

## **CHAPTER I**

### **INTRODUCTION**

This chapter discusses the background of the study, research problems, objectives of the study, significances of the study, scope and limitation, hypothesis, and definition of key terms

#### **A. Background of The Study**

English is an international language which has an important role in the world development which plays prominent roles almost in all aspects of life such as in science and technology, politics, economy, communication, education and so on. As English become a basis for language learner language development, teaching English as a foreign language had been implemented with the four language skills, namely: listening, speaking, reading, and writing. Listening and speaking skills are fundamental determinants of an individual's academic success (Demir, 2017).

As the principle skill, listening is not easy for foreign language learners. Many students have difficulties and lacks when they are faced listening course which lead them to feel anxious in listening. Fang Xu (2011) states that for the most EFL (English as a foreign language) learners, listening is reported as the most difficult skill among the four skills. Even though many people and studies consider speaking is the most anxious skill, but listening skill also do the same which means it gives high anxiety effect. Although speaking is reported as the

most anxiety-provoking skill that caused students work exercised, listening comprehension is indeed highly anxiety-provoking for learners if it is incomprehensible among the English language learners.

Listening comprehension instruction at school and university tends to focus on the completion of listening tasks rather than listening development. This has implications for learners' listening self-efficacy and the extent to which they are able to find ways to improve their listening proficiency. Across the different context of learning, it has been found that learners tend to find listening is more difficult than other second or foreign language skills and they think that listening becomes the most difficult skill to improve (Goh, 2000). This negative belief might arise from the view that listening is a passive skill over which learners have no control in comprehending it, it is possibly reinforced by the type of listening instruction the students have been exposed to both priorities at school and at university (Simasngyaporn, 2016).

Based on preliminary study that the researcher did with some of senior high students in Kediri, it could be concluded that some of students got many lacks when they faced listening section in class, some of students were still not confident with their listening skill that was proven by they were still cheating their friend's work. They also still viewed that listening as the most difficult skill because of the uncontrollable audio speed, difficult new vocabulary, and limited background knowledge. In addition, they are still confused when they are asked to answer the questions. These are because the students are lack of confidence and feeling of inadequacies in foreign language listening. Learners

feel that a task they are faced with is either unfamiliar or too difficult for them. This anxiety might be strengthened if the students in the wrong assumption that they must understand every word they hear.

In contrast, there were some of students who have high self-efficacy believe that they could conquer any listening test. Because they believed with their knowledge and their own listening strategy that they have learnt. In addition, they also believed that they were capable to develop their listening skill development. As a result, they enjoyed and made their pleasant atmosphere when they faced listening activity. From those explanations above, it seems that self-efficacy and metacognition or learning strategies contribute on the listening comprehension development.

A person's perception, beliefs and evaluation of performances and capability to carry out the specific task is defined as self-efficacy. According to Bandura (1997) as cited in Mills, Pajares & Herron (2006), people's belief about their capability to organize and execute a task and enable them to exercise controlling over their thoughts, feelings, and actions required to produce given attainments is called as self-efficacy. Self-efficacy can be a tool to predict a success. According to Multon, Brown, & Lent as cited Schunk as cited in Mills, Pajares, and Herron (2006), Beliefs of personal efficacy is not dependent on one's abilities but instead on what one beliefs may be accomplished with one's personal skill set. An individual's level of self-efficacy is thought relating to the individual's choice of activities, effort and persistence in those activities (Bandura as cited in Kazemi, Khodabandehlou,

and Jahandar, 2013). Therefore, self-efficacy beliefs are often being a better predictor of success compared to prior accomplishments, skills, or knowledge.

Not only self-efficacy level influence students' listening achievement, students' ability and strategy used in acquiring the information what they heard also play significant role in developing their ideas and understanding when listening test is conducted, the strategy used in comprehending the listening practice also plays important role in succeeding student's achievement in listening which are called as metacognition. Metacognition focus on mental processes, procedures of control and adjustment of the language acquisition mechanism themselves. Furthermore, students' strategies and methods they apply in learning, acquiring, and organizing knowledge influence their process to succeed in comprehending language skill (Rahemi & Abedi, 2009; Cera, Mancini, and Antonietti, 2013). In other words, metacognitive strategy awareness is essential in managing EFL learners process as well as they can organize a specific learning task, this metacognitive awareness helps students to take the test easier and less problematic, so they can comprehend the language skill and proficiency well.

In the relation between self-efficacy and metacognitive strategy, one of important role of self-efficacy in language learning process especially in listening course is self-efficacy provides essential stimulant to discover and explore learners' strategies and methods in listening class, so they can improve their self-efficacy and self-confident level in order to raise their intelligence according to the skill needed to be mastered. Some researchers (Li, 2013;

Rahimirad & Zare-ee 2015; Taki & Esmaeili, 2017) state that listening strategy, metacognitive strategy awareness, can be used to help students to predict the listening task and stimulate students' pre-assumption in catching up the knowledge and information they needed, so they are able to select and make an appropriate strategy to complete the tasks and give a meaning to what they listened to.

Alwan, Asassfeh, and Shboul (2013) state that different listening metacognitive strategy used have different contribution in the students' listening comprehension achievement process. In order to manage their performance and ability, students tend to get more focus on the difficulties that they faced in comprehending the language skill. Their satisfaction level of task result has straight line with metacognitive strategy awareness level that affect students' performance and interpretation.

Few studies have investigated second language listening and its relationship with self-efficacy and metacognitive awareness concerning listening skill. Self-efficacy beliefs, especially listening self-efficacy, and metacognition influence students' listening comprehension performance. Students with poor English performance are characterized by low self-efficacy in English listening course (Rhenzi, 2012, p. 22; Kaya, 2017).

Some researchers have conducted researches related to listening comprehension, self-efficacy, and metacognitive awareness. Such as Tabrizi and Saedi (2015) in their study entitled "The Relationship among Iranian EFL Learners' Self-efficacy, Autonomy and Listening Comprehension Ability"

found building self-efficacy in listening comprehension is important to get success in listening comprehension. Rahimi & Abedini ( 2009) in “The Interface between EFL Learners’ Self-efficacy Concerning “Listening Comprehension and Listening Proficiency” showed that there is significantly statistical analyses that indicated listening comprehension self-efficacy have a relation with listening proficiency. Todaka’s study entitled “Self-efficacy of English Listening Skills in Japanese College EFL Learners: Quantitative and Qualitative Analyses” found that there is positive correlation between English listening skills and self-efficacy, all the students except for intermediate II students made a significant improvement on self-efficacy (Todaka, 2017).

Related to the language learning, Kazemi, Khodabandehlou, and Jahandar (2013) state that if people have high positive self-efficacy about language learning, they will believe that they have the power and abilities to do their best effort to learn the language. It indicates that students’ self-efficacy of language can affect their language achievement depending on how powerful is their efficacy beliefs.

Related to self-efficacy and metacognitive awareness, Rahimi & Abedi (2014) state that there is a positive regression between both variables in general. Self-efficacy has positive relation with all aspects of metacognitive strategy except mental translation. Then, in relation to listening comprehension and metacognitive awareness, Li (2013) in “A Study of Metacognitive Awareness of Non-English Majors in L2 Listening” proved there is low

correlation between students' metacognitive awareness and listening comprehension achievement.

In short of the explanations above, many previous researchers to the next researchers with the same area of study to conduct a study in order to gain the authenticity and support and complete the findings of previous research. It might be different about those variables because there are many factors affect those variables. It can be increase or decrease depends on students' creativity and understanding of framework (Shogi & Ghonsooly, 2015). Taki and Esmaeli (2017) suggest to shadow their study about the relation between metacognitive, self-efficacy, and listening achievement to develop similar teaching and learning procedures in order to gain language skill especially for foreign language with more various listening strategy and task given. So, this recent study will use TOEFL standardized test for Junior by ETS. Moreover, Li (2013) suggests that the study should be replicated and expanded with more different group of learners and wider participants and variables.

