The Relationship between Metacognitive Listening Strategy Used by Proficiency Level and Their Listening Comprehension for Eleventh Grade in SMA Negeri 1 Gresik

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Abstract

Listening is one of receptive skills which is important for language learners in order to understand and construct meaning from oral information which has been delivered. Meanwhile, metacognitive listening strategy is one of listening strategies that could be used by learners before, during, and after listening process in order to improve students' listening ability. Here, the researcher wants to know whether there is relationship between metacognitive listening strategy and students' listening comprehension. There are two aims of this study: 1) to know the different use of metacognitive listening strategy by proficiency level, and 2) to know the relationship between metacognitive listening strategies and students' listening comprehension for eleventh grade in SMA Negeri 1 Gresik. This study applied quantitative research using correlation study, 30 students included high, middle, and low-level were the sample of this study. The data have been collected by using listening strategies questionnaire, metacognitive awareness listening questionnaire (MALQ) and listening TOEFL test. The first questionnaire contained listening strategy in order to know the students who used metacognitive listening strategy and selected the sample. The second questionnaire had a purpose to get the answer of students' metacognitive listening strategy. The listening TOEFL test have been used to get the students' score of listening comprehension and classified the students into high, middle, and low- level students. After gaining the data, the researcher analyzed the data using statistical computation of Microsoft Excel and SPSS 16.00. The research finding from the computation of the data showed that there was significant different on the use of metacognitive listening strategy by proficiency level in which p-value was $0.015 < \alpha$ (0.05) and there was positive, strong correlation between metacognitive listening strategy and students' listening comprehension (r=0.525). Furthermore, the p-value of Pearson Product Moment was 0.03. It means that there was significant relationship between metacognitive listening strategy and students' listening comprehension for eleventh grade in SMA Negeri 1 Gresik. It could be summed up that there was positive, strong, and significant correlation between metacognitive listening strategy and students' listening comprehension. Based on the result of the study, the students needed to increase their metacognitive listening strategy for getting better performance in listening comprehension. If metacognitive listening strategy increased then so did students' listening comprehension. Therefore, the researcher gives some suggestions. Firstly, the teachers should consider metacognitive listening strategy for the students in order to improve students' listening comprehension. Secondly, for the students, they are expected to increase their metacognitive awareness by applying metacognitive listening strategy in their listening process. The last for the next researchers, they are expected to conduct the research about metacognitive listening strategy by involving more subjects.

Key words: Metacognitive Listening Strategy, Listening Comprehension.

1. Introduction

Listening is one of language skills that should be mastered by English learners. Listening is the activity of constructing meaning which has been delivered by speaker. As like Bentley & Bacon (1996) stated that listening is an active process that occurs when the listeners construct meaning of oral information. In this process, the listener not only has to listen what the speaker says but also comprehend what the information which has been delivered by speaker.

Listening has an important part of foreign language learning process. Listening is one of the receptive skills that can influence the other language skills, especially speaking. Through listening, language learners obtain a deep understanding of linguistic information, without it, the learners cannot produce a language (Brown, 2001 in Kassem, 2015). That is why language learners have to learn listening more in order to develop their listening skill.

In fact, English listening comprehension has been ignored for a long time. The main reason itself is English listening comprehension rarely includes in the examination. Moreover, only some schools which have a special space for the teacher and students to do English listening learning process. That is why most of the students and the English teachers have neglected listening skill. This situation makes the English learners have some problems in listening comprehension. The first is the listeners cannot control the speed of the speaker speaks. The second is the listeners cannot get repetition words. The third is the listeners have limited vocabulary. The fourth is the listeners fail to recognize the signal which has been delivered by speaker. The fifth is the listeners may lack contextual knowledge. The sixth is the listeners have difficult to concentrate in a foreign language, and the last is the listeners may have established certain learning habits.

