

**THE CORRELATION BETWEEN METACOGNITIVE AWARENESS, LISTENING
SELF-EFFICACY AND LISTENING COMPREHENSION ACHIEVEMENT OF THE
TENTH GRADE STUDENTS OF
MAN 2 KEDIRI**

THESIS

Presented to

**State Islamic Institute of Kediri
In Partial Fulfillment of the Requirement
for the Degree of *Sarjana* in English Language Education**



By:

MOH. ANA USULUDIN
9322.116.15

**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
FACULTY OF TARBIYAH
STATE ISLAMIC INSTITUTE (IAIN) KEDIRI
2019**

MOTTO

$$\mathbf{B} > \frac{1}{n} \sum_{i=1}^n x_i$$

“ Be Greater than Average “

DEDICATION

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

Allah SWT the lord of the world and universe, the Greatest of the greats who has given blessing, mercy and patience in finishing this thesis.

My dearest and beloved father Imam Sopingi and mother Siti Alfiyah who have given me full of love, attention, encouragement, support and motivation, and pray.

With all of my kind and love, I just want to say "THANK YOU"

ACKNOWLEDGEMENTS

Alhamdulillahirabbil'alamiin all praises are given by the writer to Allah SWT the Lord of the Universe, the Greatest of the Greats. Only by his power, bestowal, affection, and guidance the writer can finish writing his scientific paper "*Skripsi*". Peace and blessing be upon to our beloved prophet, Muhammad SAW, his family, his companions, and his followers.

The scientific paper "*Skripsi*" is presented to the Department of English Language Education Faculty of Education and Teacher Training as a partial fulfilment of the requirements for the degree of Strata I (S. Pd.) in English Language Teaching.

In finishing this thesis, the writer realizes that there are many relatives who give their help, guidance, and motivation. May Allah SWT give reward for their kindness. First, the writer would like to express his special gratitude to his advisors, Chotibul Umam, M. Pd., as the first advisor and Erna Nurkholida M. Pd., as the second advisor, for their great contribution, guidance, and support in finishing the *Skripsi*. He is also very grateful for the Head of English Education Study Program, Dr. Ary Setya Budhi Ningrum, M. Pd., and the dean of Tarbiyah Faculty of IAIN Kediri, Dr. Ali Anwar for their assistance in administration matters.

The writer realizes that without them his *Skripsi* will not be finished. Secondly, the writer would like to give special thanks for:

1. His dearest and beloved father Imam Sopingi and mother Siti Alfiyah who have given him full of love, attention, encouragement, support and motivation, and pray.
2. His all four brothers who keep support the writer to finish his thesis, so he can write this thesis well.
3. His advisors Mr. Chotibul Umam., M. Pd, and Mrs. Erna Nurkholida M. Pd., who guide me to write this thesis. Thanks for your great contribution, guidance, kindness, and patience in finishing this thesis.
4. His best beloved friends in SOLIKO, Siti Nur Kamila, Asmaul Husna, Alfin Zalicha Hilmi, and Eka Putri Apriliyani who gave him spirit, support, and wonderful togetherness. His best beloved friends in Rumpit Tetangga, Fuat Agus Setyawan, and Imaylda Nurmunifah, who gave him time, support and togetherness that never be replaced by everything.

5. Mr. Nursalim, M. Pd. I as the head master of MAN 2 Kota Kediri and Mrs. Zidni Rachmawati as his supervisor teacher in his internship program who gave him guidance, advice and permission to conduct his research in MAN 2 Kota Kediri.
6. Mr. Dr. Ali Anwar who gives him advice and guidance when he got trouble with his data calculation with SPSS.
7. All of lectures in English Department IAIN Kediri who always inspires him to have better education and future. Thanks for all of the knowledge given, so the writer can perform better in my life.
8. All of the writer's teachers in MAN 2 Kota Kediri, MTsN 1 Kota Kediri, SDN Bulu 2, and TK Dharma Wanita Bulu 1.
9. All of relatives who always support me to have greater education.
10. All of friends in English Department IAIN Kediri.
11. Everybody who always gave him motivation to finish my thesis.

May Allah SWT blesses them all

In addition, the writer would like to express his deepest appreciation to his parents and brothers for their love. He also would like to extend his gratitude for all of his friends.

Kediri
The writer

TABLE OF CONTENTS

Declaration of Authenticity	ii
Approval Page	iii
Ratification Sheet	iv
Nota Konsultan	v
Nota Pembimbing	vi
MOTTO	vii
DEDICATION SHEET	vii
ACKNOWLEDGEMENTS	ix
TABLE OF CONTENTS	xi
LIST OF TABLES	xiii
LIST OF APPENDICES	xiv
ABSTRACT	xv
I. INTRODUCTION	
A. Background of The Study	1
B. Research Problem	8
C. Objectives of The Study	9
D. Significances of The Study	9
E. Scope and Limitation	11
F. Hypothesis	11
G. Definition of Key Terms	13
II. LITERATURE REVIEW	
A. Metacognitive Awareness	15
B. Self-Efficacy	18
C. Listening Comprehension	22
D. The Importance of Listening	28
E. Previous Study	30
III. RESEARCH METHOD	
A. Research Design	35
B. Location of the Research	36
C. Population and Sample	36
D. Research Instrument	39
E. Data Collection	47
F. Data Analysis	48
IV. FINDINGS AND DISCUSSION	
A. Findings	51