Eded (2017) on his thesis states that students are able to develop metacognitive listening awareness in their own only to a certain stage and it will raise higher if they are faced with a systematic metacognitive listening task and instruction, so the researcher wants to investigate whether or not self-efficacy affects the metacognitive awareness and has simultaneous linear regression with metacognitive in influencing the level of students' listening comprehension achievement. Furthermore, Kaya (2017) suggests for the further research to extend the study in order to identifying whether

metacognition and self-efficacy could improve listening performance. High and low self-efficacy and metacognitive awareness level of learners will be different on the listening comprehension achievement.

Depart from this case, the researcher wants to investigate the relationship between listening metacognitive awareness, listening self-efficacy and listening comprehension achievement of senior high school students in Kediri This research is entitled “The Correlation Between Metacognitive Awareness, Listening Self-efficacy and Listening Comprehension Achievement of Tenth Grade Students of MAN 2 Kota Kediri.”

## **B. Research Problems**

Based on the background of the study above, the researcher wants to investigate:

1. Is there any significant correlation between metacognitive awareness and listening self-efficacy of the tenth grade students of MAN 2 Kota Kediri?
2. Is there any significant correlation between listening self-efficacy and listening comprehension achievement of the tenth grade students of MAN 2 Kota Kediri?
3. Is there any significant correlation between metacognitive awareness and listening comprehension achievement of the tenth grade students of MAN 2 Kota Kediri?
4. Is there any significant simultaneous correlation between metacognitive awareness and listening self-efficacy with listening comprehension achievement of the tenth grade students of MAN 2 Kediri?



### **C. Objectives of The Study**

From the research problems above, the researcher can set up the objectives of the study as the following:

1. The researcher wants to know the significant of the correlation between listening self-efficacy and metacognitive awareness of the tenth grade students of MAN 2 Kota Kediri.
2. The researcher wants to know the significant of the correlation between listening self-efficacy and listening comprehension achievement of the tenth grade students of MAN 2 Kota Kediri.
3. The researcher wants to know the significant of the correlation between metacognitive awareness and listening comprehension achievement of the tenth grade students of MAN 2 Kota Kediri.
4. The researcher wants to know the significant of the multiple correlation between metacognitive awareness and listening self-efficacy with listening comprehension achievement of the tenth grade students of MAN 2 Kota Kediri.

### **D. Significances of The Study**

This research is expected to give contribution to foreign language learning, especially in listening classroom. Thus, this research is expected to be useful for the following parties:

1. For the students

This research hopefully can be useful for the students, especially for foreign language learners. This research gives description on the

correlation between listening self-efficacy of senior high students in Kediri and listening comprehension. It will be useful because the students will know what is their listening metacognitive awareness level, listening self-efficacy level, and their listening comprehension achievement. Besides that, the correlation between of those three variables will be known.

2. For the teachers or lecturers

This research also will give contribution for the teachers or lecturers of English. They will know how is their students' listening self-efficacy and how is their students' listening comprehension. Besides, this research gives representation about the correlation of those three variables. The result of this research can be a tool for the teachers or lecturers to determine the strategies to avoid anxiety and lack during learning process, especially in the listening classroom.

3. For the further researchers

This research hopefully can be useful for the further researchers who want to conduct the similar topic. This research can be used as reference, so the next researchers can conduct a research in wider area of research and variable.

## **E. Scope and Limitation**

The scope of this research focuses on the correlation between listening metacognitive awareness, listening self-efficacy beliefs and listening comprehension achievement of senior high school students in Kediri. In order to limit the problem of this study, the researcher focuses in tenth grade of State Islamic Senior High School 2 who study English as their course.

The next, this study only focus on the self-efficacy theory by Bandura and metacognitive awareness theory by Vandergrift. The other limitations of this research are this research only discuss self-efficacy beliefs discuss about listening metacognitive awareness and do not discuss the other kinds of self-efficacy or topics such as listening strategies and autonomy that are used by the students. Moreover, this study does not investigate the relationship and effect of students' listening metacognitive awareness, students' listening self-efficacy, and listening comprehension ability of students who do not include as sample. The next limitation is this study does not explain any effect of each student in detail.

## **F. Hypothesis**

The researcher sets up the hypothesis for this research. There are six hypotheses, they are  $H_0$  (Null Hypothesis) and  $H_a$  (Alternative Hypothesis). Below is the description of the hypothesis:

### **1. Listening Metacognitive Awareness with Listening Self-efficacy**

Ho : There is no significant correlation between listening self-efficacy and listening metacognitive awareness of the tenth grade students of MAN 2 Kota Kediri.

Ha : There is significant correlation between listening self-efficacy and listening metacognitive awareness of the tenth grade students of MAN 2 Kota Kediri.

### **2. Listening Metacognitive Awareness with Listening Comprehension Achievement**

Ho : There is no significant correlation between listening metacognitive awareness and listening comprehension achievement of the tenth grade students of MAN 2 Kota Kediri.

Ha : There is significant correlation between listening metacognitive awareness and listening comprehension achievement of the tenth grade students of MAN 2 Kota Kediri.

### **3. Listening Self-efficacy with Listening Comprehension Achievement**

Ho : There is no significant correlation between listening self-efficacy and listening comprehension achievement of the tenth grade students of MAN 2 Kota Kediri.

Ha : There is significant correlation between listening self-efficacy and listening comprehension achievement of the tenth grade students of MAN 2 Kota Kediri.

#### **4. Multiple Correlation of Metacognitive Awareness and Listening Self-efficacy with Listening Comprehension Achievement**

Ho : There is no significant simultaneous correlation between metacognitive awareness and listening self-efficacy with listening comprehension achievement of the tenth grade students of MAN 2 Kota Kediri.

Ha : There is significant correlation between metacognitive awareness and listening self-efficacy with listening comprehension achievement of the tenth grade students of MAN 2 Kota Kediri.

#### **G. Definition of Key Terms**

##### **1. Correlation**

Correlation is defined as a relationship between two variables. The whole purpose of using correlations in research is to figure out which variables are connected. In this case, the correlation studies in this research are the relationship between all three variables, they are metacognitive awareness and listening self-efficacy, listening self-efficacy and listening comprehension achievement, metacognitive awareness and listening comprehension achievement, and simultaneous correlation among metacognitive awareness and listening self-efficacy with listening comprehension achievement.

##### **2. Metacognitive**

Metacognitive is defined as how students understand knowledge that should be mastered using individual awareness of thinking process and

control the process of thinking. It has important role to represent individual's cognitive in how the study process should be done in proper ways and strategies. Metacognitive has three main steps in acquiring knowledge such as planning, monitoring, and evaluating.

### 3. Efficacy

Efficacy is defined as the judgment of people on their own capabilities to control and accomplish a specific task. Efficacy can be called as the basis of self-motivation and self-confidence that show self-capacity to achieve a specific task. The sources of efficacy come from two different way namely external and internal sources. Physiological state is one of internal sources and mastery task experiences is one of external sources.

### 4. Listening Comprehension

Listening comprehension is the process of understanding the spoken language that include knowing the sounds, comprehending the meaning, understanding the sentence. In other words, listening comprehension is the understanding of what the listener has hear. In this research, the listening comprehension achievement will be gotten from the test that will be conducted by the researcher in the tenth grade of senior high students in Kediri

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter presents some theories from the research variables that are going to apply to do the research. It describes the theories and explanations on metacognitive, self-efficacy and listening comprehension achievement.