In order to overcome those listening problem, the learners' need a strategy which can help them to improve their listening skill. Here, Taghizadeh & Abady (2016) have conducted a research that demonstrated the strategy that has benefits on listening skill development. This research is entitled "The effect of metacognitive strategy training on the listening comprehension and self-regulation of EFL learners" (Anwar & Arifani, 2016; Anwar, 2016 a; Anwar, 2016 b; Asmara, Anwar, & Muhammad, 2016). In this study, the researcher wanted to know the key role of metacognitive strategies training for the development of listening comprehension skill and self-regulation strategies by conducting an experimental design by giving a test and distributing questionnaire. The result of this study showed that metacognitive listening strategies training was improved students' listening performance in the experimental group. Moreover, the result also suggested that listening metacognitive strategies training have benefits not only for the development of listening skill but also listening metacognitive strategies training can increase the use of self-regulatory and metacognitive strategies.

Here, metacognitive awareness of listening itself is the awareness in which included of learners' metacognitive knowledge about their perceptions of themselves, learners' understanding of listening necessities, learners' cognitive purposes, and learners' approach to tasks and strategies (Vandergrift, et al., 2006 in Taghizadeh & Abady, 2016). Metacognitive listening strategy contains of five types strategy. The first is problem-solving strategy. Problem-solving strategy is the strategy which is contained of several strategies which have been applied by the listeners in order to create an inference and to observe these inferences (Mohammadali & Negin, 2014). The second is planning and evaluation. It is the strategy which has been applied by listeners in order to get ready for hearing and assessing the outcomes of their listening attempt (Mohammadali & Negin, 2014). The third strategy is mental translation, it is strategy which is contained of some kinds of method that needed for listeners to avoid whenever they intend to be professional listeners (Mohammadali & Negin, 2014). The fourth is personal knowledge, it is a type of strategy which contained of learners' awareness and point of view, which focuses on the difficulty of listening activity and learners' self-confidence (Mohammadali & Negin, 2014). The last is directed attention, which have presented some strategies or methods which can be employed by learners to focus and stay on their listening activity (Mohammadali & Negin, 2014).

In other hands, Al-Awan, Asassfeh, & Al-Shboul (2013) conducted a research by entitle "EFL learners' listening comprehension and awareness of metacognitive strategies: How are they related?" Here, the researcher wanted to investigate metacognitive listening strategies awareness and its relationship with listening comprehension by conducting a test and distributing a questionnaire for tenth-grade students. The result of this study showed that the students had a moderate level of metacognitive listening strategies awareness. The result also showed that there was significant correlation between listening comprehension and overall MALQ, but for each subscale only mental translation that insignificant correlation with listening comprehension.

This study was contrary to the result of the research which has been conducted by Bogorevich (2009) entitled "The relationship between metacognitive strategies awareness and listening comprehension performance". Here, the researcher wanted to know the impact of teaching metacognitive strategies on listening comprehension of PIE level three by conducting quasi- experimental design. The result of this study showed that there was no difference in students' metacognitive awareness although students' listening comprehension increased. It means that students who get a treatment of metacognitive listening strategies instruction can improve students' listening comprehension.

Based on those previous studies above, the present study wants to investigate the relationship between metacognitive listening strategies and students' listening comprehension by entitle "The relationship between metacognitive listening strategies used by proficiency level and their listening comprehension for eleventh grade at SMA Negeri 1 Gresik". Here, the researcher will classify the students into three level include high, middle, and low proficient students using correlation as design of the research. The researcher applies this research design because it is one way to investigate the relationship between metacognitive listening strategies and listening comprehension.

2. Methods

According to the purpose of this study in which wants to know whether there is significant correlation or not between two variables, the researcher uses quantitative research as the design of this study by using correlation procedure. This study will investigate the relationship between two or more variables by comparing the proven testing scores. Here, the researcher will not give a treatment for the subject, but only collects the data based on the subjects' knowledge.

There are two kinds of variable that will be applied in this study. Those variables are independent variable and dependent variable. The independent variable of this study symbolized by (X), that is metacognitive listening strategies which includes of five kinds of strategy, those are planning and evaluation, problem-solving, personal knowledge, directed knowledge, and mental translation strategies. The dependent variable of this study is students' listening comprehension that symbolized by (Y).

Population and Sample

The population of this study is eleventh-grade students of SMA Negeri 1 Gresik. There are two courses for this grade includes of science and social. Here, there are three classes for each course that separated from 1, 2, and 3.

