

## THE METACOGNITIVE STRATEGY TO ACHIEVE LISTENING COMPREHENSION IN KULNI MODERN ISLAMIC BOARDING SCHOOL

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### ABSTRACTS

Metacognitive is the process of thinking about our minds, which is how a process, and control that information to find new understanding/knowledge and seek relationships with other knowledge. The purpose of this study is to discover how students in class XI of Kulni Modern Islamic Boarding School at Cikande, Serang Banten in use English listening metacognitive strategies, as well as the differences in improving English listening comprehension among students before and after receiving metacognitive learning. The population of this study included 61 students from class XI of Kulni Modern Islamic Boarding School at Cikande, Serang Banten. The sample consisted of 29 students from A class XI. The researcher used quantitative data analysis in this study. Data is gathered by administering tests to the class. There are two kinds of tests: pre-test and post-test. According to the study's findings, the average pre-test score at researcher Modern Islamic Boarding School at Cikande, Serang Banten was 40.41, and the average post-test score in the experimental class was 57.21. Based on the data presented above, it is possible to conclude that there is a 41.5 percent change in learning outcomes. Based on the result of the study, applying metacognitive strategies for learning can help students become interested in listening activities and can be an alternative innovation in learning listening.

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### INTRODUCTION

Listening is an intellectually complex of cognitive process that includes receptive, productive, and interpretive cognition and allows an individual to recognize speech. Listening comprehension is a relatively inactive activity. Listening is an essential comprehension in language learning because that is the most commonly had been using comprehension in daily situations. According to Sabet (2012), listening is an important skill in daily communication

and language learning. It is also an essential skill in the advancement of learning. Individual involvement in a variety of exercises ranging from comprehensive understanding to discriminating the sound of the speaker's message is required for listening comprehension. Listening is a skill it's the first step or key for a person to acquire and learn a foreign language because students spending up to 50 % of the time learning a foreign language in class or outside of the classroom engaged in listening activities. Many people are unaware that receptive skills (listening) grow faster than productive skills (speaking), so a person can learn more in the language in-depth simply by concentrating on what he hears while listening.

Listening skills are influenced by three aspects: cognitive aspects include linguistic knowledge (vocabulary and syntactic knowledge), knowledge of the language, pragmatic knowledge, metacognitive knowledge, previous knowledge, the capability to understand the first language, the capability to differentiate sounds, and the capability to remember work. affective or emotional aspects include Anxiety, motivation, and self-efficacy, and contextual aspects include informal listening in real life outside the classroom (listening to television or radio), listening in the context of formal learning (listening in class as lectures, formal classroom) listening interactive (listening practice) and the evaluation of listening.

In this study, the researcher interviewed several people as respondents in a school about listening problems that occurred in Kulni Modern Islamic Boarding School at Cikande, Serang Banten. Based on the interview results some students often ignore the importance of listening comprehension than to the other 3 language comprehension due to the difficulty of the teacher's questions and the lack of students' understanding of the context of the question.

Based on the problem faced by teachers and students in learning English listening and as stated above, metacognitive abilities are included in the cognitive aspect that can affect a person's listening comprehension. The metacognitive strategy aims to teach students impactful strategies for dealing with various types of listening problems (Mendelsohn, 1998) Then this explanation is also supported by Yang (2009) "metacognitive strategies are important in assisting learners to perform the listening activity more efficaciously and distinguishing successful listeners from unsuccessful ones". Vandergrift (1998) state, the strategy advancement is important for listening training because learners can advise and assess their own understanding and answers. Therefore, this research tried to implement the metacognitive strategy in listening learning to solve their problem. From the statement above, it can be concluded that metacognitive strategies in listening comprehension are a strategy that is carried out to improve one's metacognitive abilities with the aim of better listening comprehension because listeners can focus more on the language acquisition process. The researcher identified the following two problems: How are the students of class XI Modern Islamic Boarding School Kulni Cikande, Serang Banten, in applying metacognitive strategies for learning English listening? and Are there differences in the results of improving English listening comprehension between students before and after receiving metacognitive learning?.

