THE CORRELATION BETWEEN METACOGNIVE AWARENESS AND LISTENING COMPREHENSION ACHIEVEMENT OF THE STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM OF SRIWIJAYA UNIVERSITY

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Abstract: The objectives of the study were: (1) to find out whether or not there was a significant correlation between metacognitive awareness and listening comprehension of the sixth semester students of the English Education Study Program of Sriwijaya University, (2) to find out whether or not there was a significant contribution of metacognitive awareness on listening comprehension of the sixth semester students of the English Education Study Program of Sriwijaya University. The population of the study was the sixth semester students of English Education Study Program Sriwijaya University in Academic year 2017/2018. The total number of the population was 85 students. The techniques of collecting the data were using questionnaire and listening TOEFL test. Pearson Product Moment Correlation was used to find out whether or not there was a correlation between two variables. Simple Regression Analysis was used to find out whether or not there was a significant contribution between two variables. The result showed that: (1) There was a significant correlation between metacognitive awareness and listening comprehension achievement (r-obtained 0.309 and p-value 0.004), (2) there was 9.6 % contribution of metacognitive awareness on listening comprehension achievement.
Keywords: *Correlation, Listening Comprehension, Metacognition*

As an international language, English has a very important role in education. In education field, English becomes an important subject that need to be learned by the students. Because, it is used for them to communicate with other people for various purposes and contexts. According to Saragih, Silalahi, and Pardede (2014), "In learning English, there are four skills which are very important for English learners. They are: speaking skill, writing skill, reading skill and listening skill" (p.56). The skills are very important, because they are basic of English learning.

Listening is an important part of communicative competence and the most frequently used language skill (Richards, 2008). As we know that people listen more than they speak, write and read in daily communication situations. According to Feyten (1991), most of their time people spend about 45% listening when they communicate with each other, 30% speaking, 16 % reading, and only 9 % writing. Vandergrift and Goh (2012) state that listening is not only the most commonly used language but also the important and active skill in oral communication, and yet, it is the skill which is least likely to be taught effectively and the most under researched one. Listening is an essential role in influencing effective communication.

In English Education Study Program, students are demanded to master all English skills. Especially in English Education Study Program of Sriwijaya University (2016), there are four courses that focus on developing listening skill which have 12 (twelve) credits. They are, 4 (four) credits for Intensive English Course: Listening, 3 (three) credits for Listening Comprehension I, 3 (three) credits for Listening Comprehension II, and 2 (two) credits for Listening Comprehension III. The number of credits and the type of the subjects show that the listening subject is one of important skills for the students of English Education Study Program of Sriwijaya University.

In Indonesia, listening skill is in unsatisfactory level. Survey conducted by EF Standard English Test (2015), showed that Indonesian students are on average at the B1 level (independent user) in English listening skills among 16 countries. Furthermore, Megawati, Mustafa, and Ys (2016) found that the ability of the Indonesian students in the listening comprehension authentic

language was very low. Similarly, Erlina, Inderawati, and Hayati (2016) found that the students of English education Sriwjaya University was not successful in running their listening comprehension test because most of their score does not pass passing grade. Based on the survey on the sixth semester students of academic year 2016 that has been done by the researcher, it shows that students' Listening Comprehension achievement is still low. The researcher found that most of students got below A score. There are only around 17,94 % of students that got A score for IEC Listening, 20.51% students got A score for Listening Comprehension I, 23.07% students got A score for Listening Comprehension II, and 34.61% students got A score for Listening Comprehension III. It can be concluded that listening in Indonesia is not yet proficient.

There are a few reasons why learners have difficulty to learn listening. Erlina, et.al. (2016) state that most of EFL students consider that the most difficult skill of English is listening because they will be confused if they cannot understand what other people say. In addition to the statement above, Goh (2000) says that there are five common listening comprehension problems which students encounter while they are listening. The problems include: a. they quickly forget what is heard; b. they do not recognize words they know; c. they understand words but not the intended message; d. they neglect the next part while thinking about the meaning of the previous one; and e. they are unable to form a mental representation from the words heard.