Before selecting the sample, the researcher gives a questionnaire in order to know students who used metacognitive listening strategy. Here, the questionnaire has been adapted from Vandergrift & Tafaghodtari (2010) which has been translated into Indonesian language in order to make it easier for the students (see Appendix A). After that, in order to determine the sample of this study, the researcher uses stratified random sampling technique. The researcher uses this technique for determining the sample because the researcher will classify the subject into three categories, they are high, middle, and low-level students.

The classification of the students' level is based students' score of listening comprehension test which will converse by using the conversion score of TOEFL. The score itself is about 24 - 42 for low level, 43 - 52 for middle level, and 52 - 68 for high-level students. Here, the researcher will choose the sample randomly for each category. The number for each category itself is 10 students, so the total number of the sample is 30 students. It is the total minimum sample for correlation research.

For listening comprehension test, the researcher uses TOEFL test, which the content of each item is relevant to the curriculum of English subject for senior high school. The content of each item includes: 1) expression of asking and giving opinion, 2) giving instruction, 3) asking and giving information, 4) agreement and disagreement, 5) asking and giving something, 6) accepted and rejected invitation, 7) accepted and rejected help, 8) expression of praise, 9) expression of admiration, and 10) descriptive text. The completed English curriculum would present in appendix B.

Data Collection

Data collection is the process of collecting specific information from both of students' perception or students' ability. The purpose of this process is to find the real data in the field which has been collected from the subject. Furthermore, the researcher will explain the procedure of data collection includes of the instrument and the procedure of collecting the data. Those process as follows:

Instrument

In order to collect the data, the researcher needs some kinds of instrument. Here, the researcher uses two kinds of instrument; those are metacognitive awareness listening questionnaire (MALQ) and TOEFL test, which is only focuses on listening comprehension. The purpose of the first instruments is to know the different use of metacognitive listening strategy by proficiency level. In order hand, the purpose of the second instrument is to know the students' ability in listening comprehension. Those two instruments will explain more as follows:

a. Metacognitive Awareness Listening Questionnaire (MALQ)

Metacognitive awareness listening questionnaire is kind of questionnaire that has a purpose to know metacognitive listening strategy that often uses by the students before, during, and after listening process. Here, the researcher uses questionnaire which has been adapted from metacognitive awareness listening questionnaire that developed and validated by Vandergrift, Goh, Mareschal, & Tafaghodtari (2006). There are 21 items of this questionnaire includes of five kinds of strategy, those are planning and evaluation (item 1, 10, 14, 20, and 21), problem-solving (item 5, 7, 9, 13, 17, and 19), personal knowledge (item 3, 8, and 15), directed attention (item 2, 6, 12, and 16), and mental translation (item 4, 11, and 18). This questionnaire used the six-point Likert scale ranging from "strongly disagree" to "strongly agree". This first instrument would be presented in appendix C.

b. Listening comprehension by TOEFL Test

TOEFL test is one kind of tests that have a purpose to know the students' ability in English which has been applied English as their foreign language. Here, the researcher uses TOEFL paper-based test. There are three kinds of skill that will be tested in this test includes of listening comprehension, language structure and written expression, and reading comprehension. Because the purpose of this study is to identify the correlation between metacognitive listening strategies and listening comprehension, so the researcher only focuses on listening comprehension test. There are 50 questions with four options for each item includes of A, B, C, and D. The form of listening TOEFL test would be presented in appendix D and the listening script would be presented in appendix E. The score of this test will be calculated based on the correct

answer which will be converted using conversion score of TOEFL. The conversion of TOEFL score will explain as follows:

