CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Listening Comprehension

a. Definition of Listening Comprehension

As stated by Nunan (2003:24), Listening is an active, purposeful process of making sense of what we hear. It is requires a person to receive and understand incoming information (input). Because listening is receptive, we can listen and understand things at a higher level than we can produce. For this reason, people sometimes think it as a passive skill. Furthermore, listening is very active, because the people who is listening not only process what they hear but also connect it to other information they already know. Since listeners combine what they hear own ideas and experiences, in a very real sense they are "creating meaning" in their own minds.

Listening is an active process by which the listeners receive, construct meaning from, and respond to spoken and nonverbal messages. To listen well, the listeners must have the ability to decode the message, the ability to apply a variety of strategies and interactive processes to make meaning, the ability to respond to what is said in a variety of ways. Depending on the purpose of the communication, Fauzana (2014:5)

It is supported by Howatt and Dakin in Fauzana (2014:3) stated that listening is the ability to identify and understand speakers' accent or pronunciation, grammar and vocabulary, and grasping the meaning.

Listening is not easy so from what people has expected. Rubin stated that listening is a covert activity and has heavy processing demands.

Anderson and Lynch in Nunan (1989:23) distinguished between reciprocal listening and non-reciprocal listening. Reciprocal listening refers to those listening tasks when there is the opportunity for the listener to interact with the speaker, and to negotiate the content of the interaction. Non-reciprocal listening refers to tasks such as listening to the radio or a formal lecture where the transfer of information is in one direction only – from the speaker to the listener.

Richards in Nunan (1989:25) classified listening tasks according to whether they require the learner to engage in 'bottom-up' or 'top-down' processing. Bottom-up processes work on the incoming message itself, decoding sounds, words, clauses and sentences. It includes the following:

1) Scanning the input to identify familiar lexical items
2) Segmenting the stream of speech into constituents
3) Using phonological cues to identify the information focus in an utterance
4) Using grammatical cues to organise the input into constituents

Top-down processes use background knowledge to assist in comprehending the message. It provides:

1) Assigning an interaction to part of a particular event, such as storytelling, joking, praying, complaining,
2) Assigning places, persons or things to categories
3) Inferring cause and effect relationships

Based on the theories above, the researcher concluded that listening is not only hearing what the speaker said, but also the listeners try to understand and get some informations. Moreover, listeners need to interpret the meaning of the information.

b. Micro Skills and Macro Skills of Listening

According to Brown (2003:121-122), micro and macro skills are as follows:

1) Micro Skills

a) Discriminate among the distinctive sounds of English
b) Retain chunks of language of different lengths in short term memory.
c) Recognize English stress patterns, words in stressed and unstressed positions, rhythmic structure, intonation contours, and their role in signaling information.
d) Recognize reduced forms of words.
e) Distinguish word boundaries, recognize a core of words, and interpret word order patterns and their significance.
f) Process speech at different rates of delivery.

2) Macro Skills

g) Recognize the communicative functions of utterances, according to situations, participants, goals.
h) Infer situations, participants, goals using real-world knowledge.
i) Distinguish between literal and implied meaning.
j) Use facial, kinesics, body language, and other nonverbal clues to decipher meanings.

c. Assessment of Listening

Brown (2003:120) stated that there are some types of listening comprehension:

1) Intensive : listening for perception of the components (phonemes, words, intonation, discourse marker, etc) of a larger stretch of language.
2) Responsive : listening to a reative short sretch of language (a greeting, question, command, comprehension check, etc) in order to make an equally short response.
3) Selective : processing stretches of discourse such as short monologues for several minutes in order to scan for certain information. The purpose of such performance is not necessarily to look for global or general meanings, but to be able to comprehend designated information in a context of longer stretches of spoken language (such classroom directions from a teacher, TV or radio news items, or stories). Assessment task in selective listening could ask students for example to listen for names, numbers, a grammatical category, directions, or certain facts and events.
4) Extensive : listening to develop a top-down, global understanding of spoken language. Extensive performance ranges from listening to lengthy lectures to listening to a conversation and deriving a comprehensive message or purpose.

