

**THE EFFECT OF METACOGNITIVE STRATEGY TRAINING
ON STUDENTS' LISTENING COMPREHENSION AT NINTH GRADE
IN SMP NEGERI 3 BUKITTINGGI**

THESIS

**Submitted as a Partial Fulfillment of the Requirement
to Obtain Strata One (S1) Degree**



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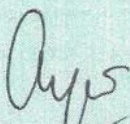
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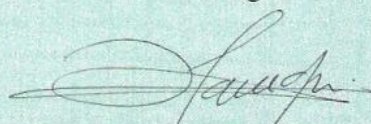
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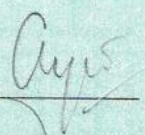
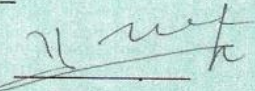
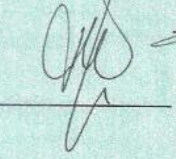
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ABSTRAK

Rahmadewi, Febrian. 2012. *The Effect of Metacognitive Strategy Training on Students' Listening Comprehension at Ninth grade in SMP Negeri 3 Bukittinggi*. Skripsi. Padang: Jurusan Bahasa Inggris. Fakultas Bahasa dan Seni. Universits Negeri Padang

Untuk mengetahui pengaruh pelatihan strategi metakognitif, (*metacognitive strategy training (MST)*) terhadap kemampuan menyimak (*listening*) siswa dalam Bahasa Inggris, perlu dilakukan sebuah penelitian. Penelitian ini dimaksudkan untuk melihat apakah penggunaan strategi metakognitif ini dapat meningkatkan kemampuan menyimak siswa dalam pelajaran bahasa Inggris dan apakah penggunaan strategi ini mampu mengatasi masalah yang dihadapi siswa. Penelitian ini dilakukan dengan metode eksperimen dimana kemampuan mendengarkan siswa sebagai variabel terkontrolnya dan MST sebagai variabel pengontrolnya. Selain itu, terdapat dua jenis kelas sebagai sampel dari penelitian yang dilaksanakan di SMP Negeri 3 Bukittinggi. Kelas pertama, kelas kontrol, adalah kelas yang diberikan perlakuan normal, yakni mengikuti kegiatan mendengarkan dengan cara pengulangan. Sementara, kelas kedua, kelas eksperimen, diberikan perlakuan berbeda, dimana kelas ini mendapatkan pelatihan strategi metakognitif. Perbedaan tingkat kemampuan menyimak dari kedua kelas ini diukur dengan *listening comprehension test* yang diberikan kepada siswa pada awal dan akhir penelitian. Berdasarkan perhitungan statistik, kedua kelas ini memiliki perbedaan kemampuan menyimak yang signifikan ($t_{hitung} = 2.34$).. Berdasarkan hasil penelitian, MST dinilai sangat efektif dalam meningkatkan kemampuan menyimak siswa dan mengatasi permasalahan menyimak yang dihadapi siswa. Oleh karena itu, dapat disimpulkan bahwa MST mampu meningkatkan kemampuan menyimak siswa dalam pelajaran bahasa Inggris.

Kata kunci: Strategi metakognitif; Kegiatan menyimak.

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CHAPTER I INTRODUCTION

A. Background of the Problem

Listening is one of the skills that has an important role in learning English as a foreign language. Through listening, someone will gain much information which builds the knowledge for using the language. Students can acquire vocabulary, pronunciation, accent, intonation, grammar and syntax through listening. Besides that, listening also enables students to interact in spoken communication. It is supported by Nation and Newton (2009) who say listening is the natural forerunner to speaking. They explain that the beginning step of language development in a person's first language and in naturalistic acquisition of other languages depend on listening. In short, someone should listen first before saying something. Therefore, listening can be interpreted as an essential skill in learning a new language.