Given this, some unresolved questions arise on how such problems can be eliminated and that whether learners play any roles in terms of their knowledge about metacognitive listening strategy or not. In short, it shows that metacognitive awareness is one of the factors which might influence the students' listening skill.

Metacognitive awareness in listening refers to the adoption of appropriate strategies and ideal allocation of resources (Lin, 2002). Metacognition plays an important role in each phase of listening comprehension. Before approaching the listening task, learners make the prediction, select appropriate strategies (e.g. listening for the main idea) needed for completing it, and distribute attention accordingly. While they are doing the listening task, learners keep or change learning strategies by monitoring their learning process. When they find out that these strategies are ineffective and lead to failure, they seek remedies for facilitating comprehension. When they finish the listening process, they evaluate effectiveness of listening strategies and skills in listening comprehension. Therefore, if the metacognitive theories can be applied in second language listening, learners can become more active participants in the learning process. Learning effects and self-regulated learning ability can thus be improved.

The extant literature hosts evidence that the use of metacognitive strategies leads to better listening performance (Vandergrift, 2003). For example, found more skilled listeners to display a higher level of awareness of their own listening problems (Goh, 2002). Following an investigation carried out on the relationship between metacognition, motivation and listening proficiency, Vandergrift (2005) found a remarkable pattern of increasingly higher correlations among the levels of motivation and the reported use of metacognitive strategies. Two years later, Vandergrift (2007) explored the relationship between metacognitive instruction and listening performance; findings approved a causal relationship between the two. Literature also has studies in the EFL context that have explored the relationship joining metacognitive listening awareness and listening self-efficacy (Vandergrift, 2005), motivation (Sutudenama & Taghipur, 2010), and learning style (Bidabadi & Yamat, 2011). Despite the prevalence of communicative language approaches that emphasize well-balanced development of learners' communicative competence, listening and speaking are neglected in the lessons EFL teachers design, resulting in students' limited listening comprehension ability (Gilakjani & Ahmadi, 2011).

Based on explanation above, the researcher is interested to investigate whether there is a significant correlation between metacognitive awareness and their listening comprehension skill by proposing a research entitled "The Correlation between Metacognitive Awareness and Listening Comprehension Achievement of the English Education Study Program Students of Sriwijaya University".

Method

This study used correlational study to measure the relationship between two variables. To get the data. This research was conducted in University of Sriwijaya Palembang. The study population was the sixth semester students of Indralaya and Palembang campus of English Education Study Program Sriwijaya University in Academic year 2017/2018. The total number of the population was 85 students. The population in used as as a reference for purposive sampling which means that the sample will be chosen without randomly. Therefore, the writer took groups of students from the population with consideration that they have taken and finished all the listening courses (IEC Listening, Listening Comprehension I, Listening Comprehension II, and Listening Comprehension III) to be the sample of the study in order to know their listening comprehension achievement after taking and finishing the listening classes. This study were used two instruments, first was questionnaire to measure students' metacognitive awareness, and second was listening TOEFL (Test of English Foreign Language) test to measure students' listening comprehension achievement.

In analzying the data, the reseacher used Pearson Product Moment Correlation Coefficient and Simple Regression Analysis. The Pearson Product Moment Correlation Coefficient was applied to investigate the correlations existed between the predictor variable (X) and criterion variable (Y). Meanwhile, The Simple Regression Analysis was used to see the contribution of metacognitive awareness to listening comprehension. Then, the statistical calculations were done by using the Statistical Package for Social and Science (SPSS) computer program version 22.0 for windows.

Result and Discussion

The following table 1 presents the descriptive statistics of the listening comprehension test result.

Table 1: **Descriptive Statistics of the Listening Comprehension Test**

Total Number of students	Total Number of Items	Min	Max	Mean	SD
85	50	44	94	71.41	11.62

Table 1 above showed that the lowest score was 44 and the highest score was 94 while the mean score was 71.41 and the standard deviation was 11.62.