5) Interactive : there is listening performance that can include of the above types as learners actively participate in discussions, debates, conversations, role plays, and other pair and group work

2. Students' Listening Comprehension

Many knowledge disciplines in English have encouraged most of the students to be able to understand and even comprehend what they listen to. As stated by Fauzana (2014:6), listeners can improve their listening skills just as they improve any other skills. Listening is important because the listeners can learn new information through listening. Sometimes just by listening the students can help people reason with themselves and deal better with their emotions. In listening comprehension, the listeners have to work out to catch the meaning that the speaker said in particular words and in particular occasions. Sometimes listeners have difficulties in listening to the information from others by using our mother tongue.

Listeners actively themselves in the interpretation of what they hear, bringing their own background knowledge and linguistic knowledge to hear on the information contained in the aural text. In addition, good listeners in listening tap into their prior knowledge when hearing new information, they can more readily integrate new ideas into their schemas. The listeners who use active listening strategies also exhibit better concentration and memory. They listen to songs, news, lectures, etc.

Galvin (2014:46) stated that there are five reasons for listening, they are:

a. To engage in social rituals
b. To exchange information
c. To exert control

d. To share feelings
e. To enjoy yourself

Paul and Nation in Syahputra (2014:47) has classified the importance of a student course in listening such as:

a. To help the students to be able to cope with meaning-focused input as soon as possible
b. To motivate them in their language study by getting them to engage in successful listening and comprehension
c. To make the early learning as relevant as possible to their language use needs

The following are the listening comprehension situations that are the best introduced to students:

a. Listening to announcement
b. Listening to the news
c. Watching the news on television
d. Listening to the radio for entertainment
e. Listening to records
f. Listening on the telephone
g. Following the lesson

To sum up, students' listening comprehension is students' capability in processing of information while they are listening that information. Not only that, but also the students interpret the meaning and connect it with their prior knowledge.

3. Factors Influence Students' Listening Comprehension

As stated by Brown (2003:122), there are some factors that influence students' listening comprehension, they are:

a. Clustering: attending to appropriate "chunks" of language – phrases, clauses, constituents
b. Redundancy: recognizing the kind of repetitions, rephrasing, elaborations, and insertions that unrehearsed spoken language often contains, and benefiting from that recognition
c. Performance Variable: being able to "weed out" hesitations, false starts, pauses, and corrections in natural speech
d. Colloquial Language: comprehending idioms, slang, reduced forms, shared cultural knowledge
e. Rate of Delivery: keeping up with the speed of delivery, processing automatically as the speaker continues
f. Stress, Rhythm and Intonation: correctly understanding prosodic elements spoken language, which is almost always much more difficult than understanding the smaller phonological bits and pieces
g. Interaction: managing the interactive flow of language from listening to speaking to listening, etc.

According to Vandergrift and Goh (2012:58), cognitive factors and affective factors is the most important factors in listening. Cognitive and affective factors are divided into:

a. Cognitive factors:
   1) Linguistic knowledge : refers to the knowledge that a student has in a language such as vocabulary knowledge and syntactic knowledge (grammatical knowledge).

2) Discourse knowledge: sometimes called script knowledge, refers to awareness of the type of information found in listening texts, and how listeners can use the information to facilitate comprehension.
3) Pragmatic knowledge: involves the application of information regarding a speaker's intention that goes beyond the literal meaning of an utterance.
4) Metacognitive knowledge : refers to the learners' knowledge and control of their listening process.
5) Prior knowledge: refers to all knowledge and experiences that learners have.

b. Affective factors:
1) Anxiety: refers to the learner's perceptions about their listening ability.
2) Self-efficacy: refers to the learners' beliefs about their ability to successfully participate in learning activities.
3) Motivation

Boyle in Syahputra (2014:49) classified the factors that impact listening comprehension in three ways, they are:

a. Speaker factors: the linguistic ability of the speaker, the quality of the speech signal, the personality of the speaker
b. Factors in the oral text: the complexity of the lexis and syntax, the degree of cohesion

c. Listener factors: intelligence, memory, motivation, background knowledge

In conclusion, successful students in listening comprehension affected by many factors, there are clustering, redundancy, stress, cognitive and affective. It also come from speaker factors, factors of oral text, and listeners' factors.