Considering the importance of listening skill in learning foreign language, based on Indonesian's curriculum, "*Kurikulum Tingkat Satuan Pendidikan*" or KTSP, places this skill as one of the compulsory competences for English lesson. It is stated in Ministry National of Education Decree number 23 in 2006 that listening skill is one of the standard competences of graduate in junior high school. The aims of teaching listening are to enable students to listen to the English sound and to enable the students to interact in real life situation. In detail, the purpose of listening activity in junior high school is that the students are able to do instruction or to gain the information from different kinds of listening texts

or genres, e.g. monolog and dialog. Moreover, the students are able to complete the information and responds questions.

Due to the aims and the competences of listening skill for the students, they become a challenge for the English teacher to develop students' listening comprehension. For instance, in Junior High School 3 Bukittinggi, in order to improve students' listening comprehension, the teacher always begins the English lesson by doing listening activity. The listening class is begun by doing pre-activity such as discussing the topic. After that, the students are asked to listen to the recording which is played for two or three times and continued by doing exercises. To make students more interested in studying, teacher gives various kinds of topics that are suitable to their interest which are different in every meeting. It is also aimed to attract students' attention and to create an interesting atmosphere.

Based on the researcher's interview and observation at that school, although the teacher has tried to improve students' listening comprehension, many students still think listening as the difficult subject among other three skills; speaking, reading and writing. Based on the teacher's data, students' listening comprehension is below expectation. It is also proved by the result of listening test especially in ninth grade. Among 214 students, there are 60 percent of the students who can pass the "SKBM" (*standar ketuntasan belajar minimal*) of listening which is 70. In other words, many students failed. From the data, it can be concluded that the listening ability of IX grade students in SMP Negeri 3

Bukittinggi is low and the teacher needs to find a way to overcome students' listening ability.

There are many difficulties which are faced by the students that cause the low grade. First, students seem to have low motivation in the listening class. This happened because of teacher's technique which has been explained above, seems to be a monotonous technique where the students receive the same technique in every listening section. Besides that, the teacher seems to focus on product of listening rather than the process of listening itself where listening is a process to obtain the meaning. The next problem is related to the way students understand the recording. The students cannot control their mind in catching the message of the recording. When they want to focus to one part, they left another part, so the message is not arrive at their mind completely. In addition, it seems that they do not relate their think with their prior knowledge whereas in listening prior knowledge is needed. Therefore, they feel difficult to understand the message of the recording and blame listening is difficult. Another problem is the students do not know the best strategy for completing their listening task. Whereas, some effective strategies can help the students to overcome their difficulties and do their listening task.

Based on the problems above, it is necessary to find out a solution to overcome students' difficulties. One of the solutions is by providing the effective strategies for teaching listening that is metacognitive strategy. Oxford (1990) defined, metacognitive strategy is the strategy which can help learner to manage their own learning. O'Malley et al (1995) emphasize that learners without

metacognitive approaches have no direction or ability to monitor their progress, accomplishments, and future learning directions. Related to students' problem, the advantages of this strategy can overcome students' problems because from the beginning of listening activity the students have been asked to analyze the requirement, then to monitor their listening so they know what they should achieve or their purpose. Thus, they will be motivated in listening because they have already understood the purpose of the activity. By monitoring and evaluating activity, the students can control their mind to hear the main point of the recording that they should catch although they assume the speed of the speaker is fast. So, this metacognitive strategy is assumed can solve students' listening problems.

Due to the advantages of metacognitive strategy, the writer is interested to conduct the research about the use of this strategy. This strategy will be applied in form of training. The writer wants to see whether this metacognitive strategy training can give the significance effect on students' listening comprehension at ninth grade in SMP Negeri 3 Bukittinggi.

B. Identification of the Problem

There are several problems that faced by the students in listening comprehension. Those problems can be identified in four aspects which are motivation, teacher's technique, the way of thinking and strategy. The first problem related to students' motivation where many students have low interest and motivation in studying listening. This skill seems to be a boring subject for the students among others three English skills. The second problem related to

teacher technique. The technique which is used by the teacher seems to be a monotonous technique which cannot attract students' interest in studying. The third problem related to students' way of thinking. Many students find listening is difficult when they cannot control their thinking process in understanding the message that is delivered by the recording. The last problem related to listening strategy, the students do not know how to listen effectively by using the appropriate strategies. Therefore, they do not handle the listening task effectively, whereas in listening the listener should utilize the effective strategy in order to control their listening process and to control their own progress. Those problems cause the low grade of students' listening test.

