you want to study for tomorrow's history test with me and some other people from our class after school? We haven't decided where we're going to meet yet—probably at the city library.
(Girl): That sounds like a good idea. I'd like to join you.
(Boy): I'm having lunch with the others, so we'll know where we're meeting by the time I see you in science class.
(Girl): All right. I'll see you then.

(Narrator): Now answer the questions.

Question & Answer Choices:

(Questions 14–17)

(Narrator): Listen to a conversation between two friends in a school cafeteria.

(Girl): Look—the cafeteria is almost empty! We won't have to wait in line too long.
(Boy): Good idea. Let's get something now before it gets too crowded.
(Girl): Hmm. I think I'll have one of the salads today and something to drink. But I can't make up my mind which
drink to choose! It's hard to pick something when there so many different kinds to choose from.
(Boy): It's better to have too many choices than not enough! Why don't you have something you've never tried before. Maybe you can discover something new that you like!
(Girl): That's a really good idea. And what about you? Are you going to have a salad too?
(Boy): I think so. And maybe a bottle of juice ... and a cup of that soup, too. It looks really good! But I'll definitely pass on the dessert items. I've been eating way too many sweet things lately!
(Narrator): Now answer the questions.

Questions and Answer Choices:

(Questions 18–21)

(Narrator): Listen to a conversation between two students at school.

(Girl): Excuse me, is this the way to the gym?
(Boy): Uh ... yes it is. Are you a new student here?
(Girl): Yes. [upspeak] I'm trying to find the meeting about the dance team? I heard that the school is starting one up. I wanted to find out more about it.
(Boy): Do you dance?
(Girl): Uh-huh. I've been taking lessons since I was little—traditional dance, ballet, jazz....
(Boy): Wow—then you must be pretty good. Anyway, I heard about that new dance team. I think they're going to be performing at school assemblies and stuff like that. Well, the gym's that way. But I just came from there, and I heard someone saying that the dance team was meeting in the music room.
(Girl): Are you sure? Because the notice I saw said the gymnasium.

(Boy): Well, remember that big storm we had a couple of days ago? And all that rain?
(Girl): Yes ....
(Boy): Well, some water got into the gym through the roof, so they're doing some work in there—you know, fixing the roof. Do you know where the music room is … near the library?
(Girl): Yes. I had my first music class today, actually.
(Boy): Oh good. [Turning attention to other matters] Now I just have to find Mr. Harris, my gym teacher.
(Girl): Oh, I wish I could help you.
(Boy): That's OK. I just have to return a basketball I borrowed. But I think I'll just leave it for
him at the main office. Good luck with the dancing!
(Girl): Thanks!
(Narrator): Now answer the questions.

Questions and Answer Choices:

(Questions 22–25)
(Narrator): Listen to a conversation between two friends from school.

(Boy): Maria, would you like to be on my team in next week's trivia quiz?
(Girl): Trivia quiz? I've heard about it, but I don't know exactly what it is.
(Boy): It's a general-knowledge contest. All of the teams are given a set of questions to answer—questions on all kinds of topics—and the team that gets the most correct answers wins.
(Girl): Sure, I guess I could play. But why do you want me on your team?
(Boy): Well, our team already has students who are interested in biology, history, and math. But we're not too good at geography. A lot of questions are about various countries, continents, and things like that. We need someone strong in geography—like you!
(Girl): Well, geography is my favorite subject. You can count me in! ... Should I study for this?
(Boy): Hmm … It's hard to study for this kind of competition. But if you want, I have examples of questions that were asked in the quizzes in the past. A list like that would give you a general idea of what to expect.
(Girl): That would be great. So will it be held in the library?
(Boy): Not this time. Now we'll be in the gym. A lot more teams are signing up to play this time, so they had to move it to a place with more space. Even the cafeteria wasn't big enough.
(Girl): Wow—the gym is pretty big.
(Boy): Well, that just shows you how popular the trivia quiz has become!

(Narrator): Now answer the questions.
Questions and Answer Choices:

(Questions 26–29)
(Narrator): Listen to a teacher talking in a history class.

(Man): When people think of life in Europe hundreds of years ago, they often think of castles built of stone, with huge towers. Castles were the homes of kings and queens and other powerful people. Hundreds of relatives, soldiers, and workers also lived there.

The kitchen was a very important place in a castle. It was busy all day and every day. A castle's kitchen was usually located a good distance away from other castle rooms and buildings, especially the great hall, a large room where people gathered for meals and other activities. This was because of the danger of fires. The kitchen staff needed to use fire for cooking, but sometimes kitchen fires accidentally grew out of control and could spread to other parts of the castle. That's why the kitchen was usually far away.

Each kitchen also had a garden where vegetables were grown. Back then, food could not be frozen or kept in refrigerators like today. Some vegetables could be stored underground, but not for long, so most vegetables were picked fresh from the castle garden as they were needed. But, of course, a king's dinner consisted of many other ingredients like bread, meat, and fish. To prepare a full meal, many

cooks were needed. The castle kitchen employed a whole team of people, some of whom made bread, and others who prepared desserts or cooked meat dishes. The chef was like a head manager who was responsible for making sure that the team of assistants did their job right. Although chefs would also be involved in the cooking of some parts of the meal, their main task was to supervise the whole team.

(Narrator): Now answer the questions.
Questions and Answer Choices:

***(Questions* 30–33)**
(Narrator): Now you will hear part of a radio program.

(Man): Hello, listeners. Today I'll be speaking with Ms. Amanda Jones, the town director of road transportation. Thank you for joining us.
(Woman): It's my pleasure.
(Man): Ms. Jones, it seems like there are always new roads to build or old ones to fix. Let's start with new roads. How do you decide where to put in a new road?
(Woman): Well, that's an interesting question. One way to think about it is to go back in history. You know, people didn't build the first roads. Animals did. These roads were really just tracks—just paths—that animals made in the dirt as they walked to find food or water. Then people started to use them. In fact, some of the roads we drive on today were at one time paths made by wild animals.
(Man): But we humans began making roads for ourselves at some point, right?
(Woman): Yes, of course. We made them when we needed them ... which happened when we started to settle in communities, and we wanted to trade with people in other communities. Even then, the roads were pretty simple. Let me ask a question: Why would we need anything more, like paved roads?
(Man): Well, I suppose when we wanted to carry things ... when we built vehicles, like carts and wagons.
(Woman): Exactly! And that's when you start to see better roads, roads made with logs or, better yet, stone or brick. And roads made with good drainage—a good road has to have a place for water to go. Rainwater can really damage a road, or even wash it away. In England, thousands of years ago, people made roads on ridges—along the cliffs and hills beside streams and rivers. Why? Because it's drier there. "Ridge ways," they called them. Some ridge ways still exist in England—they're still used today for walking and hiking.
Now road building really started to increase when nations began to grow. In ancient India, rulers created big road networks—it helped them to control a lot of land from central cities. And the Romans became excellent road builders. After all, they had a huge empire to connect together. But the roads in ancient Greece were not as good as those of the Romans. They didn't put as much effort into road building. Why? Because Greece is full of islands, and they traveled more by boat.

