THE EFFECT OF METACOGNITVE LEARNING STRATEGY TOWARDSTUDENTS' ACHIEVEMENT IN LISTENING COMPREHENSION (AN EXPERIMENTAL STUDY AT THE SECOND YEAR STUDENTS OF MTs.AL-MADANIYAH JEMPONG MATARAM IN ACADEMIC YEAR 2016-2017

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ABSTRACT

This study is about the effect of metacognitive learning strategy toward students' achievement in listening comprehension an experimental study at the second-year students of MTs.AL-MADANIYAH Jempong Mataram in academuc year 2016-2017. The purpose of the study is to know whether there is effect of metacognitive learning strategy or not toward students' achievement in listening comprehension. The research method was quasi experimental research with nonequivalent control group design. The population of the research was all of the second year Students of MTs.AL-MADANIYAH Jempong Mataram, conducted of two classes as sample; Experimental group II A and Control group II B. II A was taught by using Metacognitive Learning Strategy while II B was taught without using Metacognitve Leraning Strategy. The researcher gave Listening test to gather the data. The formula that used to analyze the data was t-test. It is supposed to know the significant difference between students' score in experimental group and control group. Based on the computation of the t-test formula, it was found that the mean score of the experimental group was 17,6 and the mean score of control group was 9,2. After analyzing the data, it was found that t-test was 5,626. The degree of freedom (df) was (Nx+Ny-2) = (25+25-2) =48. The degree of freedom from 38 students as sample. The researcher got score for confident level 0.5 or 95% and score 2.000, for confident level 0.1 or 99% is 2.660. It means that t-test was higher than t-table. After the data had been obtained; it was found that metacognitive learnig strategy has positive effect in teaching listening. It showed by the significant value of t-test >t-table. It means that Ha (alternative hypotheses) was accepted because t-test was higher than t-table. Based on the explanation, the researcher concludes that the effect of metacognitive learning strategy toward students achievement in listening comprehension at the second year students of MTs.AL-MADANIYAH Jempong Mataram has positif effect.

Keywords:Metacognitive Learning Strategy,Listening Comprehension.

INTRODUCTION
1.1 Background of the Study

Listening is an important skill it enables language learners to receiveand interact with language input and facilitates the emergence of otherlanguage skills.But based on the researcher experience in during conducting PPL program in MTs.AL-MADANIYAH it was found that many problems in teaching learning englishespecially in listening ,the problem were : The students do not know the meaning of the word that they Listen , students' lack of concentration and lack of understanding of Listening material that is given, students do not use sound system when they learn listening in the classroom. So, to help them achieve success in developinglistening and overall language proficiency, the writer would like to use Metacognitive Learning Strategy to teach the students in the classroom. Students with metacognitive learning strategies try to understand themselves who are aware and responsible

of their own listening development. Metacognitive learning strategies help learners to know what to do when they come across difficulties.

Based on explanation above the writer interest to conduct the research entitled "The effect of Metacognitve Learning Strategy toward Students achievement in listening comprehension at the eight grade students of MTs.AL-Madaniyah Jempong Mataram in academic year 2016-2017"

1.2 Statement of the Problem.

Based on the background of study above , the research question of the study as follow "Is there any effect of metacognitive learning strategy toward students' achievement in listening comprehension at the second year students of MTs.AL-Madaniyah Jempong Mataram in academic year 2016-2017.

1.3 Purpose of the Study

In line with the statement of the problem above the aim of the study is to know whether there is effect of metacognitive learning strategy or not toward students achievement in listening comprehension at the second year students of MTs.AL-Madaniyah Jempong Mataram in academic year 2016-2017"

1.4 Scope of the Study.

The research focuseson the effect of metacognitive learning strategy towards students achievement in listening comprehension at the second year students of MTs.AL-Madaniyah Jempong in academic year2016-2017.

1.5 Hypothesis of the Study.

The hypotesis is a temporary answer to the problem formulation studies, formulation of research problem which have been expressed in the form of a question sentence(Sugiono, 2013:96).

This study is designed to test the following hypthesis:

1. The Null Hypothesis (Ho) : There is not any effect of metacognitive learning strategy toward students' achievement in listening comprehension.
2. The Alternative Hypothesis (Ha): There is anyeffect of metacognitive learning strategy toward students' achievement in listening comprehension.