C. Limitation of the Problem

There are a number of problems dealing with listening as previously mentioned. However, in this research the researcher focused on listening strategy. In SMP Negeri 3 Bukittinggi, the teachers have not yet integrated the listening strategy, especially the metacognitive strategy in the teaching process. However, this strategy is one of the helpful ways to overcome students' problem in studying listening and also to improve students' listening comprehension. This strategy can be implemented by giving a strategy training which is called metacognitive strategy training.

D. Formulation of the Problem

Related to the limitation, the problem of this research is formulated as follows: *“how does metacognitive strategy training give better effect toward students’ listening comprehension in SMP Negeri 3 Bukittinggi?”*

E. Purpose of the Study

The purposes of this study are to find out whether metacognitive strategy training gives a better effect toward students’ listening comprehension and also to find out whether this training is applicable to be used in teaching listening in order to overcome students’ problem.

F. Significance of the Study

The result of this study is expected to give the contribution to the students who want to improve their listening skill and also to give the contribution to the teacher who wants to develop students’ listening skill. In addition, this study also expected to be used to the person who wants to improve their listening skill.

G. Definition of Key Terms

The key terms used in this research defined as follows:

1. The effect: students’ listening score after receiving metacognitive strategy training.
2. Metacognitive: students awareness of thinking and learning; what they think, how they think, and why they think.

3. Metacognitive strategy: a special way that help the students to manage their listening process.
4. Metacognitive strategy training: the practices that are given by using the steps in metacognitive strategy.
5. Listening comprehension: students' listening ability which is the score taken from listening comprehension test.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Metacognitive strategy training is an initial effort aimed at developing learner autonomy, independence and self regulation in understanding and controlling cognitive process by implementing the component of metacognitive; planning, monitoring and evaluating. This strategy training is one of the beneficial ways to improve students' listening comprehension.

Based on the findings of the research, it was found that metacognitive strategy training give significant contribution on students in improving their listening comprehension. This is based on the numerical data collected in both experimental class and control class; it is proved that there is a significant difference between students' listening comprehension in control and experimental group. The students who were treated by using metacognitive strategy training in listening activity had higher listening comprehension compared with those who were not treated by this strategy training. In fact, it was found that the students tended to be more actively involved in listening activity. Moreover, it was also noticed that there were some improvement on students' ways of comprehending the listening material. To illustrate, the numbers of students who actively participated in listening activity was increased which indicates that they understand the listening material given. The students seemed to have a high comprehension and they also can evaluate their own progress in the listening

class. It can be concluded that metacognitive strategy training give a significance effect towards students' listening comprehension.

B. Suggestions

Related to the result of the research, there are several suggestions suggested for teacher and the next researcher. There are some suggestions addressed for teacher in SMP Negeri 3 Bukittinggi. First, it is suggested for the teacher to integrate metacognitive strategy training in listening activity. Second, the teacher should also choose appropriate theme of the listening material which is approximately interesting for the students, the theme in which they have enough background knowledge about it. Therefore the students could apply the step of metacognitive effectively.

Other suggestions are also addressed for the next researchers who wish to conduct the research on this study. First, since this research is limited to the monolog texts, which are procedure and report, it is suggested that the next researcher applies this strategy training to other texts, for example functional text and transactional text. Second, it is also suggested to other researchers to do the research more than eight meetings which the researcher done, in order to see more valid effect of this training. Third, related to effectiveness of this training, the next researcher is suggested to add the instrument of the research, such as the interview. Interview can be done to the teacher or another interviewee who has the knowledge of teaching listening or English, in order to avoid bias judgment of the effectiveness of this metacognitive strategy training.

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