4. The Nature of Metacognitive Knowledge

a. Definition of Metacognitive Knowledge

Metacognition can be divided into metacognitive knowledge, metacognitive experiences, and metacognitive strategies. Metacognition refers to listener awareness of the cognitive processes involved in comprehension, and the capacity to oversee, regulate, and direct these processes, (Goh in Vadergrift 2012:23).

Metacognition is our ability to think about our own thinking or "cognition" add by extension, to think about how we process information for a range of purposes and manage the way we do it. In sum, listeners who can apply metacognitive knowledge about listening during the cognitive processes of comprehension has a better capability to regulate these processes and draw on the relevant knowledge sources in an efficient manner to build text comprehension.

Metacognitive knowledge refers to the knowledge about memory, comprehension, and learning processes that an individual can verbalize. (Flavel in Handel, et al. 2013:165) stated that metacognitive knowledge as knowledge about person, task, and strategies. Thus, it inclues about the strengths and weaknesses of one's own memory in

learning, about cognitive requirements of tasks as well as knowledge about ways and means of attaining cognitive learning and achievement goals.

Brown in Van Velzen (2006:17) described metacognitive knowledge as knowledge of one's own cognitive processes in the context of learning as the kind of information learners possess about themselves (personal characteristics likes tendency to begin with learning too late, the ability to memorize) and about the learning context (knowledge about learning tasks and study and memorization techniques).

As stated by O'malley (1990:184), metacognitive knowledge will facilitate transfer of the strategies to new tasks and will assist students toward autonomous use of the strategies. He also stated that metacognitive knowledge is knowledge of one's cognitive processes related to learning and the cognitive processes of others. It is an individual's personal knowledge or beliefs about learning.

In conclusion, metacognitive knowledge is the students' knowledge and understanding to control their cognitive process so that the students know about their ability to do a job or homework. In applying metacognitive, the students are expected to work autonomously or without any help from others.

b. Kinds of Metacognition

Vandergrift et al. (2012:85) divided metacognition into three kinds:

1) Metacognitive Experience

Metacognitive experience is a thought or feeling that occurs to a person during and about the main thought. An example of metacognitive experience during listening is when learners realize that they do not recognize the words they hear but remember a similar situation where they managed to solve a word recognition problem. Metacognitive experience is useful to learners if it leads to some productive application of strategies or further understanding about the task, themselves, and/or the world around them.

2) Metacognitive Knowledge

Metacognitive knowledge involves three distinct and highly interactive knowledge:

a) Person knowledge: knowledge about how a particular individual learns and the various factors that affect that individual's learning. It includes what we know about ourselves as learners and the beliefs we have about what leads to success or failure in learning. it is knowledge about person strength and weakness.

b) Task knowledge: is knowledge about te purpose, demands, and nature of learning tasks. It includes knowing how to approach and complete a real-life listening task, knowing about features

of different types of spoken text. it also includes learners' knowledge about the purpose of a certain writing task, such as to improve their writing ability, and their information about the required skills to fulfill the task.

c) Strategy knowledge: is knowing which strategies can be used to accomplish a specific goal, be it achieving comprehension in a specific communicative context or importing one's listening ability after one term of study. On the other hand, it is knowledge about some learning strategies in problem solving.