## **RESEARCH METHOD**

In this study, the researcher used an experimental method in the form of a pre-experimental design with the type of one-group pretest-posttest design. Pre-experiment One Group Pretest-Posttest aims to obtain information or the magnitude of the effect of a treatment by comparing the results of pre-test and post-test in one class. Sugiyono (2010) said that one group pretest-posttest design is a research activity to compare the test with provides a pretest (pretest) before being given treatment and after being given treatment then delivering a final test (posttest). This research was conducted at the eleventh-grade students of Kulni Islamic Boarding School, Serang Banten. The sample of this research was students of class XI class A consisting of 29 students. To collect the data, the researcher administered a pre-test, a post-test, and an interview.

## Population and Sample

Population is a generalization group of objects/subjects with specific quantities and characteristics selected by the researcher to be researched. The population in this study was the eleventh-grade students of Kulni Modern Islamic Boarding School at Cikande, Serang Banten consisted of 2 classes with totaling 61 students. Class A consists of 29 students and class B consists of 32 students. The researcher uses cluster random sampling because the research object or population used does not consist of individuals, but the stratified educational group that has been divided into several groups by the school is the classes that the researcher focuses on eleventh-grade students in high school and provides equality and the opportunity for each population to be selected as a member of the sample.

## Instruments

In this research, the researcher will use pre-test, post-test, and interviews as the techniques to collect the data. A test is a tool used to assess an individual's or group's competencies, understanding, intellectual capabilities, or comprehension through the use of questions, assignments, or other instruments. which were chosen using random clusters. The purpose of implementing this pretest is to determine the students' abilities before the metacognitive strategy treatment is carried out on students.

Before administering this test to students, the researcher verifies its validity test, reliability test and normality test as the requirement to test the hypothesis using the t-test requires the use of these tests. The researcher did not use a homogeneity test in this study because the sample used only one class group, so a homogeneity test was unnecessary. According to Ghozali (2009), the validity test is used to assess the validity or validity of a test, whereas. The researcher used Pearson's product moment formula with SPSS 16.00 to test the validity of 34 tests in other classes at the same school, namely class XI B, totaling 32 students. The results of this validity test show that there are 30 valid tests and 4 invalid tests. While reliability test to determine the level of reliability of the test items to be given using the empirical method (quantitative calculations) using Cronbach's Alpha test with SPSS version 16.0. Test of reliability was also tested in other classes at the same school, namely class XI B, totaling 32 students The test is reliable if the Cronbach alpha value  $> 0.6$ . Based on the results of the calculation of the reliability test of 35 items, the value of 0.767 means that the test is reliable. While The normality test was conducted to determine whether the pretest and post-test data from the 2 samples were normally distributed or not. The results of the normality test using the Kolmogorov Smirnov test with Ms. Excel and SPSS 16.0 were obtained in the table 1.

Table 1  
Normality Test Results

Kind of Test	L-count	L-tabel	Conclusion
Pre-test	0,1479	0.161	Normal
Post-Test	0,1491		Normal

Based on table 1 shows the results obtained with the help of the Ms. program. Excel shows that the pretest and posttest data for the class are normally distributed because it is known that the data is said to be normally distributed if Lcount L-table, with L-table = 0.161. The data above shows that the pretest has a value of  $0,1479 < 0.161$ ., replication class 1 has a value of  $0,1491 < 0.161$  so it can be concluded that the results of the pretest and posttest calculations of the data are normally distributed.

The results of 30 test questions that have been tested using three tests, Validity test, reliability, and Normality, are then divided into two kinds, with 15 tests used for pre-test and

15 tests used for post-test. Students are given 25 minutes to work on questions. The test material includes finding statements, describing pictures, asking and answering questions, determining the topic of a short conversation or short talk, etc.