(Narrator): Now answer the questions.
Questions and Answer Choices:

***(Questions* 34–38)**

(Narrator): Now you will hear a speaker talking to a class on a trip to a marine aquarium.

(Man): Hello, everyone. Thank you for visiting the aquarium today. I hope you've enjoyed seeing the thousands of fish we have here, as well as the other sea animals. During the next hour we're going to show you some more sea creatures. They all come from a body of water called the Sargasso [sahr-GAS-so] Sea.

The Sargasso Sea is actually part of the Atlantic Ocean. What I mean is—it isn't a separate body of water; it's more like a sea within an ocean. It's located off the southern half of North America, and it is very large—it covers millions of kilometers. Now, a couple of things make it distinctive. First, and probably most important, the waters there are very calm—calm and warm. There's also very little wind there. Surrounding the Sargasso Sea are water currents in the Atlantic that move in a circular motion, counterclockwise. This water swirls around the Sargasso Sea. Because of the way these currents move, the water in the middle of the Sargasso Sea doesn't move much at all.

Because of the still waters and the lack of wind, sailing ships crossing the Atlantic travel much more slowly when they get to the Sargasso Sea. Without wind, sailboats can get stuck there for long periods. Something else that's unusual about the Sargasso Sea is the seaweed floating on its surface. Large amounts of a kind of seaweed called sargassum float on top of the water there. And because of the currents, the seaweed stays in the Sargasso Sea—it's kind of held in place by the rotating currents.

Now this seaweed is what interests us most here at the aquarium, because it supports all kinds of sea life, like shrimp, crabs, and fish. Sargassum creates an ecosystem for them to live in. What makes this ecosystem quite remarkable is that the creatures there are ones you'd expect to find much closer to shore, much closer to land, not out in the middle of the Atlantic Ocean. Most likely, sargassum probably did not exist in the Sargasso originally. Rather, the seaweed and some of the ecosystem it supported drifted out into the Sargasso Sea long ago and became trapped there by the there, it simply spread all over the Sargasso Sea.

(Narrator): Now answer the questions.

Questions and Answer Choices:

***Questions (*39–42)**

(Narrator): Listen to part of a discussion in a science class.

(Man): Since you all seemed to like our discussion last week, I thought we'd continue talking about unusual animals. Have any of you ever heard of an animal called the narwhal?

(Girl): No, but "whal" sounds kind of like "whale." Is a narwhal a kind of whale?

(Man): In fact it is! The narwhal is a species of whale that lives in the cold waters of the Arctic Ocean. Now, both male and female narwhals have teeth—but the male's teeth look very strange. This is because the male narwhal has one long, straight tooth. How long? It's about 7-10 feet long—that's longer than the height of the tallest person in the world! Since this one tooth is so long and pointy, a lot of people say it looks like the horn of a unicorn. In fact, sailors in the old days used to call the narwhal the unicorn of the sea. Some people even thought that it had magical powers!

(Boy): Why did they think it was magical? Because of the big tooth?
(Man): Precisely. Hundreds of years ago in the middle Ages, Europeans thought that unicorn horns could cure people who were sick. Because the narwhal's tooth looks like a unicorn's horn, some people thought it could be used to cure sick people. As a result, narwhal teeth were considered quite valuable, and they were sold by merchants for a lot of money.
(Girl): So why do narwhals have this long tooth? Do they use it to protect themselves?
(Man): Well, we're not sure. But a lot of scientists agree that male narwhals probably use it to attract female mates—the way a male peacock uses his beautiful feathers to attract a mate. The female narwhal will choose the male with the longest tooth, the same way that the female peacock chooses the male with the most beautiful feathers.
(Narrator): Now answer the questions.
Questions & Answer Choices:

APPENDIX F

ANSWER KEY

1. A	7. B	13. B	19. B
2. D	8. C	14. C	20. B
3. D	9. B	15. C	21. C
4. B	10. A	16. A	22. A
5. B	11. C	17. D	23. D
6. A	12. A	18. A	24. C