3) Strategy Use

Learners use strategies to achieve comprehension goals, particularly when they have limited ability to understand what they hear. Strategies help them improve comprehension, retention, and recall of information; and, at the same time, they assist in planning for overall listening development as part of their language learning effort.

Based on some kinds of metacognition, the researcher chose metacognitive knowledge as the title of this research.

c. Metacognitive Knowledge

As stated by Vandergrift (2012:43), Metacognitive knowledge involves planning (anticipating), monitoring (checking the accuracy of anticipations), problem solving (repairing inaccurate comprehension), and evaluating (verifying overall comprehension, ideas, and

performance). When listeners exercise metacognitive awareness and knowledge about L2 listening, they are able to orchestrate the cognitive processes more efficiently and effectively.

According to Chamot (1999:14), metacognitive knowledge has four processes that is explained in the following:

1) Planning

Planning is a crucial first step toward becoming a self-regulated learner. During the planning process, learners think about how they are going to approach and carry out the task. They set goals by thinking of their objectives for the task, and they come up with a plan of strategies. They decide to focus their attention on the task and to ignore distractions. learners think of what they already know about the task and the related topic and then predict what they might need to do based on this information.

2) Monitoring

After learners have prepared an approach, they use monitoring strategies to measure their effectiveness while working on the task. While monitoring, learners should think about where their focus of concentration needs to be at any given time and then conciously focus their attention on a specific aspect of the task. Learners also think about how the information they are receiving or producing fits in with their knowledge of the world based on their own experiences. When students feel frustrated on overhelmed,

they give themselves encouragement by thinking about their learning tools.

3) Problem solving

When learners have difficulty at any time during a task, they choose a strategy from the problem-solving process. For instance, if they do not know the meaning of the word, they will use all of availablel information. They use any resource available to them to solve the problem, wether it comes from within themselves, through reference materials or from another person.

4) Evaluating

Evaluating processes allows the learners to see if they carried out their plans and to check how well strategis helped. Strategic students assess wether they met their goals for the task and if they did not, why they didn't meet those goals and what they can do differently next time. On the other hand, the learners think of how they can learn to make better ones next time.

5. Students' Metacognitive Knowledge

As stated by Fauzana (2014:56), students' metacognitive knowledge is being aware of what you will need to know and do not know, understanding what you will need to know for a certain task and having an idea of how to use your current skills to learn what you do not know. Students' metacognitive knowledge is the ability of students to control their thoughts and to regulate their own learning. For instance, the student performs some activity (a lab, homework exercise, or exam followed by a content question or quiz. The student gets feedback on how

well they performed on the content assessment. Finaly, the student is presented with a follow-up metacognitive question that can be augmented by a discussion about the metacognitive process.

Flavel in Velzen (2016:14) stated that students' memory skills showed that older students were more aware of how to make the best of their memory skills than younger children were. The older students performed better than the younger ones due to silently rehearsing the names of the pictures as the experimenter pointed them out. In this way, they could keep the pictures and their order in short-term memory.

According to Ratebi (2013:141), there are some knowledge can be divided into 3, such as:

a. Declarative Knowledge

   It refers to the knowledge about something. It is the factual information that is known by the students which can be expressed either spoken or written.

b. Procedural Knowledge

   It is to how to do something or knowing to do something. It means that the students' knowledge how to perform in doing some procedures.

c. Conditional knowledge

   It is a knowledge about when the procedure, is used, in what condition it is used and why it is better than another procedure.

In conclusion, students' metacognitive knowledge is students' knowledge to control their thought so that they know about their ability to do a job or homework by themselves. They know what they should do in making good performance.

6. The Correlation between Students' Metaconitive Knowledge and Their Listening Comprehension

Many studies have been carried out to examine the function of metacognitive knowledge in ESL/EFL learner's performance of receptive English skills, such as reading and listening (e.g., Baker & Brown, 1984; Vandergrift, 2002; Xu & Tang, 2007; Yang & Zang, 2002).