#### **A. Metacognitive Awareness**

##### **a. The Concept of Metacognition**

Metacognition is a notion about person's thoughts and knowledge about cognition processes. This term of metacognition was foremost introduced by John Flavel, an American psychologist, in 1978 (Goudarzi and Ghonsooly, 2014). Some researchers (Cross & Paris, 1988; Hennesy, 1999; Khun & Dean, 2004, and Martinez, 2006 as cited in Lai, 2011, p. 4), who working in the cognitive psychology field, define metacognition is the way of people's thinking to monitor and control their learning processes and activities which become effective tools for helping them organize and regulate their method in attacking problems.

This metacognition helps people enabling their thinking to build a particular strategy used in solving a problem then retrieving the similar strategy in a new context of learning or problem (Khun & Dean, 2004 in Lai 2011). Further explanation, metacognition as a set of multidimensional of general skills. Those skills are distinct empirically from general

intelligence that may adjust for inadequacy of general intelligence and knowledge on a subject during problem solving.

According to Schunk (2012), metacognition is composed by two aspects of related competencies namely understanding the potency and how to use the potency. Understanding potency means that people should know their ability, strategy, and their needs to perform in a task given. this kind of aspect covers developing information, finding the main idea, using trial and error, organizing the materials etc. While, understanding how to use the potency refers to people awareness to know how and when their potency and strategy are used to obviously ensure they can perform perfectly in the tasks. This activity covers checking the understanding about the materials, predicting the learning result, planning and revising the tasks, and managing time. In other words, metacognition is a key tool to think critical which defined as people's awareness and control over their own thinking which involving high order active thinking process to be successful in language learning (Schraw in Lai, 2011; Khun in Schunk, 2012).

Metacognitive strategies connect the way of people thinking about the learning process, planning, monitoring and self-evaluation and regulation after completing the learning activity, so the goal of teaching and learning process can be reached (Alwan, Asassfeh, and Al-Shboul, 2013). Metacognitive strategies become one of essential strategies that learners should know because metacognitive awareness help them to



enhance their listening skill. Not only in listening, metacognitive strategies also become one of important role in determining the result of reading comprehension. Safitri (2016) asserts metacognitive strategy is necessary in order to help students succeed their learning especially in reading comprehension.

#### **b. Factors of Metacognitive**

Metacognition plays important role in the way of people's thinking to solve the problem and regulate the learning process. Vandergrift et al., (2006) in Sahragad et al., (2015) present five factors affecting metacognitive strategy namely planning and evaluation, person knowledge, mental translation, directed attention, and problem-solving.

##### **1. Planning and Evaluation**

Planning and evaluation reflect the listeners' strategies used to prepare themselves for listening and to evaluate and measure the results of the efforts they had done in learning process.

##### **2. Person Knowledge**

Person knowledge is the general knowledge or learner's perceptions about the problematic series of listening and their self-efficacy in listening

##### **3. Mental translation**

This mental translation is pointing to learners' online mental translation strategy.

#### 4. Directed Attention

Directed attention points to learners' strategy that help them to concentrate and stay focus on the task given.

#### 5. Problem Solving

Problem solving represents the strategies used by listeners to get involved and hinder the obstacles to keep an eye in the reasoned decisions or inferences.

### **B. Self-efficacy**

#### 1. The Nature of Self-efficacy

Self-efficacy is interpreted as people's confidence about their own capabilities to organize and manage some specific tasks, events or actions required to achieve performance designated levels that affect their lives (Bandura, 1994 p. 2). In short, self-efficacy is one's beliefs in ones' own ability to accomplish something successfully. People only do and accomplish thing that they believe they can accomplish it and they won't attempt something that they believe they can reach it. Pintrich and Schunk (2002) cited in Gabdian and Ghafournia (2016) believed that self-efficacy is different from self-concept which reflects more general beliefs about competence. Self-efficacy focus on particular and situational judgments of capabilities much more than self-concept. According to Bandura (1994), self-efficacy determines how people feel, think, motivate, and comport themselves. A high sense of self-efficacy will improve human performance and personal being in many ways which means that people with high beliefs

in their capacity to accomplish a difficult task as challenged to be mastered rather than as threats to be kept it at the distance. It is common presumption that people who have high level of self-efficacy will get better achievements and performance than those with lower level of self-efficacy beliefs.

Self-efficacy is the behavior predictor. This view is supported by Bandura (1997) cited in Genc, Kulusakh, and Aydin (2016) states that self-efficacy is a more consistent predictor of behavior and achievement than any other related variables. It means self-efficacy is the most influential factor in human achievement and success. Self-efficacy is one's belief about their capabilities to do something and has powerful effect on learning, motivation, and performance. One's with low self-efficacy feels that they don't have any power and abilities to learn language. This may arise from viewpoint that people only try to learn and accomplish tasks that they will able to do successfully (Bernhardt cited in Rahemi & Abedini, 2009; Lunenburg, 2011).

Self-efficacy is the basis of self-confidence and motivation. People set themselves at challenging goals and maintain strong commitment to them. They heighten and sustain their efforts in the face of failure (Bandura, 1994). Self-efficacy plays powerful role in determining the people decision making, the effort they will persevere in the challenge and the degree of anxiety or confidence they will bring to the task at hand. Students' sense of self-efficacy affects their academic performance. A student with a strong

sense of academic self-efficacy have been proven to lead to higher level of achievement and success, and undertake challenging tasks willingly with demonstrate low anxiety level (Mills, Pajares and Herron, 2006 p. 278).

## 2. Source of Self-efficacy

According to Bandura (1994), personal beliefs of self-efficacy is developed through four main sources of influence. These are mastery experiences, vicarious experiences, that is imitating model of second hand experiencens, social persuasion, and pshycological states including somatic and emotional states. All those components help people determine if they belive they have capacity to accomplish a specific task.

### 1) Mastery experience

Bandura suggests that mastery experiences have the most influences of the other sources. It is the most effective way to create a sense of efficacy (Bandura, 1994, p. 2). When someone beliefs they can accomplished something in previous, she could be expected have strong sense of efficacy and put forthcoming effort in the same area to create a positive feedback. Similarly, when they got failure in doing a task, they would reinforce themselves' beliefs that it is impossible to them to do it.

### 2) Vicarious experience

Seeing other people succeed or fail in a task can either raise or lower individual's self-efficacy in his/her own capabilities (Dods, 2011, p. 21). This vicarious experience occurs when individuals learn that they

have capability to perform and execute a specific task by observing the other success on the similar task that they want to acquire. Modeling influences do more than provide a social standard against to create one's capabilities. Most of people look for proficient and skilled models who possess the competencies to which they are aspired. The competent models transmit knowledge and teach one effective skills and strategies to manage his/her demand (Bandura, 1994).

### 3) Social persuasion

Social persuasion is the third way to strengthen people's beliefs that what they want to have to get success. This is lesser source of self-efficacy. People are likely to mobilize greater efforts and sustain them. They would exert effort in tasks more than people who have self-doubt (Bandura, 1994). In this case, people are persuaded verbally. Someone who persuade them need to have high credibility in the field or subject that the others want to acquire. The form of verbal persuasion which is most relevant in educational context is the form of feedback. The type of feedback given by teacher contributes a stronger sense of self-efficacy (Simasangyaporn, 2016, p. 33).

### 4) Psychological state

According to Bandura (1994), psychological states refer to how individuals are influenced by interpret their stress reactions and tension in their performance. People who have high sense of efficacy tend to view their states as energizing facilitator of performance, beside who

are beset by self-doubts regard to them as a persecutor. In other words, people who have high self-efficacy may consider their self-arousal states as a sign to prepare themselves to what they will encounter in the next.