Table 2: The descriptive statistics of the Listening Comprehension Test (N=134)

Scoring scale	Grade points	Description scale	Frequency	Percentage
86-100	A	Very Good	12	14%
71-85	B	Good	36	43%
56-70	C	Moderate	30	35%
41-55	D	Low	7	8%
0-40	E	Failed	-	-

As shown in Table 2 above, there were 48 students (57%) whose scores were ≥71. While there were 30 (35%) students were categorized into moderate category, and 7 (8%) students were in low category who did the test passing the passing grade. The writer concluded that the samples were successful in their listening comprehension skill since their scores mostly had passed the passing grade.

After checking out result of descriptive statistic of listening comprehension test, the writer tried to find out the result of descriptive statistics of metacognitive awareness questionnaire. The questionnaire consisted of 21 valid statements relating their strategy to do the listening test. There were five specifications of metacognitive awareness questionnaire, which were planning and evaluation, problem solving, mental translation, person knowledge, and directed attention. The result could be seen as in the table below.

Table 3: The Mean Score and Standard Deviation of Metacognitive Strategies

No	Specification	Item number	Mean	Std. D
1.	Planning and Evaluation	1, 10, 14, 20, 21	4.31	1.27
2.	Problem-solving	5, 7, 9, 13, 17, 19	4.32	1.24
3.	Mental translation	4, 11, 18	3.79	1.29

4.	Person knowledge	3, 8, 15	4.12	1.27
5.	Directed attention	2, 6, 12, 16	4.37	1.43

In dealing with the result of mean score of each spesification strategy, table 3 indicated that among the five specifications in metacognitive strategies, directed attention (M= 4.37), problem solving (M= 4.32), planning and evaluation (M= 4.31), were the strategies of frequent use. While, person knowledge (M=4.12) and mental translation (M=3.79) were the least strategies used by students.

After checking out the descriptive statistical analysis of listening comprehension test and metacognitive awareness questionnaire, the researcher continued to find out the correlation between two variable. The researcher used Pearson's Product Moment in SPSS 22.

Table 4: The Correlation between Metacognitive Awareness and Listening Comprehension Achievement

Variables		R (Pearson Correlation)	P (Sig. 2 tailed) P < 0.05
Metacognitive Awareness	Listening Achievement	0.309	0.004

Based on the table above, the correlation between Metacognitive Awareness and Listening Comprehension Achievement signified positive correlation. The result of Pearson product moment correlation coefficient test showed that the ρ- value was 0.004. Because the ρ- value (0.004) was lower than 0.05, H_0 was rejected and H_1 was accepted. It means that there was a significant correlation between student's metacognitive awareness and their listening comprehension achievement. It can be concluded that metacognitive awareness strategies was helpful in listening comprehension in English. Moreover, the correlation between each specification types of metacognitive awareness and listening comprehension achievement was also analysed. The results of the calculation were summarized in the following table 5 .

Table 5: The Correlation of each specification types of metacognitive awareness and Listening Comprehension Achievement

		Planning and Evaluation	Problem Solving	Mental Translation	Person Knowledge	Directed Attention
Listening Comprehension	Pearson Correlation	.273*	.247*	.207	.208	.331**
	Sig. (2-tailed)	.012	.022	.058	.056	.002
	N	85	85	85	85	85

It was found that the correlation of each specification of metacognitive awareness to the listening comprehension was various. First, for planning and evaluation, the correlation coefficient showed a positive correlation with ρ- value (0.012) and the correlation was an average correlation. Because the result showed that the ρ- value was 0.012 was lower than 0.05, H0 was rejected and H1 was accepted. It means that there was a significant correlation between students' planning and evaluation strategies and their listening comprehension achievement.

Second, for problem solving, the correlation coefficient showed a positive correlation with ρ- value (0.022) and the correlation was a very weak correlation. Because the result showed that the ρ- value was 0.022 was less than 0.05, H0 was rejected and H1 was accepted. It means that there was a significant correlation between students' problem solving strategies and their listening comprehension Achievement.