As stated by Hurd (2008:94), learning sequence can develop an awareness of the process of listening and help listeners acquire the metacognitive knowledge critical to success in listening comprehension. Listeners who apply their metacognitive knowledge to the comprehension process are better able to regulate their listening efforts and efficiently draw on relevant knowledge sources to build text comprehension, Robinson (2013:402).

According to Paltridge, et al. (2010:161), when listeners are able to analyse task requirements; activate appropriate listening processes for the task; make appropriate prediction; monitor their comprehension; and evaluate the success of their approach, they are using metacognitive knowledge for successful listening comprehension.

Vandergrift, et al. (2012:65) also stated that relationship between metacognition and successful second language (L2) listening comes from research into the strategies of skilled listeners. Using a think aloud methodology, researchers record, transcribe, and analyze the "think alouds" of skilled and less skilled listeners for evidence of strategy use.

B. Relevant Research

According to Syafi'i (2015:103) relevant research is required to observed some previous researches conducted by other researchers in which they are relevant to the research you are conducting. It means that the researcher found some previous researches that is relevant to the researcher's title which has aim to avoid plagiarism toward the designs and the finding of the previous researches.

1. A research by Manshoor Tavakoli et al., 2012 entitled "The Relationship between Metacognitive Awareness and EFL Listening Performance on Their Listening Comprehension." This study aims to investigate the relationship between language learners' metacognitive awareness and their performance on the listening section.The research used both quantitative and qualitative data analysis. The data was collected by using questionnare. The result showed that there was a positive and significant relationship (r= .398, p= .001).
2. Another research done by Zahra Ratebi, 2013 entitled "Use of Metacognitive Strategies in Listening Comprehension by Iranian University Students Majoring in English A Comparison between High and Low Proficient Listeners."This study aimed to investigate the types of metacognitive strategies used by Iranian university students majoring in English, and the differences in the use of these strategies between listeners across two levels of high and low proficiency. The results revealed that Iranian university students used "problem-solving strategies" most frequently and "person-knowledge strategies" least frequently. It was also

found that more proficient listeners used metacognitive strategies more frequently than less proficient listeners and there was a significant difference in the use of "person-knowledge strategies" between high and low proficient listeners. The results of the study have some implications for students, teachers, syllabus designers and EFL text book designers.

C. The Operational Concept

As stated by Syafi'i (2015:122), operational concepts are derived from related theoretical concepts on all of the variables that should be practically and empirically operated in an academic writing a research paper. This research was correlational research which focused on gaining the correlation between students' metacognitive knowledge and listening comprehension. Therefore, in analyzing the problem in this research, there are two variables used, they are variable X and variable Y. Variable X is students' metacognitive knowledge. It is an independent variable. Then, variable Y is students' listening comprehension, it is a dependent variable.

1. Variable X, according to Chamot (1999:14) metacognitive consists of four processes:
   a. Students begin to create their goals (Planning)
   b. Students observe the difficulty of the objectives (Monitoring)
   c. Students face the difficulty by searching the solution (Problem Solving)
   d. Students mark their goal is reached or not (Evaluating)

2. Variable Y, based on the indicators in syllabus from the school, the researcher determined some indicators for listening are:
   a. Students are able to understand some expressions in the conversation.
   b. Students are able to respond some expressions in the conversation.
   c. Students are able to understand the specific information in the short text listened.
   d. Students are able to find out some informations in the announcement listened.

D. The Assumption and The Hypothesis

1. The Assumption

In this research, the researcher assumes that

a. The higher students' metacognitive knowledge, the higher their listening comprehension will be.
b. The lower students' metacognitive knowledge, the lower their listening comprehension will be.

2. The Hypothesis

Ho = There is no significant correlation between students' metacognitive knowledge and their listening comprehension at Vocational High School Telkom Pekanbaru.

Ha = There is significant correlation between students' metacognitive knowledge and their listening comprehension at Vocational High School Telkom Pekanbaru.