A STUDY OF STUDENTS' PLANNING OF METACOGNITIVE STRATEGIES IN LISTENING COMPREHENSION

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Abstract

The students have a problem in comprehending the text in listening comprehension. It was prompted by the idea that metacognitive stratetegies is the crucial important to solve the problem in listening comprehension. By using these strategies, it helped students to plan, monitor, solve, and evaluate their learning to foster their listening comprehension. One of strategy in metacognitive is planning strategies. This article is intendedto find out what planning of metacognitive strategies used by students and the way they apply it in listening comprehension.Based on the research has conducted by the researcher, The students had applied metacognitive strategies but some of them did not do it in the correct ways in listening comprehension. It can be concluded that the result of the study indicated that the planning of metacognitive strategies used by the students in listening comprehension need to be develop and increase in to the correct ways to get better comprehension in listening.

Key words: metacognitive strategies, planning strategies, listening comprehension.

INTRODUCTION

Listening is one of the skill that has to be mastered by students in language learning beside speaking, reading and writing. It is an important skill because it provides a foundation for all aspects of language and cognitive development. Especially for those students whose native language is not English, the students should have an ability to listen in order to get good comprehension about the knowledge and the message that they have learned in teaching learning process. Listening comprehension is needed to have by the students since listening comprehension is viewed as an active process in which the students focus on selected aspects of aural input, construct meaning from passages, and relate what they hear to existing knowledge.

The listening process requires many tasks to get done for the students. The first task is the students have to comprehend the passage or text listened. The second task isthe students must be able to get the main idea and construct meaning from the passages. It is the comprehension process, in which comprehension is the process of understanding ideas from the passage to the listener mind. It is the way how the students understand and get the message from the passage. When they listen to a text, they review sounds, pronounceation, spelling, letters, vocabularies, the meaning of the word, pace and accent of the speaker and

preview grammar. The more students listen, the better comprehension they will get on the material in learning English.

There are many factors influencing listening comprehension such listeners, speaker, content of the text and strategies used. Related to learning strategies, the students should have good strategies in listening in order to have good listening comprehension. It is an important for the students since the students who have good strategies in listening will do specific actions to make learning easier, faster, enjoyable, and effective. By using the strategies in listening, they can control their learning in pre, whilst, and post listening activity. They will know their weaknesses to be increased. It build up their awareness in listening comprehension, they did not spend much time to listen and comprehend the text because they do procedures or techniques in understanding or comprehending the text, so that the process of learning will be efficient.

One of the strategies used in listening comprehension is metacognitive strategies. metacognitive is one's knowledge that consist of one's cognitive processes and the product of it. The knowledge consists of person, task, and strategy knowledge. According to Wenden (1987: 25) "Metacognitive strategies are set of strategies which the listeners employ to govern the listening process from the beginning to the end of the listening process".Many research findings reported that metacognitive strategies play an important role in listening. It helps the students to listen effectively and have significant contributions in learning English. It can improves students listening comprehension. By using these strategies they can plan, monitor, solve the problem and evaluate their listening comprehension.

There are four strategies are suggested in metacognitive, there are: planning, monitoring, problem solving and evaluating strategies. In this article, the researcher focuses to discuss planning strategies since the problem of the research closely related to these strategies. There were many problems of planning strategies were found in the second years students of listening comprehension III of English department at STAIN Batusangkar: first, the students could not set their goal of listening well, so that they did not know the learning purpose well. Second, they had difficulties in focusing themselves in order to make them pay attention on the topic by ignoring mental, physical, and environment distractions. Because of it, they could not catch the idea from text correctly. Third, they get difficulties in activating their background knowledge related to the topic. They have lack of vocabularies to express their experience. Next, they had problem in making prediction before listening activities, so that they could not involve thinking of the kind of words, phrase and information based on their background knowledge related to the topic. This problem affected to their comprehension while they are listening the text. Then, they had problems to organize their planning, while it can help them to accomplish their listening task. Finally, they did not have good self management to manage themselves in comprehending the text. They could not arrange the condition to help them focus with the topic, content of the text and performing their comprehension.

Based on the problem above, the researcher have conducted the research about planning strategies are used by students and the way they applied it in listening comprehension III of English Department at STAIN Batusangkar.

APPLICATION OF PLANNING STRATEGIES IN LISTENING COMPREHENSION

Planning strategies is one of the strategies that can be used by the students in pre listening activities before they listen the text. In planning strategies, the students can activate their background knowledge about the incoming input, and set a purpose and propose some questions before listening. Oxford(1990: 156-160) states:

> "There are sixs trategies can be applied by the students in arranging planning of learning. They are (1) the students find out about their language learning, (2) the students organize their language learning, (3) the students set the goal and objectives of their learning, (4) the students identify the purposeof language task, (5) the students plan their language task, (6) the students must seek out or create opportunities to practice any and all for language skill".