Third, for directed attention, the correlation coefficient showed a positive correlation with ρ- value (0.022) and the correlation was an average correlation. Because, the result showed that the ρ- value was 0.022 was less than 0.05, H0 was rejected and H1 was accepted. It means that there was a significant correlation between students' directed attention strategies and their listening

comprehension Achievement. It can be concluded that the more directed attention strategy used, the better the listening comprehension.

Next, for mental translation, the correlation coefficient showed a negative correlation with ρ- value (0.058). Because the result showed that the ρ- value was 0.058 was higher than 0.05, H0 was accepted and H1 was rejected. It means that there was no significant correlation between students' mental translation strategies and their listening comprehension Achievement.

Last, for person knowledge, the correlation coefficient showed a negative correlation with ρ- value (0.002). Because the result showed that the ρ- value was 0.002 was higher than 0.05, H0 was accepted and H1 was rejected. It means that there is no significant correlation between students' person knowledge strategies and their listening comprehension Achievement.

It can be summarized that the result showed not all of the specifications of metacognitive awareness were used in listening comprehension. Li (2013) states "the process of listening comprehension is so complex that it is affected by many other factors, such as age, gender, motivation and learning style". It means that many factors affect them did not use all of the specifications metacognitive awareness in listening comprehension.

After finding out the correlation between metacognitive awareness and listening comprehension achievement, the researcher tried to find out the contribution of the metacognitive awareness to listening comprehension achievement.

Table 6: The Contribution of the Metacognitive Awareness to Listening Comprehension Achievement

Model	R	R Square	Std. Error of the Estimate	R Square Change	Sig. F Change
1	.309[a]	.096	13.358	.096	.004

The table above, it was found that the contribution given by the metacognitive awareness variable to the students' listening comprehension achievement was 9.6% because R Square was 0.096.

Moreover, each of specification of metacognitive awareness was also analyzed to see their contribution to listening comprehension skill partially. Each analysis also used simple regression.

Table 7: The Contribution of each specification types of metacognitive awareness to Listening Comprehension Achievement

Specifications	Model	R	R Square	Std. Error of the Estimate	R Square Change	Sig. F Change
Planning and Evaluation	1	.273[a]	.074	13.514	.074	.012
Problem Solving	1	.247[a]	.061	13.610	.061	.022
Mental Translation	1	.042[a]	.002	11.688	.002	.706
Person Knowledge	1	.050[a]	.003	11.683	.003	.647
Directed Attention	1	.331[a]	.109	13.258	.109	.002

The result showed that directed attention with 10.9% (R2=0.109) was the highest value contributing on listening comprehension achievement which represents strategies that listeners use to concentrate and to stay on task such as getting back on track when losing concentration or focusing harder when having difficulty understanding (Rost, 2002). Second was for planning and evaluation with 7.4% (R2=0.74) contribution. Third was problem solving with 6.1% (R2=0.061) contribution. Then, person knowledge with 0.3% (R2=0.003) contribution and mental translation with 0.2% (R2=0.002) were the lowest score contributing on listening comprehension achievement which include items assessing the perceived difficulty of listening compared with the three other language skills, learners' linguistic confidence in second or foreign language listening, and the anxiety level experienced in second or foreign language listening (Sparks & Ganschow, 2001).

Conclusion

From the result of the study, it could be concluded that (1) there was significant correlation between metacognitive awareness and listening comprehension achievement (2) the contribution of metacognitive awareness in listening comprehension achievement was varied. Moreover, there were many factors that influence the successful of listening comprehension such as directed attention contributed 10.9% on listening comprehension, planning and evaluation 7, 4%, problem solving with 6.1 %, mental translation only 0.2%. Last, person knowledge 0.3%. In can be concluded, metacognitive awareness is beneficial for listening comprehension. It can be used as an alternative strategy in learning English especially in listening.

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