JUMLAH JAWABAN BENAR	SKOR TERKONVERSI 1 (*LISTENING COMPREHENSION*)	SKOR TERKONVERSI 2 (*STRUCTURE AND WRITTEN EXPRESSION*)	SKOR TERKONVERSI 3 (*READING COMPREHENSION*)
50	68	-	67
49	67	-	66
48	66	-	65
47	65	-	63
46	63	-	61
45	62	-	60
44	61	-	59
43	60	-	58
42	59	-	57
41	58	-	56
40	57	68	55
39	57	67	54
38	56	65	54
37	55	63	53
36	54	61	52
35	54	60	52
34	53	58	51
33	52	57	50
32	52	56	49
31	51	55	48
30	51	54	48
29	50	53	47
28	49	52	46
27	49	51	46
26	48	50	45
25	48	49	44
24	47	48	43
23	47	47	43
22	46	46	42
21	45	45	41
20	45	44	40
19	44	43	39
18	43	42	38
17	42	41	37
16	41	40	36
15	41	40	35
14	38	38	34
13	37	37	32
12	37	36	31
11	35	35	30
10	33	33	29
9	32	31	28
8	32	29	28
7	31	27	26
6	30	26	25
5	29	25	24
4	28	23	23
3	27	22	23
2	26	21	22
1	25	20	21
0	24	20	22

Table 3.3.1.c. Conversion score of TOEFL Adapted from www.toeflconversionscore.com

Procedure

In order to accomplish the purpose of this study in which to know the significant difference on the use of metacognitive listening strategy and the significant correlation between metacognitive listening strategies and students' listening

comprehension, the researcher tries to make a list some procedures for collecting the data to support the data analysis, they are:

a. The researcher observes eleventh-grade students at SMA Negeri 1 Gresik.
b. The researcher prepares the instruments for the research, which is metacognitive awareness listening questionnaire and listening comprehension test.
c. The researcher distributes questionnaire of listening strategies in order to determine the students who used metacognitive listening strategies.
d. The researcher input the students' answer.
e. The researcher gives listening comprehension test for the students at XI-IPA 1 and XI-IPS 1 class.
f. The researcher inputs the students score and classifies it into three categories, whether the students includes of high, middle, or low proficient level students.
g. The researcher chooses the sample of the research randomly in which there are 10 students for each category.
h. The researcher gives metacognitive awareness listening questionnaire to the subject of the study.
i. The researcher collects the students' answer of the questionnaire.
j. The researcher inputs the students' answer of the questionnaire and students score of the test and analyze the result by using statistical data of SPSS 16.0 program.
k. After doing all of the procedure, the researcher will test the hypothesis by seeing the column of sign. 2 tailed.

Data Analysis

After collecting the data through doing all of the procedure that mentioned above, the researcher analyzes the data by doing some steps in order to find the answer of the research question. Here, the researcher inputs the data from the questionnaire and listening comprehension of eleventh grade students at SMA Negeri 1 Gresik into Microsoft Excel and SPSS 16.0 program for doing statistical analysis.

Normality Test

Normality test is one of procedures that has a purpose to check whether the data is distributed normal or not by using Shapiro-Wilk test. If the data distributed normal, it means that the data distributed evenly for the population. The result has an important role in determining the next step of the data analysis that will be used to examine the objective of the study. Here, if the data is distributed normal, the researcher will analyze the objective of the study by using parametric statistic. Meanwhile, if the data is not distributed normally, the data will analyze by using non-parametric statistic.

Compare Means

Compare means is statistical analysis that uses to know the different means of one or more groups. Because in this study involves three group for the sample includes of high, middle, and low proficient level. Therefore, to know the significant difference on the use of metacognitive listening strategy by proficiency level, the researcher analyzes the data by statistical data for more than two groups. Here, if the data is distributed normal, the researcher will analyze the data using one-way ANOVA, but if the data is not distributed normally, the researcher will analyze the data using Kruskal Wallis.

Correlation Coefficient

The correlation coefficient is the number of correlation in which shows how much the level of correlation between two variables. The result of correlation coefficient will determine the strength of the correlation between metacognitive listening strategies and students' listening comprehension of eleventh grade at SMA Negeri 1 Gresik. Here, the researcher uses Pearson Product Moment as the data analysis. The researcher uses Pearson Product Moment because the data that will analyze is coming from ordinal and interval data. The ordinal data is metacognitive awareness listening questionnaire and the interval data is students' listening score.

