

CHAPTER I

INTRODUCTION

A. Background of the Research

Listening is one of the obligatory courses taken by English Education Department students in all universities. It is a skill they have to acquire due to its important role both in academic and in real-life communication context. In academic context, this skill is really necessary for them since English is used as the instructional language in their class. All of English courses are explained in English and all students must use it in the whole class activities. So, their listening skill helps them to understand the courses, to comprehend what the lecturer says, to get their assignments done, and to communicate one another in the class. Meanwhile, in real-life communication context, the most important role of this skill is to help them communicate appropriately with the other people for various purposes and contexts. Because, communicating is not only about being able to speak fluently but also to understand what the others say. They should be able to do their role both as a speaker and a listener.

Therefore, learning to listen cannot be put aside in English learning process. Students should frequently practice to listen to various kinds of spoken texts. By doing that, they can be easier to understand it and can figure out the correct pronunciation of words along with their appropriate use in a sentence. The spoken

English they listen to will also improve their phonological, lexical, syntactic and discourse knowledge.¹ Cognitive psychology argues that listening comprehension is a cognitive procedure where meaning is extracted out of spoken language which is different from written language.²

Gary Buck states that there are three characteristics of spoken language that students should pay attention to. First, words are encoded in the form of sound that should be recognized both in their individual and connected form where some phonological modifications occur. Second, speech is linear and takes place in the real communication with no chance of review unlike reading a written text. Third, spoken language is linguistically different from the written one.³ Students should be able to deal with these characteristics and to process what they hear appropriately.

So, it can be concluded that listening comprehension process requires students to process the spoken text they listen to quickly and appropriately. They should be able to use not only the linguistic information available in the utterance but also the non-

¹Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching; an Anthology of Current Practice*, (Cambridge: Cambridge University Press, 2002), p.239.

²Larry Vandergrift and Cristine C.M. Goh, *Teaching & Learning Second Language Listening; Metacognition in Action*, (New York: Routledge, 2012), p. 8.

³Gary Buck, *Assessing Listening*, (New York: Cambridge University Press, 2001), p. 6-9.

linguistic one to support their comprehension. By doing so they can be easier to recognize the words and understand the meaning.

Various spoken texts from a podcast, news, and from an audio of listening textbook are some materials usually used by lecturers in the class. After giving these materials, they usually do an assessment in order to monitor their students' comprehension. One of the assessments that can be used is standardized test. It is a test made by a testing institution that has been tried and revised many times.⁴

In this research, the researcher used TOEFL listening comprehension to assess the students' listening skill. It is a type of standardized test that has been used across many countries. In Walisongo State Islamic University Semarang where the researcher conducted this research, TOEFL is an obligatory test that must be taken by all of students before taking comprehension and thesis examination. It is also a material taught in intermediate listening course taken by the second semester students of English Education Department.

Unfortunately, based on the researcher's experience of learning TOEFL listening comprehension section when she took this course, there were many English Education Department students who still had difficulty in understanding the spoken English on this section. The result of her analysis on the second

⁴Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2013), p. 267.

semester students of this department in the academic year of 2015/2016 before conducting this research also found the same problems. Many students stated that they were difficult to understand the audio because the speaker spoke quickly. In fact, when their lecturer repeated it or when they saw its transcription, they could understand it. In addition, they frequently missed the next part of the audio and failed to comprehend its content because of thinking about the meaning of word they had not understood. Others said that they were difficult to choose the correct answer because they felt what was available in the multiple choices was not suitable with the speaker's utterance.

All these problems made many students have less motivation to learn listening course and consider it as the most difficult skill to acquire. Moreover, their lack of awareness to practice more out of the classroom and to evaluate their learning development also affected their listening skill since repetition is important in language learning.⁵

In term of teaching-learning process, the lecturer of this course had ever implemented a cooperative learning method namely "think pair share". It meant that the lecturer had used metacognitive strategy in her class since "think pair share" has the same principle as metacognitive instruction that utilizes the advantage of pair work in learning activity. However, when the

⁵Jeremy Harmer, *The Practice of English Language Teaching 4th Edition*, p. 57.

lecturer and the researcher discussed the problems faced by students in understanding the spoken texts on TOEFL listening comprehension section before conducting this research, she explained that the result of “think pair share” was not satisfying enough.