25. A	31. A	37. B
26. D	32. C	38. C
27. D	33. B	39. B
28. B	34. A	40. D
29. A	35. B	41. A
30. C	36. D	42. C

APPENDIX G **DATA TABULATION OF METACOGNITIVE STRATEGIES QUESTIONNAIRE**

NO	N	Metacognitive Strategies Questionnaire Item Number																					Total Score
	NISN	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
1	8845	5	5	2	5	5	5	5	5	2	6	2	5	5	5	5	5	5	2	5	5	5	94
2	9054	4	3	3	5	6	4	2	3	5	4	4	3	6	4	3	4	3	5	6	3	4	84
3	8873	6	4	6	5	5	5	5	5	5	4	6	5	6	5	6	3	4	6	6	6	5	108
4	8874	4	6	2	5	5	2	3	6	5	3	6	5	4	4	5	3	5	5	4	5	5	92
5	8847	5	5	3	6	6	3	4	5	6	3	6	5	4	5	5	3	5	5	5	4	5	98
6	8919	6	5	6	6	6	2	6	6	5	1	6	2	3	1	6	3	6	4	5	3	4	92
7	8875	5	5	3	5	4	5	5	2	4	2	4	5	5	4	5	3	5	3	2	4	4	84
8	8848	5	6	3	5	6	5	5	2	5	4	5	6	4	4	3	3	4	5	6	4	3	93
9	8849	5	6	2	6	5	4	5	6	5	4	4	5	5	5	5	3	4	5	5	4	6	99
10	8880	2	3	6	5	5	4	5	5	5	2	2	4	5	2	5	3	3	2	4	5	6	83
11	8850	5	5	3	3	5	4	4	4	5	3	3	6	3	4	3	3	5	4	4	3	5	84
12	8851	6	2	6	6	5	6	3	3	6	5	6	6	6	4	6	3	5	6	6	6	6	108
13	8881	4	5	3	4	3	5	4	4	3	3	6	5	5	5	5	3	3	4	4	5	4	87
14	8882	4	5	3	3	4	4	5	5	5	2	2	4	3	3	4	3	3	2	4	5	6	79
15	8942	5	5	6	5	6	5	6	3	6	5	6	5	5	3	5	3	6	5	4	6	6	106
16	8857	5	6	6	5	5	4	5	5	5	5	5	5	4	5	5	3	4	5	5	4	5	101
17	8858	3	5	5	5	2	2	5	5	5	2	2	2	5	2	5	3	5	5	5	5	5	83
18	8884	4	5	2	3	6	2	2	6	5	2	5	5	6	2	5	3	6	4	4	6	6	89
19	8861	3	5	5	3	4	2	4	3	2	4	4	5	4	3	3	3	3	3	5	4	5	77
20	8863	3	2	3	4	5	3	4	4	5	3	4	3	3	3	3	3	4	4	4	3	3	73
21	8864	5	6	3	6	5	2	6	6	6	5	5	5	6	5	6	3	6	5	6	6	6	109
22	8887	4	5	5	5	6	4	5	6	5	3	5	4	3	5	3	3	5	4	3	4	5	92
23	8865	5	5	3	5	5	4	5	5	5	5	4	4	5	5	3	3	5	4	5	5	5	95
24	8890	5	5	5	5	3	5	5	5	2	6	5	6	1	3	6	3	6	5	6	2	6	95
25	8866	2	5	2	3	4	3	5	3	4	2	4	3	3	2	3	3	5	3	4	4	5	72
26	8892	6	6	5	3	4	6	5	5	5	5	4	6	4	4	6	3	5	5	5	6	6	104

27	8893	6	5	6	4	6	2	4	5	4	4	5	5	4	5	1	3	5	4	5	4	4	91
28	8867	4	6	6	5	5	6	5	6	6	6	5	5	6	5	5	3	5	5	5	4	3	106
29	8894	4	5	2	3	6	6	4	3	5	4	2	6	5	5	5	3	5	5	4	4	5	91
30	8895	5	5	6	5	5	4	5	6	4	5	4	6	4	5	5	3	4	5	5	6	6	103
31	8868	3	5	5	4	6	4	6	5	5	4	3	3	5	4	3	3	4	3	4	3	4	86
32	8869	4	5	6	5	6	4	6	4	6	6	4	4	4	6	4	3	6	6	6	6	6	107
33	8870	3	6	3	6	6	5	6	6	5	4	2	6	6	4	6	3	4	6	4	4	5	100
34	8897	5	6	5	4	6	4	3	5	4	3	3	4	4	4	6	3	5	5	5	4	4	92
35	9066	6	6	2	6	6	5	5	6	6	6	5	6	5	5	5	3	5	5	5	5	5	108
36	8898	3	5	3	3	6	5	6	4	6	5	5	4	4	5	5	3	4	4	5	5	6	96
37	8943	5	5	3	5	3	6	5	5	3	5	3	5	3	3	5	3	3	3	5	3	6	87
38	8900	5	5	5	2	5	5	5	5	2	2	5	2	5	2	2	3	2	2	2	2	2	70
39	8902	2	2	2	3	2	1	4	3	5	1	6	5	3	3	5	3	5	4	5	3	4	71
40	8903	2	5	3	2	1	5	4	3	3	3	1	4	1	1	6	3	3	4	3	3	5	65
41	8904	1	5	5	3	2	5	3	3	3	3	3	5	2	2	6	3	3	3	3	3	5	71
42	8906	2	5	5	5	5	5	2	5	5	5	3	5	5	5	2	3	5	5	5	5	6	93
43	8907	5	5	5	6	3	6	5	5	6	2	5	6	2	3	5	3	5	3	5	5	5	95
44	8910	5	6	5	5	6	6	6	5	5	5	6	5	5	5	5	3	6	5	6	5	6	111
45	8923	5	6	5	4	3	5	6	6	5	4	4	6	5	6	5	3	6	4	6	6	6	106
46	8944	3	6	5	5	5	5	5	6	6	3	6	5	5	5	5	3	5	2	5	5	5	100
47	8925	2	5	5	3	6	5	3	3	5	5	2	3	3	3	2	3	5	3	2	5	5	78
48	8927	6	2	3	5	4	4	5	5	6	5	4	6	5	6	5	3	4	5	5	5	5	98
49	8929	5	6	6	5	5	6	4	5	6	4	6	6	5	4	5	3	3	4	3	3	4	98
50	8930	2	6	2	4	3	1	6	6	3	5	4	2	5	1	6	3	1	4	3	4	3	74
51	8915	5	6	4	6	3	5	3	6	3	1	6	5	5	3	1	3	5	6	4	5	4	89
52	8933	4	6	6	5	3	6	5	4	5	3	5	6	4	3	5	3	5	5	4	4	5	96
53	8934	5	6	2	5	4	4	4	6	5	5	4	5	4	3	5	3	3	4	3	3	4	87
54	8916	2	5	5	5	5	5	6	2	2	3	5	5	5	3	4	3	2	5	5	3	5	85
55	8917	2	4	6	4	3	4	5	5	4	3	4	4	3	3	3	3	4	5	4	3	4	80
56	8846	3	5	2	3	2	4	1	6	2	5	4	6	3	3	5	3	6	4	5	5	6	83