### 3. Listening Self-Efficacy

To get success in language learning in general and especially in listening course, learners may tend to think about the way and feeling when they are listening to. Those are not just related to the type of instruction, the type of skill they acquire, or strategy they apply but also internal factor like confidence have contribution to their learning achievement (Rahimi & Abedi, 2014). The confidence in this regard is self-efficacy or beliefs in acquiring listening comprehension which some researchers have predicted that it has contribution and guarantee listening comprehension achievement (Kazemi, 2013; Rahimi, & Abidi, 2014).

Listening self-efficacy intends to the listeners' beliefs or confidence that listeners have and build in order to convince their capability to succeed in a specific tasks or situations (Smith et al., 2011). In other words, listening self-efficacy comes from one's internal feelings when they are asked to comprehend listening tasks or it can be called as confidence level when they have listening activities.

### **C. Listening Comprehension**

Listening comprehension is a complex active process listeners must recognise and perceive between sounds, understand vocabulary and

grammatical structures, interpret stress and intonations, and interpret all based on the context of the utterances immediately. According to Byrnes (1984) cited in Osada (2004), listening comprehension is a highly complex problem solving activity that involves many process. Thus, listening comprehension involves a great deal of activities because listening comprehension involves receptive, constructive, and interpretive cognitive aspects in order to comprehend the spoken message.

Meanwhile, listening is one of English skills that is often considered as passive activity. On the contrary, it is considered as an active activity in which listeners must distinguish among sounds, understand words and grammar, interpret intonation, and retain information to interpret it in the context or setting in which the exchange takes place. Listening is more complex than hearing. Hearing is a psychological process which involves vibration voice in ear, and the firing of audio electro-chemical impulses from ear to the central auditory system. But, listening involves paying much more close attention to, and making sense of what we hear. Brown (2001) states listening is an activity that takes efforts than hearing. In listening individual language knowledge development such as sound, words, and grammatical pattern are mainly used to bring out the topic, situation and context what is being transmitted to the listeners.

Because listening is the complex process, it needs to understand how listening comprehension process. According to Gilakjani and Sabouri (2016),

there are three basic processing models. They are bottom – up model, top – down model, and interactive model processing, that are described below:

1. Bottom – up processing, listeners start with the component parts: words, grammar, and the like. Listening is formed and processed from the most specific components at the bottom to the most general at the top decodes the sound from the meaningful unit to complete texts. According to Richard and Renandya (2002, p. 239), bottom – up model is a process where listeners build understanding starting with the phonemic units as the smallest units of the acoustic message; individual sounds or morphemes. Then, these are combined into words, then, the words are connected together to make up phrases, clauses, and utterances. Finally, individual utterance combines to create ideas, concepts and relationship between them in meaningful text. This process is associated with the listeners' linguistic knowledge closely.
2. Top – down processing, listeners use their background knowledge to understand the meaning of the spoken and written messages. The listeners construct actively and reconstruct more accurately the original meaning of the speaker using new input as clues in order to comprehend the information that the speakers hear and they use their prior knowledge to make sense of what they hear (Richard and Renandya, 2002, p. 239)
3. Interactive processing, a combination between bottom – up and top – down processing to increase listening comprehension. In the process, listeners base their information on their knowledge of life as they generate



vocabulary and sentences. Interactive model emphasizes the nature of active listening process, emphasizing listening preparation, contextual and personal filters, self-assessment, and goal setting. The result is more integrated attempt at processing.

Moreover, because listening is a complex activity, it is not easy to be understood. It is true because listening is not just receiving the sounds and transmitting to the brain but learners also need strategies in listening process. They should make the complex listening activity become effective listening activity. In this context, effective listening strategy should be known in order to make them easy to comprehend the context and meaning. Then, Anderson and Lynch (2003) cited in Yildirim and Yildirim (2016) state that effective listening involves a multiplicity of skills and there are four steps that make up the processes of listening in face-to-face conversation:

1. The spoken signals have to be identified from the midst of surrounding sound. The speaker which includes how many the speakers, how quickly they speak, and what types of accent they have (Brown and Yule, 1983, as cited in Nunan 1991, p.24).
2. The speech has to be segmented into units as known words.
3. The syntax of the utterances has to be grasped and the speaker's intended meaning has to be understood. Moreover, the content which includes grammar, vocabulary, information structure, background knowledge assumed should be clear to avoid difficulty (Brown and Yule, 1983, as cited in Nunan, 1991, p. 24).

4. Applying linguistic knowledge to formulate a correct and appropriate response to what has been said. According to Brown and Yule (1983) cited in Nunan (1991), support which includes the available of pictures, diagrams or other visual aids to support the text.

In the practical, there are some obstacles in acquiring the efficient listening comprehension. Underwood (1989) cited in Osada (2004) mentions 7 factors that caused difficulties in listening comprehension. The obstacles are mentioned as follow:

1. The lack of controlling speed of delivery, this is the opposed obstacle of reading comprehension. In reading comprehension, learners can control their reading speed by themselves. In opposite, the learners cannot control how fast is the speaker speaks in listening audio.
2. Listeners cannot always have words repeated, this problem become serious in leaning process. The audio only will be repeated as the teacher wants. The teacher have the control to what and when the audio will be repeated.
3. The limit of vocabulary building. Learners sometimes do not know the vocabulary that they have been listened to. The speakers may deliver new vocabularies the listeners do not know and hear before. According to Yildirim and Yildirim (2016), it is very difficult to predict the words or phrases, especially when the sentence which is hear using idioms, proverbs, and collocation which are commonly unfamiliar to them. When learners encounter the unknown words they may lost concentration and

miss the part of the speech. Moreover, the foreign unfamiliar sounds are very different with their first language.

4. Fail to recognize signals which indicate to move from one part to another in listening section. Sometimes, the signals in listening do not clearly stated in the audio. The signals like pauses, gestures, loudness, pitch change, and intonation pattern can be easily missed. Moreover, the students sometimes pay more attention in particular part that caused they do not hear the next part clearly.
5. The lack of contextual knowledge. Some of students have a lack in understanding the surface meaning of the text. Even if they know the meaning of the text, they may have difficulties in comprehending the whole meaning of the text. According Yildirim and Yildirim (2016), to comprehend the meaning in listening tasks needs more effort. Moreover, different pronunciations affect the learners to cope the situation hear in the audio.
6. The less concentration in a foreign language. Sometimes, in listening section many students feel that it is very tiring and boring because it requires full effort and concentration to comprehend and follow the meaning. Sometimes they feel asleep and prefer to do the other things when listening.
7. Wrong learning habits. Students may have established certain learning habits. The teacher may ask the students to understand every word they hear by pronouncing and repeating it carefully according to their level.

Consequently, if the students encounter a text or phrase they become worried and fail to understand the meaning. Nunan (1991) states the book of listening seems to make the students get focus in every word. This case is not true because when listening to TV or radio news broadcaster, the listeners usually tune in to certain and specific items and exclude them to others.

In spite of its importance, due to its complexity, listening skill is usually regarded as a problematic skill that causes anxiety for language learners (Mendelsohn, 1994, cited in Isty, 2017).

#### **D. The importance of Listening**

There are many definitions of listening. Rost as cited in Ahmadi (2016) states that listening is an active mental ability. Listening as one of major component in language learning and teaching. It involves a psychomotor process of receiving sound waves through the ears and transmitting nerve impulses to the brain and physiological and cognitive processes at different levels of language skill (Rost, 2002 cited in Vandergrift, 2004; Brown, 2000).

Listening is a crucial essential skill. According to Rost cited in Richard (2002), listening is a vital language classroom activity because it gives input for learners to start the learning process. Listening contributes for language expertise primarily. Renukadevi (2014) states the sound, rhythm, intonation, and stress of the language can be learned through listening. Furthermore, listening helps the learners to acquire pronunciation, vocabulary and syntax and the comprehension of language conveyed can be based solely on voice tone,

pitch, and accent. It is very useful to understand the nuances in a particular language that the learners wanted to acquire. Listening provides aural input and enables learner's sense to interact with the others in spoken communication and hence language learning largely depends on listening. Moreover, the other skills of language can be mastered and improved easily as the result of listening.