In this study, a semi-structured interview will be used as the interview model. according to Sugiyono (2013), Semi-structured interview is an interview in which the subject under study can provide complimentary and unlimited answers, but the subject under research should not stray from the deterministic theme. Based on the statement above, the researcher chose semi-structured interviews because the researcher wanted to get as much data as possible but still in outline to stay focused. The research focuses on the feelings, changes, and difficulties experienced by people when learning to use metacognitive strategies.

The researcher chose 10 students from the class that became the subject of the experiment for interviews in the study. The interview is being conducted for this study to supplement and explain the data obtained from the test about how the students perceive the teacher's use of metacognitive strategies. This interview question will be given to students based on important factors in learning strategies According to Essef quoted by Abdul Gafur (2012) and the main factors that influence message delivery in listening comprehension according to Nunan (2003) which have been adjusted

### **Data Analysis**

The researcher collects data from pre-test and post-tests, then test the results, and finally analyzes the data. According to Sugiyono, data analysis is the process of systematically searching and compiling data obtained from interviews, field notes, and documentation, by organizing data into categories, breaking it down into units, synthesizing, compiling it into patterns, and getting conclusions so that they are easily understood by themselves and others. The researchers used inferential techniques for data analysis with the T-test in this study, comparing the results of the pre-test with the results of the post-test, which were calculated using three methods: the manual method, the 2013 MS Excel application, and the SPSS version 16. This data analysis is useful for testing whether there is a significant effect between pre-test and post-test on listening comprehension and for researchers to test several hypotheses.

## **RESEARCH FINDINGS AND DISCUSSION**

### **Research Findings**

This section contains the results of research and analysis done with an emphasis on the answer The researcher will start to provide an overview of the data collected in this chapter. The population of this study included 61 students from class XI at Kulni Modern Islamic Boarding School at Cikande, Serang Banten. the researcher mentioned in the previous chapter. The sample consists of 29 students from class XI A. In this study, the researcher used quantitative data analysis. The data was collected through the administration of tests to the class. There are two types of tests available: pre-test and post-test. A pre-test was given prior to treatment, and a post-test was given following treatment. Students were given an English listening test based on the English national exam in the listening session which has been adapted to the Test of English for International Communication (TOEIC). The researcher uncovered several findings in order to determine the impact of metacognitive strategies on improving listening comprehension. There are pre-treatment and post-treatment student scores, as well as a comparison of students' pre-test and post-test scores. Furthermore, the researcher will explain the data in greater detail in this chapter. The result calculation of pre-test and post-test can be seen in table 2.

Table 2  
The score of Pre-Test and Post-Test

No	Name	Pre-test	Post-test
1	AWH	20	47
2	CR	40	60
3	DT	40	67
4	DH	33	40
5	DKH	20	53
6	DAF	33	47
7	EF	47	67
8	E	60	60
9	ERI	27	53
10	FBS	33	47
11	FR	73	73
12	JNA	27	40
13	K	40	67
14	LP	27	40
15	MAS	40	47
16	MBA	47	53
17	MAH	40	53
18	KK	53	60
19	MR	33	40
20	MRA	27	40
21	NVS	47	80
22	NF	47	73
23	RE	53	53
24	SAH	33	60
25	SSF	53	80
26	STH	33	60
27	SY	73	73
28	WS	53	73
29	YO	20	53
$\sum x =$		1172	1659
Mean		40,41	57,21
Improvement %		41,57%	