1.6 Definition of the Key Terms

There are some essential terms which need to clarifying in order to grapes better understanding about the research :

a. Metacognitive Learning Strategy

Metacognitive learning strategies are those which involve knowing about learning andcontrolling learning through planning, monitoring and evaluating the learning activity.(Richard and Willy,2002).

b. Listening Comprehension

Part of english which involved an understanding any making sense in spoken language

REVIEW OF RELATED LITERATURE

2.1.The Nature of Listening

Listening is an essential aspect of communicative competence and the most frequently used language skill (Nunan,2003 :1). A large proportion of second and foreign language research findings indicated that listening is the most important skill for language learning, because it is the most widely used language skill in normal daily life (Morley cited in Ratebi, 2013)

Nunan (2003:23), says that listening is an active, purposeful process of making sense of what we hear. Language skills are often categorized as receptive or productive. Speaking and Writing are the productive skills. Listening ,along with reading, is a receptive skill. That is, it requires a person to receive and understand in coming information (input) .Because

listening is receptive we can listen to understand things at a higher level than we can produce.For this reason ,people sometimes think of it as a passives skill.

Listening is not only the first of the language skills developed, it is also the skill most frequently used in the classroom. In a language classroom, listening ability plays a significant role in the development of other language skills. Because students receive so much importan language input aurally, they should work to develop aural proficiency skills and strategies to help them manage the listening comprehension process (Thompson & Rubin,cited in Ratebi,2013)

2.1.1. Listening Comprehension

Listening comprehension has not always drawn the attention of educators to the extent that in now has.Perhaps human beings have a natural tendency to look at speaking as a major index of language proficiency (Brown, 2001:247)

Harmer (2007:228) classifies listening comprehension into two categories :intensive and extensive listening.

1. Intensive listening

    Many teacher use taped materials, and increasingly materilas on disk, when they want their students to practice listening skills.This has a number of advantage and disavantage.
2. Extensive listening

    Extensive listening (Where a teacher encourages students to choose for themselves what they listen to and to do so for pleasure and general language improvement) can also have a dramatic effect on a student's language learning.

A unique characteristics of listening comrprehension is that " it exists in tim, rather than space it is ephemeral in nature " and that " the sound system of the second language poses a significant problem"(Lund, 1991 : 201), thus we have to bear in mind that listening comprehension requires substantially different skill from those required for reading comprehension.

To comprehence listening well there are many strategies which the teacher have to use when teaching and learning process,one of them is metacognitive learning strategy,metacognitive
strategies are important because they oversee,regulate or direct the learning process.

2.2 Metacognitive Learning Srategy

According to Brown and Palinear quoted in Wenden and Rubin (1990) metacognitive learning strategies involves thinking about the learning process, planning for learning, monitoring of learning while it is taking place, and self-evaluation of learning after the learning activity. In addition, Oxford (1990:734) says that metacognitive learning strategies used by the learners to control their own cognition, to coordinate the learning process by using functions such as centering, arranging, planning and evaluating.

Furthermore, students with metacognitive learning strategies try to understand themselves who are aware and responsible of their own listening development. As O'Malley and Chamot (1990) stated that the metacognitive strategies develop an understanding of students as learners of their individual attitudes and motivation toward the different aspects of the target language.

2.2.1 Component of Metacognitive

1. Metacognitive Experience

According to Flavell (1979; 906), thinking and learning are accompanied by other "conscious cognitive and affective experiences." If one thinks of experience as the main activity or train of thought, then a metacognitive experience is a thought or feeling that occurs to a person during and about the main thought

2. Metacognitive Knowledge

Person knowledge includes what we know about ourselves as learnersand the beliefs we have about what leads to success or failure in learning.An individual's person knowledge determines his or her self-concept. Forexample, language learners who often experience listening problems ininteractive listening may develop a strong belief that they are poor listenersand may therefore try to avoid such situations.(Larry,2012:87)

3. Strategy Use

The third component of metacognition is an individual's ability to use appropriate strategies to achieve cognitive, social, and affective goals. Strategy use is the deployment of specific procedures or actions to make learning easier, faster, more enjoyable, more self-regulated, more effective, or more transferable to new situations. Strategy use builds on strategy knowledge; it includes awareness of when and how to use specific strategies. On the whole, learners who have good strategic knowledge are also more likely to use strategies (Zhang & Goh in Larry,2012:89)