B. Discussion 70

V. CONCLUSION AND SUGGESTION

A. Conclusion 76

B. Suggestion 79

REFERENCES

APPENDICES

LIST OF TABLES

Table 3.1: Participants of The Research	37
Table 3.2: The Total Number of Items Were Adopted	40
Table 3.3: Questionnaire Specification	41
Table 3.4: Likert-Scale of Self-Efficacy Questionnaire	42
Table 3.5: The Total Number of items were Adopted	43
Table 3.6: Metacognitive Awareness Questionnaire Specification	44
Table 3.7: Likert-Scale Metacognitive Awareness Questionnaire	45
Table 3.8: The Specification of Listening Test	46
Table 3.9: Standard of Coefficient Correlation	49
Table 4.1: The Descriptive Statistic of Students' Metacognitive Awareness score	52
Table 4.2: The Descriptive Statistic of Students' Listening Self-Efficacy Score	53
Table 4.3: The Descriptive Statistic of Students' Listening Comprehension Achievement.....	54
Table 4.4: Normality Test of Students' Metacognitive Awareness Score ...	55
Table 4.5: Normality Test of Students' Self-Efficacy	55
Table 4.6: Normality Test of Listening Comprehension Achievement	56
Table 4.7: Kolmogorov-Smirnov of Each Variable	57
Table 4.8: The Correlation between Students' Metacognitive Awareness and Listening Self-Efficacy	59
Table 4.9: The Correlation between Students Metacognitive Awareness and Listening Comprehension Achievement	61
Table 4.10: The Correlation between Students' Self-Efficacy and Listening Comprehension Achievement	64
Table 4.11: The Correlation between Students' Metacognitive Awareness and Students' Listening Self-Efficacy with Students' Listening Comprehension Achievement	67
Table 4.12: The Multiple Correlation of Metacognitive Awareness, Listening Self-Efficacy and Listening Comprehension Achievement	69

LIST OF APPENDICES

- 1. Appendix A** Metacognitive Awareness Listening Questionnaire
- 2. Appendix B** Metacognitive Awareness Listening Questionnaire
(Indonesian version)
- 3. Appendix C** Questionnaire of Listening Self-efficacy
- 4. Appendix D** Questionnaire of Listening Self-efficacy (Indonesian version)
- 5. Appendix E** Listening Test Sheet
- 6. Appendix F** Reliability Test and Validity Test of Listening Self-Efficacy
Questionnaire
- 7. Appendix G** Reliability Test and Validity Test of Metacognitive
Awareness Questionnaire
- 8. Appendix H** Reliability Test and Validity Test of Listening Test Items
- 9. Appendix I** Linearity Test Result
- 10. Appendix J** The Score of All Variable
- 11. Appendix K** The Frequency Distribution of Students' Metacognitive
Awareness Score
- 12. Appendix L** The Frequency Distribution of Students' Listening Self-
Efficacy Score
- 13. Appendix M** The Frequency Distribution of Students' Listening
Achievement Score

ABSTRACT

Usuludin, Moh. Ana. 2019. *The Correlation between Metacognitive Awareness, Listening Self-efficacy and Listening Comprehension Achievement of the Tenth Grade Students of MAN 2 Kota Kediri*. Department of English Language Education, Faculty of Education and Teacher Training, State Islamic Institute for Islamic Studies (IAIN) Kediri. Advisors: Chothibul Umam, M.Pd., and Erna Nurkholida, M. Pd.

Keywords: Metacognitive Awareness, Listening Self-efficacy, listening comprehension achievement

This study is aimed at examining the correlation between metacognitive awareness, listening self-efficacy and listening comprehension achievement of the tenth grade students of MAN 2 Kota Kediri. This research used correlational quantitative research as the research design. Then, the instruments of this research are two questionnaires and listening test. The first, the questionnaire which adopted from metacognitive awareness listening questionnaire (MALQ) and Metacognitive Awareness Inventory (MAI) to measure the metacognitive awareness level of students. The second, students' listening self-efficacy level questionnaire was adopted and adapted from Self-Efficacy Questionnaire (SEQ) and Children's Perceived Academic Self-efficacy subscale. The third, listening test adapted from TOEFL Junior by ETS. The participants of this study were 264 students of the tenth grade in 2018/2019 academic year consisted of 82 male students and 182 female students aged 15 to 17 years old. There are some findings of this research according to the research problems stated in this study. The first, it revealed that there was a low positive significant correlation between listening metacognitive awareness and listening self-efficacy (sig. value = .000, $r = .354$). The second, there was a very low positive significant correlation between listening self-efficacy and listening comprehension achievement (sig. value = .015, $r = .105$). Next, there was no significant correlation between listening metacognitive awareness and listening comprehension achievement (sig. value = 0.753, $r = -.014$). The last, there was a very low significant multiple correlation between listening metacognitive awareness and listening self-efficacy with listening comprehension (sig. f change = .010, $R = .187$)