57	8899	5	5	4	4	5	4	3	4	4	3	4	3	2	3	5	3	4	5	4	4	3	81
58	8920	4	6	4	5	6	6	5	5	5	4	6	6	6	6	6	3	5	4	5	5	6	108
59	8876	3	4	6	3	6	4	3	3	4	1	3	3	2	3	3	3	4	4	3	6	5	76
60	8877	6	6	4	6	6	6	5	5	6	6	6	6	5	5	4	3	5	6	6	6	6	114
61	8852	4	4	4	5	5	6	2	5	6	5	2	5	1	5	6	3	4	1	6	5	6	90
62	8909	5	5	4	6	5	3	5	5	5	6	5	5	3	3	5	3	5	5	3	2	6	94
63	8922	3	5	3	4	5	5	4	4	5	3	5	4	4	6	5	3	3	5	5	4	5	90
64	8913	5	2	5	6	3	5	3	6	6	4	3	6	5	3	5	3	3	6	3	3	6	91
65	8926	5	4	4	4	4	4	3	4	5	3	3	4	5	4	5	3	4	4	3	3	5	83
66	8924	4	2	5	3	5	5	3	5	5	3	5	2	5	5	4	3	3	5	5	3	4	84
67	8885	3	6	2	5	6	4	5	5	6	6	3	4	3	5	3	3	6	6	5	2	6	94
68	8928	5	6	5	1	6	5	5	6	5	5	5	6	6	6	6	3	5	6	6	6	6	110
69	8886	3	6	6	3	5	2	5	3	5	3	4	5	4	3	3	3	6	4	5	4	5	87
70	8888	4	5	5	3	5	5	3	3	4	3	2	6	3	2	3	3	2	2	3	3	4	73
71	8932	6	6	5	4	4	6	5	6	5	4	5	6	6	4	5	3	5	5	6	5	6	107
72	8896	3	5	6	5	6	4	3	5	6	6	6	4	4	4	3	3	5	5	4	4	4	95
73	9060	5	3	3	4	2	4	1	6	6	1	1	2	3	2	4	3	2	4	1	3	6	66
74	9061	2	6	2	6	2	5	5	5	6	2	6	5	6	6	4	3	6	6	6	6	6	101
75	9072	2	5	5	5	6	5	5	6	5	2	5	6	5	5	6	3	6	1	6	6	6	101
76	8872	5	5	3	2	5	6	5	4	3	5	3	6	6	5	3	3	4	6	6	5	5	95
77	8921	3	2	3	3	5	5	5	5	6	5	5	6	4	5	3	3	5	3	5	5	2	88
78	8948	5	5	6	5	5	2	5	5	5	5	5	5	5	5	5	3	5	5	5	5	5	101
79	8905	5	6	5	6	5	4	5	5	6	4	5	3	4	5	5	3	4	5	5	4	5	99
80	8879	5	6	6	6	5	6	6	6	6	6	5	6	6	6	5	3	5	5	6	5	6	116
81	8854	3	1	3	3	6	3	4	5	3	2	2	4	2	6	4	3	5	6	6	3	3	77
82	8914	5	5	5	5	5	5	6	5	5	5	4	4	4	5	5	3	5	4	5	6	5	101
83	8860	1	6	5	6	5	6	6	6	6	2	1	6	1	1	5	3	1	1	1	1	1	71
84	8862	3	5	3	3	6	3	4	5	5	3	4	6	4	4	3	3	5	5	5	4	3	86
85	8931	5	6	6	6	5	6	1	6	1	6	2	5	1	6	6	3	5	3	5	2	6	92
86	8889	4	6	6	4	6	5	5	6	5	5	2	5	4	3	6	3	6	4	5	5	5	100

87	9055	5	5	5	4	2	4	2	4	6	5	1	6	4	1	5	3	3	4	6	4	6	85
88	9056	4	3	6	5	6	3	1	6	4	4	5	3	6	3	4	3	3	4	3	4	6	86
89	8891	3	5	4	3	5	5	3	6	5	2	5	5	3	3	3	3	5	5	6	4	5	88
90	9057	5	2	3	4	2	1	5	5	5	6	4	5	5	3	2	3	4	5	2	3	5	79
91	8936	3	5	3	3	6	3	4	5	5	3	4	6	4	4	3	3	5	5	5	4	1	84
92	8918	2	6	6	6	6	5	5	5	5	4	5	5	4	4	5	3	5	5	5	3	3	97
93	9071	5	4	2	4	2	1	1	5	6	2	6	5	6	4	4	3	4	4	4	3	6	81
94	94	6	6	6	6	6	2	4	6	5	3	1	2	3	5	3	3	5	6	6	6	6	96

APPENDIX H

Descriptive Statistics of Overall Metacognitive Strategies Use and Its Subcategories

Descriptive Statistics

Scale	N	Number of Items	Possible Range	Range	Min	Max	Sum	Mean	Std. Deviation	Average Per Item
Planning & Evaluation	94	5	5-30	23	6	29	1970	20.96	4.253	4.19
Problem Solving	94	6	6-36	20	15	35	2529	26.90	4.387	4.48
Mental Translation	94	3	3-18	11	7	18	1211	12.88	2.703	4.29
Person Knowledge	94	3	3-18	10	8	18	1264	13.45	2.399	4.48
Directed Attention	94	4	4-24	14	10	24	1649	17.54	3.165	4.39
MALQ	94	21	21-126	53	64	117	8615	91.65	12.101	4.37
Valid N (listwise)	94									

Frequencies

Statistics

Metacognitive Strategies

N	Valid	94
	Missing	0
Mean		91.65
Std. Error of Mean		1.248
Median		93.00
Std. Deviation		12.101
Minimum		64
Maximum		117

Distribution of Metacognitive Strategies

MALQ Interval	MALQ Score	Mean	Frequency	Percentage
High	(≥ 93)	101, 06	48	51,06%
Low	(< 93)	82,00	46	48,94%
Total			94	100%