From the statements above, it can be inferred that that the students can be applied planning strategies in listening comprehension into many ways, such as: they have to find out about what should be learned in listening, organize their comprehension, set their goal and objective about the topic they listened, identify the purpose of listening task given by lecturer and create their opportunities to comprehend the listening text.

Furthermore, Chamot (1999: 10-13) explained that there are six factor in planning strategy such as; set goals, directed attention, activate background knowledge, predict, organizational planning and self management.Moreover Vandergrift (2004) introduces planning or predicting stage which allows learners to familiarize themselves with the text type and predicts information or what they may hear. Finally, Liu and Goh (2006: 76) also introduce planning strategies which include a pre-listening activity which allows the learners to work in pairs to predict what they are going to hear". This stage is followed by the first listening activity which allows the learners to verify their predictions and add new information in the 'first listen' column.

In conclusion, planning strategies is set of strategies that can increase students listening comprehension. By applying these strategies they have preparation before listen the text, and it helped them to comprehend the text well because they have activated their background knowledge and set their purpose of listening.

RESEARCH METHODOLOGY

Thedesign of the research was descriptive qualitative research, as gay (2000: 16) describes that qualitative research seeks to probe deeply into the research setting in order to obtain understanding about the way things are, why they are that way and how the participants in the context perceive them.This research was descriptive qualitative research related in listening comprehension. It observed what planning strategies used by students, and how they applied it in listening comprehension.

The research was carried out at STAIN Batusangkar. The participants of the research were the English Student who learn listening comprehension III at STAIN Batusangkar. All participants (91 students)werethe respondent for questionnaire, and 12 students among them were selected to be interviewed had been chosen by using purposive snowball sampling technique.

In this research the researcher was the key instrument using observation, interview and questionaire. The pre-observation was done before the observation, in order to collect the data

in the real activity. The reseacher used this three instrumentation during the research. They are: observation, interview and questionnaire.Observation Sheet was arranged before conducting the research. It was used to record and collect real information about metacognitive strategies used by the students, and how they applied it in listening comprehension. The researcher observed what kinds of planning strategies used by the students in in listening. There are two observation sheet will be used by the researcher in this research. They are:Observation List and observation note.The researcher used interview to obtain data and to explain what planning strategies used by student, how they applied it in listening comprehension. The researcher asked the students in order to know their response, opinion or impression in using metacognitive strategy in listening comprehension. According to Gay (2009:370), interview permits researcher to obtain important data can not acquire from observation alone; although pairing observations and interviews provide a valuable way to gather complementary data. Furthermore, he stated that interview can provide information that is inaccessible through observation. Interview is adressed to the students as the interviewee. To do the interview, the researcher used interview guide based on the categories planning strategies. The interview guide used to get the information.

The researcher alsoused questionnaire to gain information about students' metacognitive strategies. According to Brown (1995: 51), "questinaires of all kind may turn out to very useful in gathering large-scale information on the needs of the students.Gay (2009: 150) states, " the scale that will be used in this affective test is Likert scale which required respondents to respond to a series

statements by indicating whether she/he Always (Aw), Often (Ot), Some Time (ST), Seldom (S), or Never (N)".

Dealing with the intruments, there are two criteria for measuring instruments; they are validity and reliability.The validity of the data in this research can be validated through triangulation. In this research, the researcher collected the data from three instruments, they were the data from interview, questionnaire and observation. Triangulation is the process to check the data from three instruments. The researcher compared the data from interview, the data from questionnaire and the data from observation to get the validity of the data in this research.

Gay (2009:154) states that "validity refers to the degree to which a test measures what it is supposed to measure". In other words, The test is appropriate, meaningful and useful for the purpose of the assesment. In adition, Cresswell (2008:) states that "in qualitatif research, the data can be validated through triangulation. Triangulation is a process of corroborating evidence from different individual (interview, questionaire, document, etc) in descriptions and themes in qualitative research". It means the data which are collected will be valid if one of the the three methods of triangulation is applied. Three instruments were used in this research.

The second thing that should be considered is the term of reliability. The researcher checked the reliability of the instrument by repeating the questionaire to the same participants after period of time. It can be concluded that if the same test is given to the same test takers, on matched test takers on two different occasions, the test should has similar result.