Listening skill, as receptive and communicative skill, becomes essential for students not only in their academic, but also in their life communication and language development. According to Mendelsohn in Isty (2017), most people spend the largest proportion of time in daily communication about 40-50% in listening. According to Renukadevi (2014), listening plays a vital role to help learners acquire pronunciation, word stressing, vocabulary building, and syntax and comprehend messages conveyed including voice, pitch, and accent of language

The ability to listen and understand spoken language play important role in oral communication. People wouldn't get understandable speaking if they failed to understand the context of spoken language. Therefore, listening skill should be taught and has to be mastered for language learners. Harmer (2007) proposes some reasons why listening have to be taught.

1. Learners hear different varieties and accents to lead them into an important reduction in comprehension. Nowadays, students need to cover not only one variety of English but also to varieties such as American English, Australian English, Indian English, and so on.

2. Teaching listening helps students to acquire language unconsciously even if teachers do not draw attention to its special features. Many of language knowledge are involved in listening. They will get information about grammar, vocabulary, pronunciation, rhythm, intonation, pitch, and word stress.
3. Students will get better at listening when they listen more. Many model of listening comprehension tasks will lead them to build a rich mental model that is good for their listening comprehension (Hogan, Alonzo, and Adlof, 2014). Hence, Mastering listening skill will help them to better listeners.

#### **E. Previous Studies**

There are some previous studies that had conducted by some researches in which related to this research.

The first study was conducted by Tabrizi and Saedi (2015). Her article journal is entitled “The Relationship among Iranian EFL Learners’ Self-efficacy, Autonomy and Listening Comprehension Ability” which investigate 90 female learners of intermediate level of EFL learners at Iran Language Institute. The result revealed there were a positive correlation among Iranian EFL Learners’ listening self-efficacy, listening autonomy, and listening comprehension.

The second study entitled “Self-efficacy of English Listening Skills in Japanese College EFL Learners: Quantitative and Qualitative Analyses”, investigating 200 Miyazaki Municipal University freshmen who have conducted TOEIC test, revealed that both quantitative and qualitative analyses

showed that the establishment of new concrete study reasons or future goals can also be an important prerequisite for self-efficacy activities to positively affect the improvement of EFL freshmen's English listening skills. The researcher designed their own self-efficacy questionnaire which consisted of 10 questions to examine the English listening skills of Japanese EFL freshmen and they also formulated questionnaire which consist of 5 questions that investigated the students' motivation and understanding of learning to get a qualitative assessment (Todaka, 2017).

The third study was conducted by Kazemi, Khodabandehlou, and Jahandar (2013) entitled "The Impact of Self-efficacy on Iranian Intermediate EFL Learner's Listening Comprehension" that investigated 80 EFL students from 2 branches Mellat English Institute in Rasht. This study is aimed at exploring the role of EFL learner's self-efficacy regarding listening comprehension in their listening test performance using TOEFL test of English language proficiency, self-efficacy test, and listening comprehension proficiency test. The result showed that high self-efficacy affected listening test performance positively significant which means that students with lower level of listening self-efficacy, the lower level of listening proficiency and *vice versa*. In the article also reported there was a significant correlation between learner's self-efficacy and their listening comprehension with  $r = .79$  and  $p < .01$  (Kazemi, Khodabandehlou, and Jahandar, 2013).

The fourth is "Correlation between Self-efficacy and The Listening Comprehension of the Eighth Semester Students of English Study Program

FKIP-UR” conducted by Isty, Azhar, And Ras (2017). The sample was 35 students. The study resulted that a significant strong positive correlation between self-efficacy and listening comprehension with  $r = .786$  and  $p < .00$ . This means that as learners’ foreign language listening self-efficacy increases, their listening comprehension performance increases (Isty, Azhar, and Ras, 2017)

The fifth, Rahimi and Abedini (2017) entitled “The Interface between EFL Learners’ Self-Efficacy Concerning Listening Comprehension and Listening Proficiency”. This study investigated the interface between EFL Learners’ self-efficacy concerning listening comprehension and listening proficiency. The 61 freshmen undergraduate learners of English as the sample to explore the role of EFL learners’ self-efficacy regarding listening comprehension in their listening test skill. The result revealed that listening comprehension self-efficacy was significantly related to listening proficiency.

In relation with metacognitive awareness, there are several previous studies which are relevant to this recent study. The study conducted by Rahimi and Abedi in 2014 entitled “The Relationship between Listening Self-Efficacy and Metacognitive Awareness of Listening Strategies”. The study aimed at investigating the relationship of Iranian EFL learners’ listening self-efficacy and the metacognitive awareness focusing on the listening comprehension. There are three hundred seventy-one high school students filled the questionnaire of listening self-efficacy and metacognitive. The finding showed that metacognitive was positively correlated to self-efficacy. Next, the study



conducted by Travakoli, Shahraki, and Rezazadeh (2013) entitled “The Relationship between Metacognitive Awareness and EFL Listening Performance: Focusing on IELTS Higher and Lower Scores”. This study investigated the relationship between students’ metacognitive awareness and their performance on listening comprehension. The sixty-six students were given IELTS listening test and metacognitive questionnaire. The result revealed that metacognitive awareness had positive correlation with listening test performance.

While this research has differences to the previous studies. The main difference is the location of the research. In this research, the researcher conducts a research in Kediri. The second difference is the sample size. This research investigates 264 students of 10<sup>th</sup> grade of Islamic senior high school. The students were also learning English as one of their compulsory subject. The third difference is the instrument. The researcher uses listening section of TOEFL Junior standardized test by ETS in examining the students listening comprehension achievement. Moreover, the researcher adapted the three questionnaires for listening self-efficacy and metacognitive awareness from previous research. The students’ metacognitive awareness through questionnaire which adopted from Vandergrift, L., Goh, C., Mareschal, C. & Tafaghodatari, M. H. (2006) namely metacognitive awareness listening questionnaire (MALQ) and Schraw, G. & Dennison, R.S. (1994) namely Metacognitive Awareness Inventory (MAI). Next, the researcher collected the data of students’ listening self-efficacy level from questionnaire. The

questionnaire was adopted and adapted from Self-Efficacy Questionnaire (SEQ) from Rahimi and Abedini (2009) and Children's Perceived Academic Self-efficacy subscale from The Morgan-Jinks Student Efficacy Scale (MJSES) (1999)

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter will present the description of research method that includes research design, location of the research, population and sample, research instruments, data collection, and data analysis. Below is the description of research methodology:

#### **A. Research Design**

In conducting this research, the researcher uses correlational design. This is a kind of quantitative research. Quantitative research is based on the measurement of quantity or amount that is concluded based on research data. According to Latief (2015), the data collected are represented numerically and the data are assumed to be heterogeneous and having different variations. The focus of the research is based on research data collected from all the sample that represent all the population. Correlational research is used to measure the correlation between two or more continuous variables using correlational statistic (Latief, 2015). Gay (1992) states that correlational research involves collecting data to determine and measure statistically a relationship between two or more measurable variable using the degree of correlation namely correlation coefficient which shows the degree of the variables closely related.

## **B. Location of the Research**

The location of this research is MAN 2 Kota Kediri. It is located at Letjend. Soeprapto 58 Kediri. It is chosen because it is one of the best state school in Kediri. According to the researcher's preliminary study when practiced his internship program, the students of the school had a big nervous and anxiety about their tasks if they were getting worse, so they performed well in the class and built up their learning strategies to accomplished the task. Moreover, the headmaster motivated them with high good motivation to support them in their academic and non-academic achievement so, they were hoped to have good self-efficacy, self-concept, and self-confident. Furthermore, this school is one of the best state islamic high school in Kediri. According to official website of MAN 2 Kota Kediri, in national examination result this school was the first runner-up among the other islamic senior high shools in East Java. This school got average score 69,85 for English subject. This school were suitable for getting the data sources whereby this research conducted a research about listening metacognitive awareness, listening self-efficacy and listening comprehension achievement of senior high school students. That is why, the researcher conducted his research in MAN 2 Kota Kediri.