APPENDIX I **DATA TABULATION OF LISTENING COMPREHENSION TEST**

No	N	Listening Comprehension Test Item Number																																						Correct	Total
	NISN	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	Answer	Score
1	8845	0	0	0	1	0	0	0	1	0	0	0	0	0	0	1	1	0	0	0	0	0	1	0	1	0	0	0	0	0	1	1	0	0	1	0	1	0	0	0	0	1	0	11	26
2	9054	0	0	1	0	0	0	1	1	0	0	0	1	0	0	0	0	0	0	1	1	1	1	0	1	0	0	0	1	0	0	0	0	0	0	1	1	0	0	0	1	0	0	13	31
3	8873	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	1	1	0	0	0	0	0	1	1	1	1	0	1	0	0	1	0	0	1	0	0	1	0	0	0	1	0	13	31
4	8874	0	0	0	0	1	1	0	0	0	0	0	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	0	1	0	0	0	0	0	0	1	1	0	1	1	1	0	1	16	38
5	8847	1	0	0	1	0	0	0	1	0	0	0	0	0	0	1	0	1	1	1	0	0	1	1	1	1	0	0	1	0	0	1	0	0	0	0	0	0	0	1	1	0	0	15	36
6	8919	0	0	0	0	0	0	0	1	0	0	1	0	1	0	1	0	0	1	1	1	1	1	1	1	0	1	0	1	0	1	0	1	0	1	1	0	1	1	1	0	1	0	21	50
7	8875	0	0	0	0	1	0	1	1	0	0	1	0	1	0	0	1	0	0	1	0	0	0	1	0	0	1	0	1	0	1	0	0	0	1	0	0	0	0	1	0	0	0	13	31
8	8848	1	0	0	1	0	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	1	1	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0	9	21
9	8849	0	0	0	0	0	0	0	1	0	1	1	0	1	0	1	0	0	1	0	0	1	1	0	1	0	0	0	1	1	0	0	0	0	1	0	0	1	1	0	0	1	0	15	36
10	8880	0	0	0	1	0	0	0	1	0	0	1	0	0	0	0	1	0	0	0	1	0	0	1	0	0	0	1	1	0	0	0	0	0	1	0	1	0	1	0	0	0	0	11	26
11	8850	0	0	0	1	0	0	0	1	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	1	0	0	0	0	0	1	1	0	0	0	0	0	0	0	1	0	1	0	9	21
12	8851	1	0	0	1	1	0	1	1	0	0	1	0	1	0	0	0	1	1	0	0	0	0	0	1	0	0	0	0	1	1	0	0	0	1	0	0	0	0	0	0	0	0	13	31
13	8881	0	0	0	1	1	0	1	1	0	0	1	0	1	0	1	1	0	0	1	0		0	1	0	0	1	0	1	0	1	0	0	0	1	0	0	0	0	1	0	0	0	15	36
14	8882	0	0	0	1	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	1	0	0	1	0	0	0	1	1	1	0	0	0	0	1	0	1	0	1	0	0	0	0	11	26
15	8942	0	0	0	1	0	0	0	1	0	0	1	1	0	0	1	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	1	0	1	0	0	0	0	11	26
16	8857	0	0	0	0	0	0	0	1	0	0	0	1	0	1	1	0	0	1	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	1	0	1	0	0	0	0	1	0	10	24
17	8858	0	0	0	1	0	0	0	1	0	0	1	1	0	0	1	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0	10	24
18	8884	0	0	0	1	0	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0	1	0	0	0	0	0	1	1	0	0	0	0	0	0	0	1	0	1	0	9	21
19	8861	1	0	0	1	0	0	0	1	0	0	1	1	0	0	1	1	0	1	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0	12	29
20	8863	1	0	0	0	1	0	0	1	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	1	0	0	0	0	0	1	1	0	0	0	0	0	0	0	1	0	1	0	10	24
21	8864	0	0	0	0	0	0	0	1	0	0	0	1	0	1	1	0	0	1	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	1	0	1	0	0	1	0	1	0	11	26
22	8887	0	0	0	1	1	0	1	1	0	0	1	0	1	0	0	1	0	0	1	0	0	0	0	0	0	1	1	1	1	0	0	0	0	1	0	0	0	0	1	0	0	0	14	33
23	8865	0	0	0	0	0	0	0	1	0	0	0	1	0	1	1	0	0	1	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	1	0	1	0	0	1	0	1	0	11	26
24	8890	0	0	0	1	0	0	0	1	0	0	1	0	1	0	0	1	1	1	0	0	0	1	1	0	1	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0	12	29
25	8866	0	0	0	1	0	0	0	1	0	0	1	1	0	0	0	1	0	0	0	1	0	0	1	0	0	0	1	1	1	0	0	0	0	1	0	1	0	1	1	0	0	0	14	33
26	8892	0	1	0	1	0	0	0	1	0	0	1	1	0	0	1	1	0	0	0	0	0	0	0	0	0	0	1	1	1	0	1	1	0	1	0	1	0	0	0	0	0	0	14	33
27	8893	0	0	0	0	1	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0	1	1	1	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	9	21
28	8867	0	0	0	0	0	0	0	1	0	0	0	1	0	1	1	0	0	1	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	1	0	1	0	0	0	0	1	0	10	24
29	8894	0	0	0	1	1	0	1	1	0	0	1	0	1	0	0	1	0	0	1	0	0	0	1	0	0	1	1	1	0	1	0	0	0	1	0	0	0	0	0	0	0	0	14	33