Hypothesis Testing

Because there are two objectives of this study, so, there are two steps in order to test the hypothesis. The first objective of this study is to know whether there is significantly different on the use of metacognitive listening strategies by proficiency level or not. Hypothesis testing is needed to determine the significant difference on the use of metacognitive listening strategies. So, the hypothesis needs to be drawn and formulated as follows:

H_01 : There is no significant difference in the use of metacognitive listening strategies by proficiency level

H_11 : There is significantly different on the use of metacognitive listening strategies by proficiency level

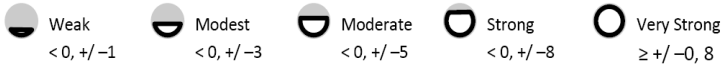
After formulating the hypothesis, the next step is comparing the strategies by using SPSS 16.0 program. If the result of normality test showed that the data is distributed normal, the researcher will analyze the data by using One- Way ANOVA, but if the data is not distributed normally, the researcher will use Kruskal Walis.

The second objective of the research is to know whether there is a significant correlation between metacognitive listening strategies used by proficiency level and their listening comprehension for eleventh grade at SMA Negeri 1 Gresik or not. Here, the researcher also needs to formulate the hypothesis of the study as follows:

$H_0 2$: There is no significant correlation between metacognitive listening strategies used by eleventh-grade students at SMA Negeri 1 Gresik and their listening comprehension

$H_1 2$: There is significant correlation between metacognitive listening strategies used by eleventh-grade students at SMA Negeri 1 Gresik and their listening comprehension

After formulating the hypothesis, the researcher has to compare the r- value from the output of SPSS 16.0 program in order to test the level of significance from the hypothesis. After the scores has been computed in SPSS, then the researcher has to see the r output and take the output that if sig. (2-tailed)
> α (0.05), the researcher should accept the H0, but if sig. (2-tailed) < α (0.05) so the researcher can reject H0, it means H1 is accepted. The rules to determine the strength of correlation defines as follows:



Source: Mujis (2004)

3. Findings

In the first chapter, the researcher has explained about the objectives of the study included: (1) to find out the significance different on the use of metacognitive listening strategy by proficiency level, and (2) to find out the significant relationship between metacognitive listening strategy and students' listening comprehension. In order to analyze both of variables, the researcher used statistical procedure to determine whether there is significantly different on the use of metacognitive or not and whether there is a significant relationship between metacognitive listening strategy and students listening comprehension or not.

First, in order to select the subject who used metacognitive listening strategy in their listening process, the researcher used Microsoft Excel which is included the number of the students, the number of each listening strategy for each student, and the average of each listening strategy. The result of this statistical analysis would be presented on Appendix F.

Second, in order to know the distribution of the data, the normality test has done. This procedure had a purpose to determine whether the data distributed normally or not. After finding out the result of normality test, the researcher used the data to analyze the objective of the study.

Third, in order to find out the significance different on the use of metacognitive listening strategy, the researcher used kind of data analyzing based on the result of normality test

Fourth, to find out the significant relationship between metacognitive listening strategy and listening comprehension, the researcher used Pearson Product Moment.

Finally, to explain the result of both of objectives of the study which is included whether there is significantly different on the use of metacognitive listening strategy or not and whether there is significant relationship between metacognitive listening strategy and listening comprehension or not. Here, the hypothesis testing would be shown in this chapter.

Kruskal Wallis
The result of the calculation about the significant difference on the use of metacognitive listening strategy by proficiency level shown as follows:

Test Statistics[a,b]

	MALQ
Chi-Square	8.424
df	2
Asymp. Sig.	.015

a. Kruskal Wallis Test

b. Grouping Variable: group

Table 4.1.2. Krukal Wallis Statistic

Based on the table 4.1.2. of Kruskal Wallis statistic above, the significant difference on the use of metacognitive listening strategy used by high, middle, and low students was 0.015, which is lower than α (0.05). It means there was significantly different on the use of metacognitive listening strategy between high, middle, and low proficient level. Here, based on those result, it could be concluded that metacognitive listening strategy had an impact on the level of students' proficiency. It means their level of metacognitive listening strategy could be influenced the level of the students' proficiency.