## **C. Participants**

The participants were the tenth grade students of MAN 2 Kota Kediri. The consideration in choosing the tenth grade as the participants as the tenth grade students were freshmen in the senior high school education environment. Moreover, they got first listening section more intense than in junior high

school. The researcher wanted to investigate their listening metacognitive awareness, listening self-efficacy level, and listening comprehension achievement as the freshmen who got intermediate subject for the first time. The accessible population can be seen in the table below:

**Table 3.1**  
**Table of Participants of the Research**

Class	Students
X MIPA 1	36
X MIPA 2	36
X MIPA 3	36
X MIPA 4	36
X MIPA 5	36
X IPS 1	36
X IPS 2	36
X IPS 3	36
X IPS 4	36
X AGAMA	36
<b>Total</b>	360

*\*source: school administration of MAN 2 Kota Kediri 2018/2019*

According to Gay & Diehl (1992), research types also effect to the how big is the sample size. The sample size is presented as follow:

- a. For descriptive research, the sample size is minimally 10%-20% of the population depends on the number of population.
- b. The sample size for correlational research is minimally 30% from all subject population.
- c. For causal-comparative is minimally 30 participants each group, the same as experimental research. For experimental research with tight experimental controls, the sample size is minimally 15 participants each group.

Because the researcher conducted a correlational research, and the sample size minimally is 30, so the researcher took 8 classes about 288 students as the participants and 2 classes were used to try out the instrument needed. But, when the researcher collected the data, there were 24 students did not join the class, so there were 264 participants. From 264 students, there were 82 male students and 182 female students aged 15 to 17 years old.

#### **D. Research Instrument**

The researcher needs a tool in conducting the research. The tool is called instrument. There are some kinds of instruments such as questionnaire, checklist, interview guide, and so on. In this research, the researcher uses two kind of questionnaires and listening test. The instruments of collecting data are:

##### **1. Listening Self-Efficacy Questionnaire**

To measure the degree of students' listening self-efficacy, the researcher used a questionnaire. The questionnaire used by the researcher was adopted from questionnaires of three researchers about self-efficacy.

In order to keep the validity and reliability of instrument, the researcher adapted a questionnaire of thesis and ; thesis of Lestari (2017), titled “ The Correlation between Self-Efficacy Concerning Listening Skill and Listening Comprehension of Eleventh Grade Students of SMA Negeri 1 Pemulutanselatan” the researcher of this thesis adopted self-efficacy questionnaire (SEQ) from Rahimi and Abedini, (2009), and both questionnaire taken from “Beyond Content: Incorporating Social and Emotional Learning into the Strive Together framework vol. 3” namely

Children's Perceived Academic Self-efficacy subscale from *The Morgan-Jinks Student Efficacy Scale* (MJSES), Jinks and Morgan (1999) and Self-efficacy subscale from the *Motivated Strategies for Learning Questionnaire* (MSLQ), Pintrich and De Groot (1989).

This questionnaire was closed-ended questionnaire which provided options to be chosen by putting *checkbox* ( $\surd$ ). It was used to investigate listening self-efficacy of senior high students in Kediri.

There were 20 question items from Rahemi and Abedini's questionnaire, 6 question items from MJSES, and 4 question items from MSLQ. The researcher selected these question items based on reason which written in the thesis and journal and some other related studies researcher used in this study. The specification of the questionnaire as the follows:

**Table 3.2 The Total Number of Items Were Adopted**

SEQ by Rahemi and Abedini	MJSES by Jinks and Morgan	MSLQ by Pintrich and De Groot
2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20	3, 9, 10, 22, 26, 30	2, 5, 6, 8,

To prove that the questionnaire was valid and reliable for the participants, the researcher tried out the data in 2 classes with 57 respondents with 30 questions. The validity and reliability test were computed using SPSS 21.0 utilized *Pearson Product Moment* correlation coefficient to test the validity of instruments and *Cronbach's Alpha* reliability statistic to test the reliability of instruments.

From the validity test of tried out questionnaire (see appendix), it clearly showed that there were 5 items of the instrument are not valid. The  $r$  obtained were lower than  $r$  value ( $n= 57, r = .2162$ ). Because the 5 items were invalid, the researcher omitted them from the questionnaire, so there were 25 items in the self-efficacy questionnaire.

Then, the result of reliability of questionnaire that had been tried out by the researcher. The result showed that the *Cronbach Alpha* value of the instrument is 0.811 (see appendix), this indicated that the reliability of the instruments was very good and reliable. Sekaran (1992) in Priyatno (2018) states that if the degree of reliability is lower than 0.6, the test items are not reliable, while more than 0.7 is acceptable, and greater than 0.8 is good and reliable. Then, the researcher classified the specification of the questionnaire used. The specifications are presented in the table below:

**Table 3.3**  
**Table of Questionnaire Specification**

<b>Self-efficacy Process</b>	<b>Item Number</b>	<b>Total</b>
Mastery Experience	1, 2, 3, 7, 9, 11, 12, 18, 19, 21	10
Vicarious Experience	10, 13, 16, 17, 23, 25	6
Verbal Persuasion	5, 6, 14, 15, 22	5
Psychological state	4, 8, 20, 24	4

Then, the questionnaire was translated in Indonesian to avoid misunderstanding. After translating the questionnaire, the researcher asked his advisors to recheck the translation.

Furthermore, self-efficacy questionnaire used scoring scale of a four point Likert-scale. The scale was from 1 (strongly disagree) to 4 (strongly



agree). The highest degree of self-efficacy received four points while the least degree of self-efficacy received one point.

**Table 3.4**  
**Table of Likert-Scale of Self-Efficacy Questionnaire**

The Positive Statement		The Negative Statement	
Scale	Description Frequency	Scale	Description Frequency
1	Strongly Disagree	1	Strongly Agree
2	Disagree	2	Agree
3	Agree	3	Disagree
4	Strongly Agree	4	Strongly Disagree

## 2. Metacognitive Awareness Questionnaire

To find the numerical data of students' metacognitive awareness level, the researcher used a questionnaire. In order to keep the validity and reliability of instrument, the questionnaire used was adopted and adapted from Vandergrift, L., Goh, C., Mareschal, C. & Tafaghodatari, M. H. (2006) namely *Metacognitive Awareness Listening Questionnaire* (MALQ) and Schraw, G. & Dennison, R.S. (1994) namely *Metacognitive Awareness Inventory* (MAI). This questionnaire is closed-ended questionnaire which provides options to be chosen by putting *checklist* (√). It is used to investigate listening metacognitive awareness of senior high students in Kediri.

There were 19 question items from metacognitive awareness listening questionnaire (MALQ) and 6 question items from Metacognitive Awareness Inventory (MAI). The researcher selected these question items based on reason which written in the thesis and journal and some other

related studies researcher used in this study. The specification of the questionnaire as the follows:

**Table 3.5 The Total Number of items were Adopted**

MALQ	MAI
1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 18, 19, 20, 21	18, 23, 25, 30, 42, 44

To prove that the questionnaire was valid and reliable for the participants, the researcher tried out the data in 2 classes with 57 respondents with 28 items of question. The validity and reliability test were computed using SPSS 21.0. The Pearson Product Moment correlation coefficient is utilized to test the validity of instruments and Cronbach's Alpha reliability statistic was used to test the reliability of instruments. The result of validity and reliability test showed that there are 3 items of the instrument are not valid. The  $r$  obtained was lower than  $r$  value ( $n= 57, r = .2162$ ). Because the 3 items are not valid, the researcher omitted them from the questionnaire.