30	8895	0	0	0	1	1	0	1	1	0	0	1	0	1	0	1	1	0	0	0	0	0	0	1	0	0	1	0	1	0	1	0	0	0	1	0	0	0	0	0	0	0	0	13	31
31	8868	0	0	0	1	0	0	0	1	0	0	0	0	0	0	1	0	1	1	1	0	0	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	1	0	0	1	0	13	31
32	8869	1	0	0	1	1	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	1	1	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0	10	24
33	8870	1	0	0	0	0	0	1	1	0	0	1	0	1	0	0	1	0	0	0	0	0	0	0	1	0	1	1	1	0	1	0	0	0	1	0	0	0	0	0	0	0	0	12	29
34	8897	0	0	0	0	1	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	1	1	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	8	19
35	9066	0	0	0	1	0	0	0	1	0	1	0	1	0	1	0	0	0	1	1	0	0	1	0	0	0	0	0	0	0	0	0	1	0	1	0	1	0	0	0	0	1	0	12	29
36	8898	1	0	0	1	1	0	0	1	0	0	0	1	0	0	0	0	0	1	0	0	0	1	1	0	1	0	0	1	1	0	0	0	0	0	0	0	1	1	0	1	1	0	15	36
37	8943	0	0	1	0	0	0	0	1	0	0	1	1	0	0	1	0	0	0	0	0	0	0	1	0	1	1	1	1	0	0	1	0	1	0	0	0	1	0	0	0	0	0	13	31
38	8900	1	0	0	1	1	0	0	1	0	0	1	1	0	0	0	0	0	0	0	0	0	1	0	0	1	1	0	0	1	0	0	0	1	1	1	0	1	1	0	0	1	1	17	40
39	8902	0	0	1	0	0	1	0	0	0	0	1	0	0	0	1	0	0	0	0	1	0	1	0	1	0	0	0	1	1	0	0	0	0	0	0	0	1	0	0	1	0	0	11	26
40	8903	0	0	0	0	1	0	0	1	0	0	0	1	0	1	0	0	1	1	0	0	1	0	0	0	1	0	0	1	0	0	0	0	0	0	1	1	0	0	0	0	1	0	12	29
41	8904	0	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	1	0	1	0	1	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	9	21
42	8906	0	0	1	0	0	1	0	0	0	0	1	0	0	0	1	0	0	0	0	1	0	1	0	1	1	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	10	24
43	8907	0	0	0	1	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	1	1	1	0	1	1	0	0	0	0	10	24
44	8910	1	0	1	1	1	0	0	1	0	0	1	0	0	0	0	1	1	0	1	1	0	0	1	1	1	1	0	0	1	1	0	0	0	0	0	0	1	0	1	0	1	0	19	45
45	8923	1	0	0	1	1	0	0	1	0	0	1	0	0	0	0	1	0	0	0	0	0	0	1	1	1	0	0	1	0	1	0	0	0	1	1	0	1	0	0	0	1	0	15	36
46	8944	0	1	0	0	1	0	0	1	0	0	1	0	1	1	1	1	0	1	1	1	1	1	1	0	0	0	0	1	1	0	0	0	0	1	0	0	1	0	1	1	0	1	21	50
47	8925	0	1	0	0	0	0	0	1	0	0	1	0	1	0	1	1	0	1	0	0	1	0	0	0	0	0	1	1	1	0	0	0	1	0	0	0	0	1	1	0	1	0	15	36
48	8927	0	0	1	0	1	0	0	1	0	0	1	0	0	0	1	0	0	0	0	1	1	0	0	1	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	10	24
49	8929	0	0	0	0	0	0	0	1	1	0	1	0	0	0	0	0	1	1	1	0	1	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	1	11	26
50	8930	0	0	0	0	0	0	1	0	1	0	0	0	1	0	0	0	0	0	0	1	0	1	0	1	0	1	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	9	21
51	8915	0	1	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	1	0	1	8	19
52	8933	0	0	1	0	0	0	0	1	0	0	1	1	0	0	1	0	0	0	0	0	0	0	1	0	1	1	1	1	0	0	0	0	1	0	1	0	0	0	0	0	0	0	12	29
53	8934	0	1	0	0	1	0	1	1	1	0	1	0	0	0	1	0	1	1	1	0	1	0	0	0	0	1	1	1	0	1	1	0	1	0	0	1	0	0	1	0	1	0	20	48
54	8916	0	0	0	1	1	0	0	1	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	9	21
55	8917	0	0	0	0	1	0	0	1	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	8	19
56	8846	0	0	0	1	0	0	0	1	0	0	0	1	1	0	0	0	1	0	0	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	1	0	0	1	1	0	12	29
57	8899	0	0	0	0	0	0	0	1	1	0	0	0	0	0	1	0	0	0	0	1	0	1	0	1	0	0	0	0	0	0	1	0	1	0	1	1	1	1	1	0	0	1	14	33
58	8920	1	0	1	0	1	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	1	0	9	21
59	8876	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	0	0	0	0	1	0	0	1	1	0	0	0	0	1	0	0	1	0	0	0	0	1	1	10	24
60	8877	0	0	0	0	0	0	1	0	1	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	1	0	1	0	0	0	1	0	0	0	1	1	0	1	1	12	29
61	8852	0	0	1	1	0	0	1	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	1	0	1	0	0	0	9	21
62	8909	0	0	0	0	1	0	0	0	1	0	0	0	0	0	1	0	0	0	0	1	0	1	0	1	0	1	0	0	0	0	1	0	1	1	1	0	0	1	0	0	0	0	12	29