Pearson Product Moment

The result of the calculation of Spearman correlation as follows:

Correlations

		Score	MALQ
Score	Pearson Correlation	1	.525**
	Sig. (2-tailed)		.003
	N	30	30
MALQ	Pearson Correlation	.525**	1
	Sig. (2-tailed)	.003	
	N	30	30

**. Correlation is significant at the 0.01 level (2-tailed).

Table 4.1.3. Pearson Product Moment

From the table 4.1.3. Above, the correlation coefficient between metacognitive listening strategy and students' listening score was 0.525 which is p-value was < 0, +/- 8 included of strong correlation (Mujis, 2004). Here, from the result of the correlation coefficient which is included of strong correlation, it can be concluded that there was a strong correlation between metacognitive listening strategy and students' listening comprehension. In addition, this result of correlation coefficient would have a contribution for the next step of analyzing the data. Because the correlation coefficient was strong, so, the correlation still needed in order to know the significant correlation between metacognitive listening strategy and students' listening comprehension. Furthermore, the coefficient correlation showed positive value. It means there was a positive correlation between metacognitive listening strategy and students' listening comprehension. Therefore, if the students have a high metacognitive listening strategy, they could be increased their listening comprehension.

Hypothesis Testing

As like the researcher have explained before, there are two objectives of this study. So, there are two hypothesis testing of the study. The first hypothesis was to test whether there is a significant difference on the use of metacognitive listening strategy by proficiency level or not. Here, the researcher used Kruskal Wallis to analyze it. The hypothesis itself as follows:

H_01 : *There is no significant difference on the use of metacognitive listening strategies by proficiency level*

H_11 : *There is significantly different on the use of metacognitive listening strategies by proficiency level*

P-value < 0.05, H_0 is rejected

P-value > 0.05 H_0 cannot be rejected

From the table 4.1.2. The p-value of the different use of metacognitive listening strategy by proficiency level was 0.015, which is lower than α (0.05). So, null hypothesis was rejected and the alternative hypothesis was accepted. It means there was significantly different on the use of metacognitive listening strategy by proficiency level.

The second objective of the study was to know whether there is a significant relationship between metacognitive listening strategy and students' listening comprehension for eleventh grade at SMA Negeri 1 Gresik or not. Here, the researcher used Pearson Product Moment for data analysis.

As like the previous procedure of Pearson Product Moment showed that there was a strong correlation between metacognitive listening strategy and students' listening comprehension. So, the hypothesis testing of the second objective of the study still needed. The hypothesis of the second objective of the study itself as follows:

H_02 : *There is no significant correlation between metacognitive listening strategies used by eleventh-grade students at SMA Negeri 1 Gresik and their listening comprehension*

H_12 : *There is significant correlation between metacognitive listening strategies used by eleventh-grade students at SMA Negeri 1 Gresik and their listening comprehension*

P-value < 0.05, H_0 is rejected

P-value > 0.05 H_0 cannot be rejected

From Table 4.1.3. The p-value of metacognitive listening strategy and students' listening comprehension was 0.003, which is lower than α (0.05). So, the null hypothesis was rejected and the alternative hypothesis was accepted. It means there was a significant relationship between metacognitive listening strategy used by proficiency level and students' listening comprehension for eleventh grade at SMA Negeri 1 Gresik.

Relationship between Metacognitive Listening Strategy and Listening Comprehension

From the previous statistical procedure of correlation coefficient, the result of the correlation coefficient showed that p-value was 0.525. It means that the correlation coefficient between metacognitive listening strategy and students' listening comprehension for eleventh grade at SMA Negeri 1 Gresik was a positive and strong correlation. Here, strong means there was an influence of metacognitive listening strategy for students listening comprehension.

The positive correlation itself means that if the students have a high metacognitive listening strategy, it would increase their listening comprehension too. Because, when the students had a high metacognitive listening awareness, they would have some strategies that would be used in their listening process. Those strategies included of planning about how they will listen and how to evaluate their listening, how to make and monitor their inference while listening, how to perceive the difficulty found while listening, how to keep the attention while listening, and know what strategy that need to avoid if they want to be proficient listener. So, it showed that metacognitive would help the students to increase their listening comprehension.

Furthermore, about the correlation between metacognitive listening strategy and students' listening comprehension itself, the hypothesis testing showed that p-value was 0.003. It means that there was a significant relationship between metacognitive listening strategy used by proficiency level and their listening comprehension for the eleventh grade at SMA Negeri 1 Gresik.