Then, table of reliability result illustrated the result of reliability of instrument that had tried out by the researcher. The table showed that the Cronbach Alpha of the instrument is 0.793 (see appendix), this indicated that the reliability of the instruments was acceptable and reliable to test the metacognitive awareness of students.

The questionnaire consisted of 25 items based on five sources of metacognitive awareness. The specification of the questionnaire as the follows:

**Table 3.6**  
**Table of Metacognitive Awareness Questionnaire Specification**

<b>Type Scale</b>	<b>Item Number</b>	<b>Total</b>
Planning/Evaluation	1, 2, 5, 10, 14, 19, 20, 25	8
Directed Attention	3, 6, 12, 13, 16, 23, 24	7
Person Knowledge	4, 8, 15, 21	4
Mental Translation	11, 17	2
Problem-solving	7, 9, 18, 22	4

Then, the questionnaire was translated into Indonesian in order to avoid misunderstanding. After translating the questionnaire, the researcher asked his advisors to recheck the translation.

Furthermore, listening metacognitive awareness questionnaire used scoring scale of a 4 point Likert-scale. The scale is from 1 (strongly disagree) to 4 (strongly agree). The highest degree of metacognitive awareness received four points while the least degree received one point.

**Table 3.7**  
**Table of Likert-Scale of**  
**Metacognitive Awareness Questionnaire**

<b>The Positive Statement</b>		<b>The Negative Statement</b>	
<b>Scale</b>	<b>Description</b>	<b>Scale</b>	<b>Description</b>
1	Strongly Disagree	1	Strongly Agree
2	Disagree	2	Agree
3	Agree	3	Disagree
4	Strongly Agree	4	Strongly Disagree

### 3. Listening Comprehension Test

Listening test was adopted from Listening Comprehension Section test from TOEFL Junior Test from ETS (Educational Testing Service) (see appendix). TOEFL Junior Test is developed by ETS as a meaningful

measurement to know the level of English language comprehension to help guide students ages 11+ which has been used in more than 65 countries.

Then, the researcher tried out the TOEFL Junior Test to check the validity and reliability of the test items. The validity test revealed that there were 7 from 42 items are invalid ( $r > r_{table} = 0.2162$ ) and the reliability test of the listening test items showed 0.869, this meant the test items were reliable for students (see appendix).

To short the test, the test consisted of 29 question in multiple choice form. The listening TOEFL Junior test consists of three sections namely: Classroom instruction, short conversation, and academic listening.

**Table 3. 8**  
**The Specifications of Listening Test**

No	Objectives	Subskill	Number
1	The listeners are able to hear and comprehend a short talk	- Identifying main idea of the audio text.	1, 4, 7
		- Identifying the aim of the audio text	3, 8
		- Making an inference.	6, 9
		- Making a prediction	2, 5
2	Students are able to hear and comprehend short conversations between two speakers. There are three or four question given in each conversation	- Identifying the main idea	15
		- Identifying one or more of the important details of conversation	11,16,17,18,19,20
		- Making an inference	10, 13, 22
		- Making a prediction	14, 21
		- Identifying the purpose of speakers' talk about specific information	12

3	Students re able to hear and comprehend a long academic topic audio text. There are four or five question in each audio discussion text.	- Identifying main idea	26
		- Identifying one or more important details of the conversation	24, 27, 29
		- Make an inference	23, 28
		- Make a prediction	25

Then, the result of listening comprehension of the students will calculate using the formula as follow:

<b>Students' score = <i>Students' correct answer X 1</i></b>
--

### **E. Data Collection**

In collecting the data, the researcher uses some steps. Here are the steps:

1. Preparing the questionnaires, listening self-efficacy questionnaire which consisted of 25 items with four point of Likert-scale (1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree) and metacognitive awareness listening questionnaire (MLAQ) which consisted of 25 items with 4 points of Likert scale (1 = Strongly Disagree, 2 = Disagree, 3 = Agree 4 = Strongly Agree)
2. Distributing listening self-efficacy questionnaire to the participants. In this step, the researcher distributed the questionnaire more than one class. Automatically, the researcher needed about a week to distribute the questionnaire.
3. Conducting listening test. The listening test conducted for 30 minutes in each class. Because there are 8 classes, the researcher conducted the test

in six days. The test was scored in numerical score with the highest score is 29 and the lowest is 0.

4. Distributing MALQ questionnaire to the participants. In this step, the researcher distributed the questionnaire more than one class. Automatically, the researcher needed about seven days to distribute the questionnaire.
5. Scoring and tabulating the listening self-efficacy, metacognitive awareness listening questionnaire and listening comprehension of students' achievement in *Ms. Excel* program.

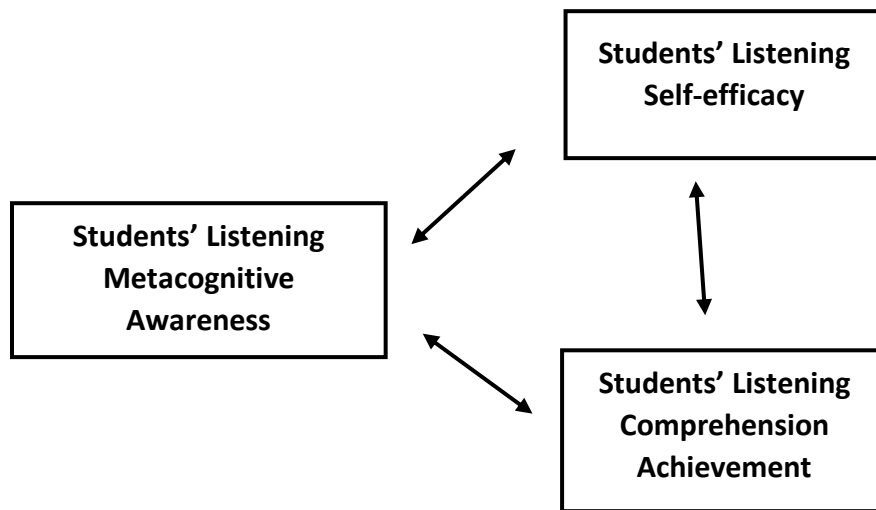
## **F. Data Analysis**

### **1. Correlation Analysis**

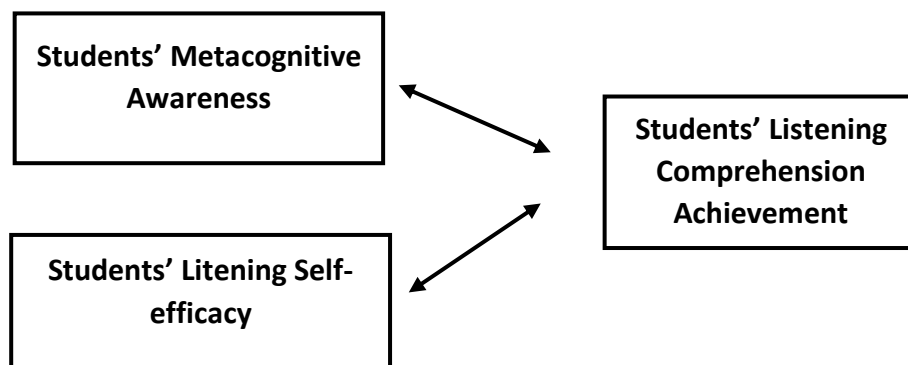
In quantitative approach, data analysis is activity that is done after the data sources are collected. The data analysis technique in quantitative approach uses statistic method and analysed using Statical Program for Social Science (SPSS) 21.0 and Microsoft Office Excel 2016 to deal with the computing manner.