63	8922	0	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	1	1	0	0	0	1	0	0	0	0	1	1	0	1	0	0	10	24
64	8913	0	0	0	1	0	0	0	0	1	0	0	0	1	0	0	0	0	0	0	1	0	1	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	1	0	0	0	8	19
65	8926	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	1	1	0	1	0	0	0	0	0	7	17
66	8924	0	1	0	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	1	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	8	19
67	8885	0	0	0	0	0	0	1	1	0	1	0	1	0	0	0	1	0	1	1	0	0	0	0	1	0	1	0	1	0	1	0	0	0	0	0	0	0	1	0	0	1	1	14	33
68	8928	0	0	0	0	1	0	0	0	1	0	0	0	1	0	1	0	0	0	0	1	0	1	0	1	0	1	0	0	0	0	1	0	1	0	1	0	0	1	0	1	1	0	14	33
69	8886	0	0	1	0	0	0	0	1	0	0	1	0	1	0	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	1	1	0	0	0	1	10	24
70	8888	1	1	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	1	0	1	1	1	0	0	0	1	1	0	0	0	0	1	0	0	1	1	1	0	0	1	15	36
71	8932	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	1	0	0	1	0	0	1	1	0	0	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	8	19
72	8896	0	0	1	0	0	0	1	1	0	0	0	0	1	0	1	0	0	0	0	0	1	1	0	1	0	0	0	1	0	1	1	1	1	1	0	0	1	1	0	1	0	1	18	43
73	9060	0	0	0	1	0	0	1	1	0	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1	0	1	0	0	1	0	0	0	0	0	1	0	0	0	9	21
74	9061	0	0	1	1	0	0	1	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	1	0	1	0	0	0	9	21
75	9072	1	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	1	1	0	0	0	1	0	0	0	0	0	1	0	0	1	1	0	0	1	0	11	26
76	8872	0	1	1	0	0	1	0	1	0	1	1	0	1	1	0	0	0	0	0	0	0	0	0	0	1	0	1	1	0	1	0	0	1	0	0	1	1	0	0	0	1	0	16	40
77	8921	0	0	0	0	1	0	1	1	0	0	1	1	1	0	1	1	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	1	1	0	0	0	1	1	0	0	0	1	15	36
78	8948	0	0	1	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	1	1	0	0	0	0	1	1	0	0	1	1	12	29
79	8905	0	0	0	0	0	0	0	1	0	0	1	1	0	0	1	0	1	1	0	0	0	0	0	0	0	0	0	0	0	1	1	1	1	1	0	0	0	0	0	0	0	1	12	29
80	8879	1	0	0	1	0	0	0	1	0	0	1	0	0	0	0	0	1	0	1	0	1	1	0	1	0	0	0	0	1	0	1	0	1	0	0	0	0	0	0	0	0	0	12	29
81	8854	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	1	0	1	1	0	0	0	1	0	1	1	1	0	0	0	0	0	9	21
82	8914	1	0	0	1	0	0	0	0	0	0	1	1	0	0	1	0	1	1	0	0	0	0	0	0	0	0	0	0	0	1	1	1	1	0	1	0	0	0	0	1	0	1	14	33
83	8860	1	0	0	1	0	0	0	0	0	0	1	1	0	0	1	0	1	1	0	0	0	0	0	0	0	0	0	0	0	1	1	1	1	0	1	0	0	0	0	1	0	1	14	33
84	8862	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	1	0	0	1	1	0	0	0	1	0	0	0	0	0	8	19
85	8931	1	0	1	0	0	0	0	1	0	0	0	0	1	0	1	1	0	0	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	1	10	24
86	8889	1	0	0	1	0	0	0	1	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	1	0	0	0	1	0	0	0	9	24
87	9055	0	1	0	1	0	0	0	0	1	0	1	0	0	1	1	0	0	0	0	0	1	0	0	0	1	0	0	1	0	1	1	0	0	1	0	1	0	0	1	0	1	1	16	38
88	9056	1	0	0	0	0	0	0	0	0	1	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	1	1	0	0	0	0	0	8	19
89	8891	0	1	0	1	1	0	0	1	1	0	0	0	1	0	1	0	1	0	1	0	0	1	1	0	0	0	1	0	0	0	1	0	0	1	0	0	0	1	0	0	0	0	15	36
90	9057	0	1	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	1	0	0	0	0	0	1	0	0	0	1	1	0	1	0	0	0	0	0	0	9	21
91	8936	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	1	0	0	0	0	1	0	0	1	0	0	0	0	1	0	0	0	0	0	6	14
92	8918	0	0	1	0	1	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	1	1	0	1	1	0	0	0	0	0	0	0	11	26
93	9071	1	0	1	0	1	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	1	0	0	0	1	0	0	1	1	1	1	1	0	0	0	0	1	0	0	1	1	0	16	38
94	94	1	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	7	17

APPENDIX J

Descriptive Analysis of Listening Comprehension Achievement

Descriptive Statistics

	N	Minimum	Maximum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Listening Comprehension	94	14	50	28.21	.779	7.552
Valid N (listwise)	94					

Distribution of Listening Comprehension

Interval	Students	Category	Percentage
86 – 100	_	Very Good	0%
71 – 85	_	Good	0%
56 – 70	_	Average	0%
46 – 55	3	Poor	3.19%
0 – 45	91	Very Poor	96.81%

APPENDIX K

	Category of Students' Metacognitive Strategies and Listening Comprehension				
N	**NISN**	**Total Score Metacognitive Strategies Questionnaire**	**Category**	**Total Score Listening Comprehension Test**	**Category**
1	8845	94	High	26	Very Poor
2	9054	84	Low	31	Very Poor
3	8873	108	High	31	Very Poor
4	8874	92	Low	38	Very Poor
5	8847	98	High	36	Very Poor
6	8919	92	High	50	Poor
7	8875	84	Low	31	Very Poor
8	8848	93	High	21	Very Poor
9	8849	99	High	36	Very Poor
10	8880	83	Low	26	Very Poor
11	8850	84	Low	21	Very Poor
12	8851	108	High	31	Very Poor
13	8881	87	Low	36	Very Poor
14	8882	79	Low	26	Very Poor
15	8942	106	High	26	Very Poor
16	8857	101	High	24	Very Poor
17	8858	83	Low	24	Very Poor
18	8884	89	Low	21	Very Poor
19	8861	77	Low	29	Very Poor
20	8863	73	Low	24	Very Poor
21	8864	109	High	26	Very Poor
22	8887	92	High	33	Very Poor
23	8865	95	High	26	Very Poor
24	8890	95	High	29	Very Poor

25	8866	72	Low	33	Very Poor
26	8892	104	High	33	Very Poor
27	8893	91	High	21	Very Poor
28	8867	106	High	24	Very Poor
29	8894	91	Low	33	Very Poor
30	8895	103	High	31	Very Poor
31	8868	86	Low	31	Very Poor
32	8869	107	High	24	Very Poor
33	8870	100	High	29	Very Poor
34	8897	92	High	19	Very Poor
35	9066	108	High	29	Very Poor
36	8898	96	High	36	Very Poor
37	8943	87	Low	31	Very Poor
38	8900	70	Low	40	Very Poor
39	8902	71	Low	26	Very Poor
40	8903	65	Low	29	Very Poor
41	8904	71	Low	21	Very Poor
42	8906	93	Low	24	Very Poor
43	8907	95	High	24	Very Poor
44	8910	111	High	45	Very Poor
45	8923	106	High	36	Very Poor
46	8944	100	High	50	Poor
47	8925	78	Low	36	Very Poor
48	8927	98	High	24	Very Poor
49	8929	98	High	26	Very Poor
50	8930	74	Low	21	Very Poor
51	8915	89	Low	19	Very Poor
52	8933	96	High	29	Very Poor
53	8934	87	Low	48	Poor
54	8916	85	Low	21	Very Poor