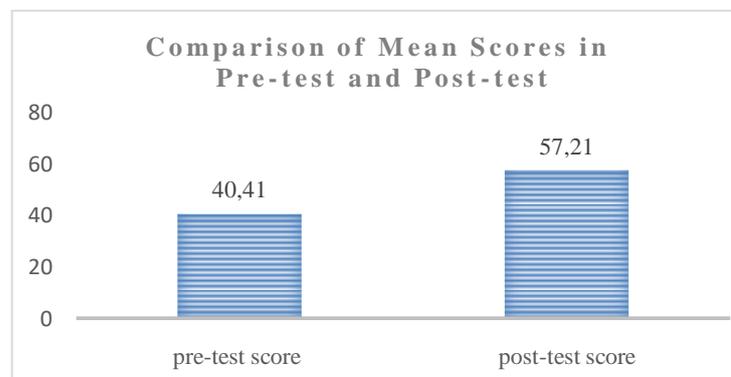


Figure 1. The difference in the average score before and after the treatment

According to table 1, the maximum score in the pre-test is 73, and the minimum score in the pre-test is 20. The post-test has a maximum score of 80 and a minimum score of 40 and it can be seen that the mean score of students during the pre-test was 40.41, so it can be concluded that during the pre-test, students had difficulties operating due to several factors,

including some students not using an effective strategy in identifying the questions given by the researcher and some students realizing there are unfamiliar words, causing them to have difficulty understanding the questions. The mean score obtained by students in the post-test is 57.21. This score indicates that there is an increase obtained by students, so it can be concluded that students can complete the listening test and understand what they hear using the proper strategy after receiving the teacher's treatment using Metacognitive strategies.

### t-Test calculation

In this study, the researcher used a sample paired T-test to determine the significant changes between before and after treatment. The researcher used 2 ways in calculating the paired T-test sample, namely the first using the SPSS version 16.0 application and MS Excel and the second using manual calculations.

$$Md = \frac{\sum d}{n} = \frac{487}{29} = 16,79$$

$$\sum X^2d = \sum d^2 - \frac{(\sum d)^2}{n} = 11493 - \frac{237169}{29} = 3314,759$$

$$t = \frac{Md}{\sqrt{\frac{\sum X^2d}{n(n-1)}}} = \frac{16,79}{\sqrt{\frac{3314,759}{29(28)}}} = 8,31$$

Table 3  
T-test Result with Ms Excel and SPSS 16.0

	PRE-TEST	POST-TEST
Mean	41,14285714	57,57142857
Variance	191,978836	157,7354497
Observations	28	28
Pearson Correlation	0,663561557	
Hypothesized Mean Differen	0	
df	27	
t Stat	-7,976656516	
P(T<=t) one-tail	7,11694E-09	
t Critical one-tail	1,703288446	
P(T<=t) two-tail	1,42339E-08	
t Critical two-tail	2,051830516	

### Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 pre	40.41	29	14.161	2.630
post	57.21	29	12.488	2.319

### Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 pre & post	29	.673	.000

From table 3, the mean value of the pre-test is 40.41 with a standard deviation of 14.161 and the mean score of the post-test is 57.21 with a standard deviation of 12.48. and from the table above it can also be seen that the value of t-count is 8.31 while t-table for N-1

= 1.701. the score of t-count is greater than t-table, namely  $8.31 > 1.701$  then  $H_0$  is rejected and  $H_1$  is accepted. with another calculation using the SPSS version 16.0 application, namely sig  $0.000 < 0.05$  then  $H_0$  is rejected and  $H_1$  is accepted. while using Ms excel  $(1,4233872538682E-08) > 0.05$  then  $H_0$  is rejected and  $H_1$  is accepted. So it can be concluded that there is a significant difference between students' listening comprehension before and after using metacognitive strategies in this study.

After post-test, an interview was conducted with Ten students from the eleventh grade at Kulni Modern Islamic Boarding School at Cikande, Serang Banten. The interview aimed to see the student's feelings and experiences during learning using the metacognitive strategies technique, and the collected data as supporting data from the main data.

Based on the results of the interviews, the first theme in the implementation of metacognitive strategies on listening comprehension is that students feel very happy and give a good impression and new experiences to students. The material presented is also very easy to understand in a comfortable environment, and the study groups are enjoyable and friendly, though there are some things that become obstacles, such as fast pronunciation and some difficulty understanding the test. Then, on the second theme, understanding that tests and materials can be understood well with effective learning media, some of them increase their interest in learning English even though there are some obstacles such as too fast pronunciation, so the student must focus on the second audio.