In addition, for the correlation between each strategy, which is included of metacognitive listening strategy and the students' listening score would be presented in the following table:

Correlation

		Score	PlanningEvaluation	DirectAttention	PersonalKnowledge	MentalTranslation	ProblemSolving	MALQ
Score	Pearson Correlation	1	.526**	.521**	.448*	.173	.407*	.52
	Sig. (2-tailed)		.003	.003	.013	.359	.026	.0
	N	30	30	30	30	30	30	30
PlanningEvaluation	Pearson Correlation	.52	1	.820**	.455*	.542**	.601**	.89
	Sig. (2-tailed)	.0		.000	.012	.002	.000	.0
	N	30	30	30	30	30	30	30
DirectAttention	Pearson Correlation	.52	.820**	1	.657**	.659**	.556**	.89
	Sig. (2-tailed)	.0	.000		.000	.000	.001	.0
	N	30	30	30	30	30	30	30
PersonalKnowledge	Pearson Correlation	.4	.455*	.657**	1	.559**	.559**	.71
	Sig. (2-tailed)	.0	.012	.000		.001	.001	.0
	N	30	30	30	30	30	30	30
MentalTranslation	Pearson Correlation	.1	.542**	.659**	.559**	1	.597**	.76
	Sig. (2-tailed)	.3	.002	.000	.001		.000	.0
	N	30	30	30	30	30	30	30
ProblemSolving	Pearson Correlation	.407*	.601**	.556**	.559**	.597**	1	.821**
	Sig. (2-tailed)	.026	.000	.001	.001	.000		.000
	N	30	30	30	30	30	30	30
MALQ	Pearson Correlation	.525**	.892**	.890**	.715**	.762**	.821**	1
	Sig. (2-tailed)	.003	.000	.000	.000	.000	.000	
	N	30	30	30	30	30	30	30

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Table 4.1.6. Description for each correlation

From that table, it showed that between each metacognitive listening strategy included of planning & evaluation, direct attention, personal knowledge and problem-solving had a significant correlation with the students' listening

comprehension. In other hands, mental translation had not a correlation with students' listening comprehension. For the first sub-strategy of metacognitive listening strategy is planning and evaluation. Here, the p-value was 0.003, which is lower than α 0.05, it means there was a significant relationship between planning and evaluation and students listening comprehension. Furthermore, the correlation coefficient was 0.526, which is included of strong correlation. It means there was a strong correlation between planning and evaluation and students listening comprehension and planning evaluation had a contribution for increase students listening comprehension. The correlation coefficient of planning and evaluation also showed a positive correlation. It means that planning and evaluation gave a positive influence for students listening comprehension. Here, planning and evaluation itself included of strategy which has been used by the students in order to make a preparation before they listen and they would make an evaluation to evaluate their result of listening. Here, if the students had a good preparation before they listen, they would not feel difficulty in comprehending the message which has been delivered while listening. In addition, if the students can evaluate their result of listening, they would know what their weakness or their mistake while listening and they would not do it for the next time.

The second sub-strategy of metacognitive listening strategy is direct attention. Here, the p-value was 0.003, which is lower that α 0.05. It means there was a relationship between direct attention and students' listening comprehension. The correlation coefficient itself was 0.521, which included of strong correlation. It means there was a strong correlation between direct attention and students listening comprehension and direct attention had a contribution for increase students listening comprehension. The correlation coefficient of direct attention also showed a positive correlation. It means direct attention gave a positive influence for students listening comprehension. Here, direct attention itself included of strategy that can be used in order to control their level of attention while listening in which this aspect included of factor that influences students' listening comprehension. As like Samuel, 1984 in Thomas & Dyer, 2007 stated that students have to control their attention in order to understand the message which has been delivered by the speaker.

The third sub-strategy is a personal knowledge. Here, the p-value was 0.013 which is lower than α 0.05. It means there was a relationship between personal knowledge and students listening comprehension. The correlation coefficient itself was 0.448, which is included of positive moderate correlation. It means the correlations were almost strong and gave a positive influenced for the better listening comprehension. Personal knowledge itself is the strategy which included of students' perception while they found a difficulty of listening, whether they consider the difficulty as the challenge or the obstacles for their listening ability. This aspect would influence students listening comprehension, as like Samuel, 1984 in Thomas & Dyer, 2007, which stated that the students' perception of the listening situation was influenced students listening comprehension.