55	8917	80	Low	19	Very Poor
56	8846	83	Low	29	Very Poor
57	8899	81	Low	33	Very Poor
58	8920	108	High	21	Very Poor
59	8876	76	Low	24	Very Poor
60	8877	114	High	29	Very Poor
61	8852	90	High	21	Very Poor
62	8909	94	High	29	Very Poor
63	8922	90	Low	24	Very Poor
64	8913	91	High	19	Very Poor
65	8926	83	Low	17	Very Poor
66	8924	84	Low	19	Very Poor
67	8885	94	High	33	Very Poor
68	8928	110	High	33	Very Poor
69	8886	87	Low	24	Very Poor
70	8888	73	Low	36	Very Poor
71	8932	107	High	19	Very Poor
72	8896	95	High	43	Very Poor
73	9060	66	Low	21	Very Poor
74	9061	101	High	21	Very Poor
75	9072	101	High	26	Very Poor
76	8872	95	High	40	Very Poor
77	8921	88	Low	36	Very Poor
78	8948	101	High	29	Very Poor
79	8905	99	High	29	Very Poor
80	8879	116	High	29	Very Poor
81	8854	77	Low	21	Very Poor
82	8914	101	High	33	Very Poor
83	8860	71	Low	33	Very Poor
84	8862	86	Low	19	Very Poor

85	8931	92	Low	24	Very Poor
86	8889	100	High	24	Very Poor
87	9055	85	Low	38	Very Poor
88	9056	86	Low	19	Very Poor
89	8891	88	Low	36	Very Poor
90	9057	79	Low	21	Very Poor
91	8936	84	Low	14	Very Poor
92	8918	97	High	26	Very Poor
93	9071	81	Low	38	Very Poor
94	94	96	High	17	Very Poor

APPENDIX L

NORMALITY AND LINEARITY TEST

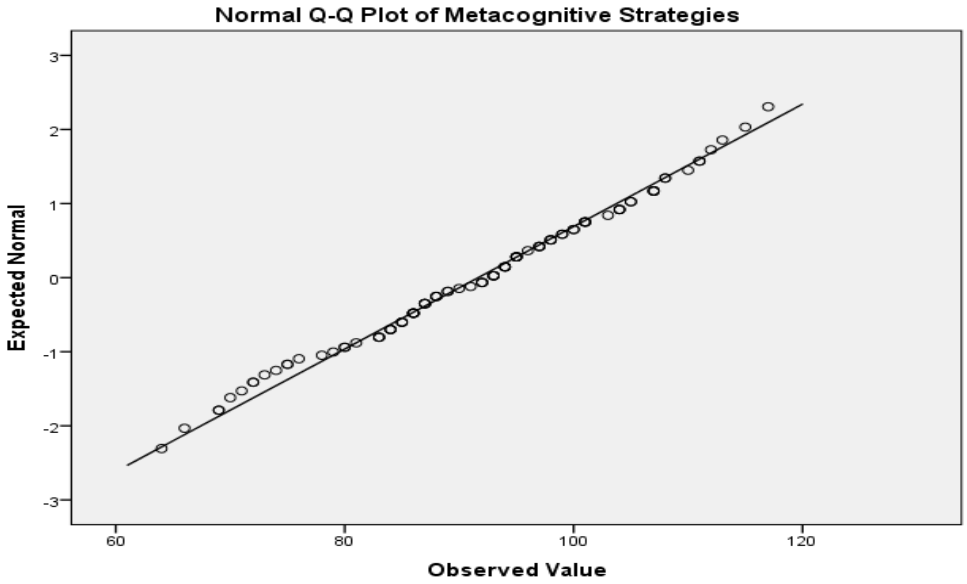
Normality Test

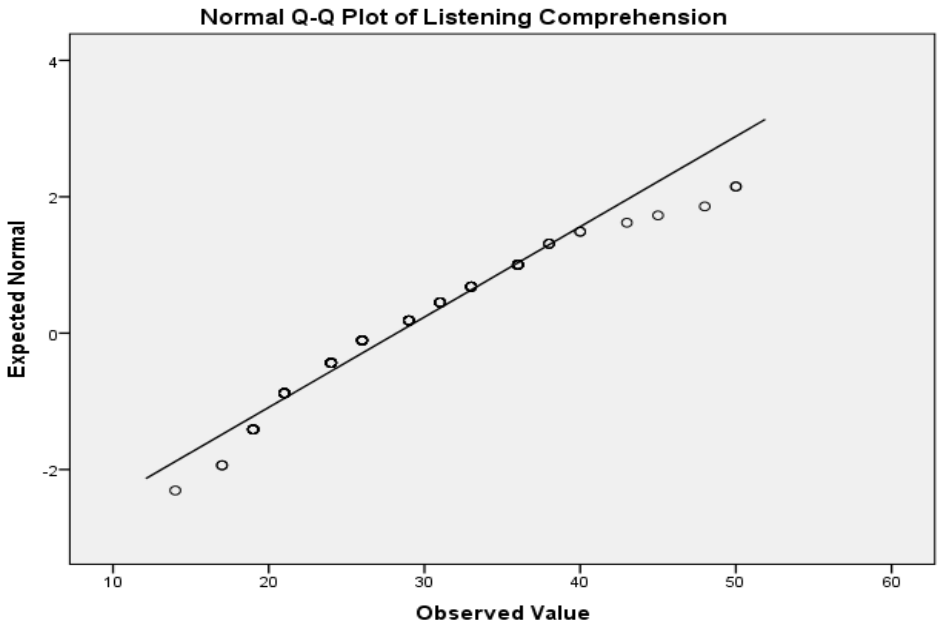
One-Sample Kolmogorov-Smirnov Test

		Metacognitive Strategies	Listening Comprehension
N		94	94
Normal Parameters[a,b]	Mean	91.65	28.21
	Std. Deviation	12.101	7.552
Most Extreme Differences	Absolute	.055	.126
	Positive	.043	.126
	Negative	-.055	-.079
Kolmogorov-Smirnov Z		.534	1.220
Asymp. Sig. (2-tailed)		.938	.102

a. Test distribution is Normal.

b. Calculated from data.





Linearity Test

ANOVA Table

			Sum of Squares	Df	Mean Square	F	Sig.
Listening Comprehension * Metacognitive Strategies	Between Groups	(Combined)	2030.311	43	47.217	.721	.862
		Linearity	36.911	1	36.911	.564	.456
		Deviation from Linearity	1993.400	42	47.462	.725	.857
	Within Groups		3273.433	50	65.469		
	Total		5303.745	93			

APPENDIX M

TABLE OF CORRELATION

Correlations

		Metacognitive Strategies	Listening Comprehension
Metacognitive Strategies	Pearson Correlation	1	.101
	Sig. (2-tailed)		.332
	N	94	94
Listening Comprehension	Pearson Correlation	.101	1
	Sig. (2-tailed)	.332	
	N	94	94