After collecting the data, the researcher analyzed them. It is the process to search, arrange, categorize,

and interpret the data from interview, questionnaire and observation systematically by using any procedures. To analyze the data, she used procedures who introduced by Miles and Hiberman (1984: 21-22), they are: data reduction, data display, Conclusion drawing/ verification. Data reduction related to the process of selecting, focusing, simplifying and abstracting as well as transforming the raw are gained in the research. There are many process of data reduction such as: doing summaries, coding, teasing out themes, making clusters, making partition, and writing memos. The data transforming process continues after fieldwork, and until final report is complete.The Researcher grouped the data based on the way she is gained. She classified the data into three group, they were data from interview, questionnaire and learning teaching observation. The researcher did data reduction classifying the data. The second activity of analysis was data display. The data gained were performed and organized that permit conclusion drawing and acting taking. The data from interview and observation were displayed in narrative text and the data from questionnairewas displayed in the form of table.The last step of data analysis activities was conclusion drawing/ verification. Sugiono (2005:99) says that the conclusion in the qualitative research can be in form of description about the object of the research. The researcher verified the data by using triangulation to check and compare the three of the data of this research in order to get the conclusion. She also made the conclusion based theories of planning strategies in listening comprehension.

FINDING

The data that have been collected through questionnaire, interview, and observation dealt with the application of planning strategies. The data showed the students' planning strategies and the way the students applied these strategies in listening comprehension. Based on all the data that have been collected, there were some findings of the research.

Planning Strategies Used by Students in Listening Comprehension

Based on data analysis from questionnaire, observation and interview, it was found several findings such as:

a) Most of the student often used setting goal strategy in listening comprehension. they used this strategy in order to plan the goal they were going to achieve in listening comprehension.

b) Most of students always used directed attention strategy in focusing themselves to the topic that they were going to discuss.

c) Most students often used the strategy of activating background knowledge. This strategy helped them to understand quickly the information being listen.

d) Most of the students often used prediction strategy on planning. They used it to help them comprehended the text in whilst listening activity.

e) Most of the students some time used organizational planning strategy in listening comprehension. They use it to accomplish their listening task and gave direction for comprehending the text well.

f) Most of students always used self management strategy in listening comprehension. They used it to ensure their understanding of the text.

Based on the finding from each strategy on planning above, it can be conclude that most of the students often used planning strategies in listening

comprehension. Even though they do not know the strategies they used, but they have implemented it in listening comprehension.

The way the Students Applied Planning Strategies in Listening Comprehension

Based on data analysis about the way they applied these strategies, it was found several finding on planning strategies such as:

a) Very good and good category of students had more efforts and ways to set the goal before listening than sufficient and poor category. The way they set the goal by writing the prediction and question about the topic. The answer of their prediction and question about the topic and all information of it were the goal that they were going to achieve. While sufficient and poor category of students just set their goal by knowing the topic and information of the text.

b) The students from sufficient and poor category more develop the way they applied directed attention strategy than very good and good end in category. They did not care the destruction appeared in the classroom, they also focus with the vocabulary familiar and unfamiliar with them based on the topic. While very good and good category of students did not applied in the correct ways.

c) The students from very good, good, and poor category have applied activating their background knowledge correctly. The way they applied it by remembering their background knowledge and activating any vocabularies based on the topic, brainstorming the words, and remember the experience and relate it with the topic. Whereas, good category of students could not

applythis strategy in the correct ways, they just focused on listening and made the meaning of the topic.

d) The good and sufficient students have applied prediction strategies better than very good and poor students. The way they applied it by guessing the topic, vocabularies and write the question before listening the text. in spite of this, very good and poor category of the students just wrote the statement about the topic and predicted the vocabularies that were going to be appeared.

e) Most of student from all categories did not apply organizational planning strategy in the correct way. The way they applied it such as set the goal, did prediction, and followed the worksheet.

f) The students from all categories did not applied self management strategies in the correct way. They did not understand the way to apply it. The way they applied it such as: did prediction, activated background knowledge, closed eyes, etc.

DISCUSSION

Planning Strategies Used by Students in Listening Comprehension

Based on the finding, it was found that most of students often used planning strategies in listening comprehension. They used directed attention, activated background knowledge, prediction, organizational planning and self management. The students reflected their learning because they had prepared and planed their learning. During the planning process, they thought about how they would go to approach and carried out their listening task. They set their goals by thinking of their objectives for the task, and they came up with a plan of strategies to help them through the task, so that they met those

objectives. The lecturer also supported the students in applying these strategies by using and designing it in fort folio task in every meeting. There was any discussion at the end of the learning process about these strategies.