## Discussion

The main objective of this study is to investigate and respond to a problem in listening comprehension, students commonly disregard the importance of listening comprehension in comparison to understanding the other three languages causes the students' lack of understanding of the language context in the questions. The results of this research indicate that the metacognitive strategies learned can help students overcome difficulties with listening comprehension. The outcomes of this research may further support to some of Mendelsohn's (1998) theories that metacognitive strategies aim to guide students' impactful strategies for dealing with various types of listening problems. This study's results also support Yang's (2009) argument that "metacognitive strategies are essential in assisting learners to perform listening activities more efficiently and distinguishing successful listeners from unsuccessful listeners." The findings of this study can be used to extend the findings of previous studies, with a particular focus on listening comprehension strategies.

This research contributes to established knowledge about listening comprehension by presenting students' perspectives on the problems and obstacles encountered in listening comprehension and how to overcome them using metacognitive strategies. However, from other the perspective of a teacher, this study could be an alternative strategy for English listening learning. In several aspects, this case is very different from previous studies. Their previous research was conducted in a formal academic school environment, but this research was conducted in Islamic boarding schools as research objects that had never been studied before. Furthermore, previous researchers used a TOEFL test in the listening section, whereas this study used a TOIEC test and used interviews as secondary data to find out their experiences while learning to use metacognitive strategies. This finding, however, supports several previous findings that metacognitive strategies have a significant effect on listening comprehension.

Based on several interviews with students, this research shows that using appropriate strategies can help students, particularly in improving listening comprehension. Students are more active and independent as a result of this research. In this case, teachers can connect metacognitive strategies not just to listening comprehension, but also to comprehending and mastering a variety of other language skills such as reading, speaking, and writing. This study

has limitations, and future research should focus on students in class XI at Pondok Pesantren Modern Kulni Cikande in Serang Banten. This study also focuses mainly on metacognitive strategies in the context of learning to listen to English. The researcher hopes that by employing metacognitive strategies so listening comprehension can be easily achieved.

## CONCLUSION

Based on the data obtained, the researcher made a conclusion Firstly, the researcher treats XI graders at Kulni Modern Islamic Boarding School at Cikande, Serang Banten with listening comprehension strategies that are more precise when using metacognitive strategies. The researcher explains the learning objectives and learning description in the first step of organizing planning, then provides opportunities for children to solve problems and problems according to the title of the material, and finally, the researcher gives clues/keywords so that children can think about the problem and stimulate the brain. In the second step, the researcher provides strategies for English listening by using examples. In the assessment step, the researcher discusses the questions based on the title of the material and asks students about the difficulties they encountered while listening. Secondly, the researcher then answered research questions about how the differences in improving English listening comprehension between students before and after receiving metacognitive strategies in class XI students of modern Islamic boarding schools in Cikande Serang Banten, the researcher gave treatment using metacognitive strategies. Metacognitive strategies for use in classroom XI A was held in four meetings. The researcher administered a pre-test to assess the students' listening abilities prior to implementation and a post-test to assess the students' listening abilities after implementation. The average pre-test of the class students is 40.41, while the post-test is 57.21. This demonstrates a 41.57 percent improvement in students' listening comprehension. In this study, the researcher used the T-test to determine the level of change in students' English listening comprehension. The researcher calculated the T-test in three ways: using SPSS version 16.00 by looking at the level of significance. The calculation was by using the SPSS version 16.0 application, namely sig 0.000 0.05. If  $(1,4233872538682E-08) > 0.05$  in Ms. Excel, H<sub>0</sub> is rejected and H<sub>1</sub> is accepted.

Based on the information presented above, it is possible to conclude that as a result of this study, metacognitive strategies can help students improve their listening comprehension. The data show that there is a significant difference in students' listening comprehension before and after using metacognitive strategies, as evidenced by the increase in students' listening comprehension. T-test calculation results differed by 41.57 percent between pre-test and post-test. Not only that, but research can be an alternative innovation in English learning, particularly in listening comprehension, so that children are not bored and enjoy it. It is hoped that future research will look into other aspects of language that can be used with metacognitive strategies.

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