2.2.2 Teaching Listening Using Metacognitive.

In a critical review of studies on listening strategies, Macaro et al. (2007) identified some common strategies that proficient listeners use more than less proficient listeners. This is particularly true for a group of strategies popularly referred to as metacognitive strategies, such as planning for, monitoring, and evaluating comprehension. Proficient listeners also have better understanding of the strategies they can use to facilitate their comprehension and interaction efforts. This fact supports the link between metacognitive knowledge and strategy use mentioned earlier. Metacognitive knowledge about strategies and the use of strategies such as monitoring can contribute powerfully to multiple-intelligent behavior (Perkins, 1995). Strategies help learners control their thinking and learning while listening, as well as manage their overall learning process, to become skillful L2 listeners. Good metacognitive control over appropriate strategy use is an essential aspect for long-term listening success (Graham & Macaro, 2008).

). Rather than group them according to commonly used distinctions such as cognitive and metacognitive, we have organized them according to the role they play to facilitate listening comprehension and overall listening development. These include:
a. helping to process and interpret information by manipulating and
b. transforming the aural input;
c. observing the way information is processed or learned;
d. taking appropriate steps to manage and regulate these cognitive processes;
e. managing emotions; and,
f. involving other people or exploiting learning resources to assist in
g. comprehension and learning.

RESEARCH METHOD
3.1 Research Design

Related to the purpose, the appropriate design of this study is experimental research that using quasi experimental design.The subject of the study is not chosen randomly to involve it in control group and experimental group.In this design there are two groups that are control group and experimental group , one of the group is given treatment that is experimental group and the other is not that is control group.The two of groups are given the same test, that are called pre-test and post-test.

The researcheruse quasi-experimental design because quasi-experimtal design is one that looks a bit like an experimental design but lacks the key ingredient random assignment.But

there is something compelling about these designs; taken as a group , they are easily more frequently implemented than their randomized cousins (Cook and Campbell, 1979:26).

3.2 Population and Sample

1. Population

Population is totality subject of the research Arikunto (2013:173). the population member of this research is the second year student in MTs AL-Madaniyah Jempong in academic year 2016-2017, which consist of 44 students divided into two classes,namely class VIII A consist of 28 students and class VIII B consist of 16 students

2. Sample

Sample is a part of population that will be studied profoundly The sample of the study is the eight grade students of MTS AL-Madaniyah Jempong.If population less than one hundred people, then all population available will be used as sample. If not, it is suggest to take 10-15% or 20-25%. This number of population is representative enough for the subject of the research (Arikunto,2010:174). Based on the statement above , because of the population less then one hundred, the writer took all of the population as the sample of the research.They are 44 students, the writer took 28 students in class VIII A as control group, which taught by utilizing traditional method and 16 students in Class VIII B as experimental group was taught by using Metacognitive Learning Strategy

3.3 . Instrument of Research

In collecting data, the researcher used test.The test is an instrument

3.4 Data Collecting Technique

In collecting data from the sample, the researcher utilized some technique as follows :

1.Pre-test

2.Treatrment

3.Post-Tes

The statistical analysis of the obtain data resulted figures of mean scoreand the standard deviation of the two groups. Both of the mean score and thestandard of the experimental group show that the experimental group ismore successful than the control group.The result of the mean score of experimental group was 14.64 whereas the mean score of control group was 11.25 then the result of t-testshowed that t test (270.119) ishigher than t-table(1.68195 , 2.4184).

This mean that the Alternative Hypothesis (Ha) is accepted,which stated "there is effect of metacognitive learning strategy toward students'achievement in listening comprehension and the nullhypothesis (H0) is rejected which stated " there is not effect of metacognitive learning strategy toward students'achievement in listening comprehension".

B. Suggestion

Based on the conclusion above , the writer would like to offer some suggestion to be considered by English teachers and students.

1. For English teachers
   a. English teacher must creative in teaching andmake new situation during the teaching-learning process, so that the students will be
      interested in learning English.
   b. English teachers must use English in the class; it can help students
      improve their English.
2. For the students
   a. The students must improve their knowledge and be study hard, especially in enriching by using metacognitive learning strategy

b. The students have to practice their English in daily; it can help them to improve English easily.

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