Analyzing what the students did in applying planning strategies in listening comprehension, it can be concluded that most of students apply planning strategies, as proposed by Chamot (1999) who identify planning strategies into setting goal, directed attention, activate background knowledge, prediction, organizational planning and self management. Furthermore, O'malley in Wenden (1987) lists "planning strategies into self management, advance preparation, advance organizers, directed attention, selective attention and delayed production". From his theories just self management and directed attention line with the finding.

On the other hand, the application of these strategies from interview data showed that in activating background knowledge just one student who seldom did it (student 11), he said that would be active automatically when listening the text, so that he seldom activated awareness to activate that. The interview data also identified that at organizational planning, it was found one student (student 4) who did not apply this strategy with the reason she just followed the task in the worksheet, and followed direction given by the lecturer. In addition for self management found that there were three students (student 3, 5, 9) who did not apply this strategy because they did not know how to manage themselves, they just did what they thought.

Based on the comparison between what the students did to what the experts said, it can be stated that the strategies used by students in planning strategies had been in line with theories stated by the experts, even though few of them did not apply it.

The ways the Students Apply Planning Strategies in Listening Comprehension

The finding about the way the students applied planning strategies in listening comprehension are: First, Very good and good category of students had more efforts and ways to set the goal before listening than sufficient and poor category. the students set the goal by knowing the topic firstly and predicted the goal of the topic. Second, The students from sufficient and poor category more develop the way they applied directed attention strategy than very good and good category. They applied directed attention by focusing themselves to the topic and ignoring environment distractions. Third, thestudents from very good, good, and poor category have applied activating their background knowledge in the same way .they activated their background knowledge and experience related to the topic. They wrote vocabularies, phrase and sentence about it. Fourth, the good and sufficient student applied prediction strategies better than very good and poor students. In predicting, they predicted any vocabularies, sentences and wrote the prediction question about what information they were going to hear. Furthermore, most of student from all categories did not apply organizational planning strategy in the correct way they applied organizational planning who have been set by the lecturer in the worksheet in pre listening activities. Finally they applied self management by imagining their personal experience related to the topic.

Analyzing the ways the students apply planning strategies in listening comprehension, it can be concluded some students applied this strategies as proposed by Chamot (1999:18), He said

that the students can set the goal by thinking of their objectives for the task and they come up with a plan of strategies so that, they will met those objective in listening. Furthermore they decide to focus their attention on the task and to ignore distractions. They also think of what they already know about the listening task and the related topic. Finally they can predict what they might need to do based on the information.

The finding also line with the theories from Oxford (1990:156-160).He explained that students can be applied planning strategies into many ways, such as: they have to find out about what should be learn in listening, organize their comprehension, set their goal and objective about the topic they listened, identify the purpose of listening task given by lecturer and create their opportunities to comprehend the listening text.

Moreover, Vandergrift (2004) introduce planning or predicting stage which allows learners to familiarize themselves with the text and predicts information of what they will listen.Based on comparison between the way the students apply planning strategies and what the experts say, it can be stated the students application of planning strategies are some have been in line with the theories that are introduced by experts.

In contrast, very good and good category of students did not applied directed attention in the correct ways. They just focused on listening and made the meaning of the topic. in addition, most of student from all category did not apply organizational planning strategy in the correct way. The way they applied it such as set the goal, did prediction, and followed the worksheet. Furthermore, the students from all categories did not applied self management strategies in the correct way. They did not understand the way to apply it. The way they applied it

such as: did prediction, activated background knowledge, closed eyes, etc. The way they applied these strategies were not proposed by expert.

From the finding and the theories toward planning strategies, it can be concluded that the students apply planning strategies in listening comprehension need to be developed into the effective ways based on the theories are introduced by many experts.

CONCLUSION

Planning strategies have applied by the students in listening comprehension III at STAIN Batusangkar. From the research have been conducted related to these strategies, it was found two conclusion, there were:

1. The students used planning strategy in listening comprehension. most of the students often set their goal, always did directed attention, often activated their background knowledge, often did prediction, often did organizational planning, and often did self management before listening activities.

2. The students have different way to applied planning strategies. In setting goal, Very good and good category of students had more efforts and ways to set the goal before listening than sufficient and poor category. In activating background knowledge the students from very good, good, and poor category have applied activating their background knowledge correctly. Then, for prediction strategy the good and sufficient students applied prediction strategies better than very good and poor students. While, for organizational planning and self management strategy, most of the students from all categories did not apply this strategy correctly.

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