To find the correlation between listening metacognitive awareness, listening self-efficacy and listening comprehension of senior high students in Kediri, the researcher analyzed the correlation of the variable data by using *Product Moment Correlation* if the distribution of the data was normal. Meanwhile, if the distribution data was not normal, the researcher used *Kendall's Tau Correlation*. Before that, the researcher calculated the statistical analysis consisted of test of normality using *Kolmogorov-Smirnov*

with *Lilliefors* significance correction to ensure the normality value because the sample was big enough, about 264 students and *Test for Linearity* in SPSS. Microsoft Office excel 2016 was used to get further insight of each variable by tabulating the score of each variable.



To know that there is simultaneous correlation between listening metacognitive awareness, listening self-efficacy and listening comprehension, the researcher utilizes multiple linear regression.



To determine the correlation between two variables, there are standards of coefficient correlation. The score correlation is around 0 to 1, whether positive or negative. If the score correlation  $> 1$ , it means that there is wrong calculation. Then, if the score correlation is labeled negative, it shows that the correlation between two variables is negative (Anwar, 2009). The interpretation of the coefficient correlation is presented in the table 3.9:

**Table 3.9**

**Table of Standard of Coefficient Correlation**

No	Coefficient Correlation	Meaning of Interpretation
1	0,00 – 0,199	Very Low Correlation
2	0,20 – 0,399	Low Correlation
3	0,40 – 0,599	Enough Correlation
4	0,60 – 0,799	High Correlation
5	0,80 – 1,000	Very High Correlation

## 2. Regression Analysis

In order to know how high was the contribution of metacognitive awareness and listening self-efficacy of students to listening comprehension achievement of the tenth grade MAN 2 Kota Kediri, the researcher analyzed it using correlation contribution (R). The result of analysis illustrated the percentage of coefficient correlation determination of the predictor variable that shared to the criterion variables.

To know the coefficient correlation determination, the researcher used a formula as follow:

$$R = r^2 \times 100\%$$



$R$ = coefficient determination

$r$ = coefficient correlation

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter describes the conclusion of the research and the suggestion to the certain parties that are related to this research. Here is the description of this chapter:

#### **A. Conclusion**

This research has been done through some steps to reveal the answers of the research problems that will be concluded in this part. The part of conclusion includes the results of the correlation between listening metacognitive awareness and listening comprehension achievement, listening self-efficacy and listening comprehension achievement, and listening metacognitive awareness and listening self-efficacy and multiple correlation between listening metacognitive awareness and listening self-efficacy with listening comprehension achievement of tenth grade of MAN 2 Kota Kediri. Here is the conclusion of those results:

#### **1. The Correlation between Listening Metacognitive Awareness and Listening Self-Efficacy**

The result of the correlation analysis using *Kendall's Tau-b Correlation* shows that the significance value is 0.00 (Sig. value = .000). It is absolutely lower than  $\alpha = 0.05$  which means that null hypothesis is rejected because the Sig. value is lower than  $\alpha$ . Whereupon,  $H_0$  states that there is no correlation between listening metacognitive awareness and listening self-efficacy of

tenth grade students of MAN 2 Kota Kediri. So, there is a significant correlation between metacognitive awareness and listening self-efficacy of tenth grade students of MAN 2 Kota Kediri.

The correlation coefficient laid in 0.354 which showed there is low correlation between both variables. From the result of coefficient determination, it can be known that metacognitive contributes as many as 12.53% to students' self-efficacy.

So, the conclusion of the correlation between metacognitive awareness and listening self-efficacy of tenth grade students of MAN 2 Kota Kediri is there is low significant positive correlation between those variable and metacognitive awareness plays 12,53% in influencing the level of self-efficacy.

## **2. The Correlation between Listening Metacognitive Awareness and Listening Comprehension Achievement**

The result of the correlation analysis using *Kendall's Tau-b Correlation* shows that value obtained is absolutely greater than  $\alpha = 0.05$  (Sig. value = .753 >  $\alpha = 0.05$ ) means that null hypothesis is accepted because the Sig. value is lengthy greater than  $\alpha$ .  $H_0$  is stated that there is no significant correlation between metacognitive awareness and listening comprehension achievement of tenth grade students of MAN 2 Kota Kediri. So, it can be concluded that there is a no significant correlation between metacognitive awareness and listening self-efficacy of tenth grade students of MAN 2 Kota Kediri.

Then, the correlation coefficient showed  $-.014$  which means there is negative very weak correlation from both variable. From the result of coefficient determination calculation, it can be known that metacognitive awareness contributes as many as  $0.0196\%$  to students' listening comprehension achievement, or it can be stated that there is no correlation between metacognition

### **3. The Correlation between Listening Self-Efficacy and Listening Comprehension Achievement**

The result of the correlation analysis using *Kendall's Tau-b Correlation* shows that the value of significance is lower than  $\alpha = 0.05$  (Sig. value =  $.015 < \alpha = 0.05$ ) means that  $H_0$  is rejected because the Sig. value is lower than  $\alpha$  wherein  $H_0$  states that there is no correlation between listening self-efficacy and listening comprehension achievement of tenth grade students of MAN 2 Kota Kediri. In other words, there is a significant correlation between students' listening self-efficacy and listening comprehension achievement of tenth grade students of MAN 2 Kota Kediri.

Then, the correlation coefficient showed  $0.105$  which means there is positive weak correlation from both variable. From the result of coefficient determination calculation, it can be known that self-efficacy contributes as many as  $1.10\%$  to students' listening comprehension achievement, while rest is determined by other variables that the researcher doesn't exact in this study.

#### **4. The Multiple Correlation of Students' Metacognitive Awareness, Students' Listening Self-Efficacy and Students' Listening Comprehension Achievement**

The result of the correlation analysis of metacognitive awareness and listening self-efficacy correlate with listening comprehension achievement could be seen from the result of multiple linear regression table. From the table, it can be seen that significance value (sig. F Change) showed 0.010. So, the null hypothesis is rejected. As a result, it can be concluded that both metacognitive awareness and listening self-efficacy have correlation with listening comprehension achievement simultaneously. For the coefficient correlation (R), it lied in 0.187 means that the variables have very weak positive correlation.

#### **B. Suggestion**

Based on the conclusion that has been described, the researcher would like to give suggestion to some parties. They are the students, the teachers or lecturers, and the further researcher.

##### **1. For the students**

For the students, it is important to have self-efficacy in order to develop the way of thinking to solve the task given and to help them deal with listening comprehension considering that self-efficacy correlates with students' listening comprehension achievement. Even though metacognitive awareness doesn't correlate with listening comprehension, the students are still affected by it because it has correlation with listening

self-efficacy which has a relationship with metacognitive. So, when they improve the listening self-efficacy, their listening comprehension and metacognition also improve.

2. For the teachers or lecturers

For the teachers or lecturers who teach English especially in listening course. Looking at the result shows that students' listening metacognitive doesn't have any contribution to listening comprehension, it is important that teacher still encourage students to strengthen their learning strategy in order to build their awareness of thinking. Then, for the self-efficacy of the students, the lecturers or teachers should enhance the listening self-efficacy level considering that it plays contribution for their listening comprehension. Thus, the teachers or lecturers have to manage their classroom so their students can improve their self-efficacy in order to build students' metacognitive awareness and to achieve the higher achievement.

3. For the further researcher

The results of this research give a new contribution for the research in the same field. Moreover, those results complete the result from previous studies which supply reinforcement and also variation of the same research topic. Additionally, this research only investigates the tenth grade of senior high school students. That is why, the researcher suggests to the further researcher to make a research wider and vary the research instruments for the validity and reliability of the research. Furthermore, the

next researcher can build up new other variable that is not exact in this study to strengthen and embody this kind of research.