She further said that the implementation of this method did not include all types of metacognitive strategy. Because predicting, planning, and reflecting/goal-setting stage had not been implemented before and after the listening activity. In fact, they could help students to remember the materials on TOEFL listening comprehension section more and required them to keep evaluating the development of their listening skill. Besides, the result of the reflection/goal-setting stage could be used to encourage them to improve their listening skill. Therefore, all five kinds of metacognitive strategy were used in this research in the purpose of improving the students’ listening skill, especially on TOEFL listening comprehension section.

The problems that had been explained above became the background of this research. As a response to these problems, the researcher implemented Larry Vandergrift’s metacognitive instruction in the intermediate listening class of the 2nd semester students of English education department at Walisongo State Islamic University Semarang. The purpose of this instruction was to improve the students’ listening skill on TOEFL listening comprehension section. According to Larry Vandergrift,

metacognitive instruction is pedagogical procedures that enable students to increase their awareness toward listening process by developing richer metacognitive knowledge about themselves as listeners, the demands of listening task, and about the use of strategies for listening. It is an approach to listening instruction that explicitly elicits and enhances students' knowledge about learning to listen, as well as teaching effective strategies for comprehending the spoken text and managing their overall listening development.⁶

Metacognitive strategy is the main strategy used in this instruction to guide the students to listen to the spoken text on TOEFL listening comprehension section. This strategy includes planning, predicting, monitoring, problem-solving, and evaluating.⁷ This strategy encourages students to think about their learning process, to plan for their listening, to monitor their comprehension and to do self-evaluation after the activity ends. After being involved in this instruction, they could become self-knowing, self-directed, and self-managed in their listening process.

⁶Larry Vandergrift and Cristine C.M. Goh, *Teaching & Learning Second Language Listening; Metacognition in Action*, (New York: Routledge, 2012), p.13.

⁷Larry Vandergrift and Cristine C.M. Goh, *Teaching & Learning Second Language Listening; Metacognition in Action*, (New York: Routledge, 2012), p. 97.

B. Reasons for Choosing the Topic

The researcher chose this topic because listening is an important skill that should be acquired by all students who are learning English. Its importance is even greater for the English Education Department students who have to learn it intensively from various aspects. This skill is really important for them both for understanding all the courses and for communicating effectively with others inside or outside the classroom.

The researcher chose the second semester students of English Education Department of Walisongo State Islamic University Semarang as the subject of this research because they were expected to have difficulty in understanding the spoken English on the conversations and talks of TOEFL listening comprehension section. By implementing metacognitive instruction, students learned to plan for their listening, to monitor their comprehension, to solve their difficulty and to evaluate the development of their listening skill. All these behaviors can lead them to be a better listener.

C. Research Questions

The problems investigated in this research were:

1. How is students' response to the implementation of metacognitive instruction in improving students' listening skill on TOEFL listening comprehension section at the second semester students of English Education Department of

Walisongo State Islamic University Semarang in the academic year of 2015/2016?

2. How can metacognitive instruction improve students' listening skill on TOEFL listening comprehension section at the second semester students of English Education Department of Walisongo State Islamic University Semarang in the academic year of 2015/2016?

D. Objectives of Research

1. To describe students' response to the implementation of metacognitive instruction in improving students' listening skill on TOEFL listening comprehension section at the second semester students of English Education Department of Walisongo State Islamic University Semarang in the academic year of 2015/2016.
2. To know the improvement of students' listening skill on TOEFL listening comprehension section after being taught using metacognitive instruction at the second semester students of English Education Department of Walisongo State Islamic University Semarang in the academic year of 2015/2016.

E. Limitations of the Research

The limitations of this research were:

1. The research subject was the second semester students of English Education Department of Walisongo State Islamic University Semarang in the academic year of 2015/2016.
2. The students' listening skill.
3. The use of metacognitive instruction to improve the students' listening skill on TOEFL listening comprehension section.

F. Pedagogical Significances

The result of this research hopefully would be useful for students, lecturers/teachers, and for the researcher herself.

1. For the students

The result of this study hopefully can help them to improve their listening skill on TOEFL listening comprehension section.

2. For the English teacher/lecturer

They can use this instruction to guide the students learn to listen and to improve their listening skill.

3. For the researcher

Hopefully the researcher can give some benefits for others and for herself in order to be a proficient English teacher in the future.