The fourth sub-category is mental translation. Here, the p-value was 0.359 which is higher than α 0.05. It means there was no relationship between mental translation and students listening comprehension in which the correlation coefficient itself was 0.173 which included of modest correlation, it means the level of correlation was almost weak. Here, mental translation included of strategy that required to avoid if the students want to be proficient students.

The last subcategory is problem-solving. Here, the p-value was 0.026, which is lower than α 0.05. It means there was a relationship between problem solving and students listening comprehension. The correlation coefficient itself was 0.407, which is included of positive moderate correlation. It means the level of correlation was almost strong that problem-solving would give influence for students listening comprehension. Problem-solving it included of strategy which has been used in order to make an inference while listening. The inference itself related to their background knowledge about the topic and how much of vocabularies that they mastered. Here, background knowledge and students' vocabulary itself could influence the students' listening comprehension, which if the students have a background knowledge about the topic and have a broader vocabulary, it would make an easier for the students to make an inference while listening.

Based on that explanation, in general, there was a significant relationship between metacognitive listening strategies used by proficiency level and their listening comprehension for eleventh grade at SMA Negeri 1 Gresik.

4. Discussion

As mentioned before that there was two objectives of the study, those are to know the significant difference on the use of metacognitive listening strategy by proficiency level students and to find out the significant relationship between metacognitive listening strategy used by proficiency level and their listening comprehension for eleventh-grade students in SMA Negeri 1 Gresik.

For the first objective of the study, the calculation of Kruskal Wallis showed that the p-value was 0.015, which is lower than α (0.05). It means there was significantly different on the use of metacognitive listening strategy by proficiency level for eleventh-grade students in SMA Negeri 1 Gresik. Furthermore, the Rank of Kruskal Wallis showed that more proficiency level students were more frequently used metacognitive listening strategy than less proficiency level.

This research finding was in line with the previous study which has been conducted by Ratebi &Amirian (2013). Here, the result of the previous study showed that more proficient students were more frequently use metacognitive listening

strategy than the less proficient students and there was a significant difference on the use of metacognitive listening strategy by proficiency level.

There were some similarities, differences, strengths, and weakness between the previous study and the present study. The similarity of both studies is the aim of the study which is the researcher wanted to know the significant difference on the metacognitive listening study. In other hands, the differences are about the subject of the study in which the previous study involved university student that categorized by two proficiency level, those are high and low-level students. Meanwhile, in the present study, the researcher involved eleventh-grade students of senior high school. Here, both of the present study and the previous study discussed about the different use of metacognitive listening strategy in detail. The strength of the previous study is about the subject which is involved more subject than the present study. Furthermore, for the weakness, the previous study only focus on the investigating the different type of the used of metacognitive listening strategy by high and low-level students. In the other hand, the present study, not only focused on the different use of metacognitive listening strategy by proficiency level included of high, middle, and low students, but also focused on the investigating the relationship between metacognitive listening strategy and students' listening comprehension.

The difference on the use metacognitive listening strategy itself can be seen on the Mean Rank of each sub category of metacognitive listening strategy. Here, high proficient students more frequently used planning and evaluation strategy. Planning and evaluation itself is the strategy that can be used by the students in order to prepare how they will listen and evaluate the outcome of their listening. The high proficient student will prepare about how they will listen before they listen and after they listen, they will evaluate their listening, so, they can prepare the next strategy that can be used for next listening activity. In other hands, middle proficient students more frequently used problem-solving strategy in which it is the strategy which has been used while the students translate or make an inference about what they already heard and observe their inference. Here, the middle proficient student often makes an inference about what they hear and observe whether their inference was correct or not. Furthermore, low proficient students were more frequently used mental translation, which is the strategy that needed to avoid if they want to be a proficient listener. If the students more frequently used mental translation strategy, they would not improve their listening skill.

For the second objective of the study, the result of the calculation by using Pearson Product Moment showed that p-value of the correlation coefficient was 0.525. Furthermore, the p-value of the significant correlation itself was 0.003. So, it revealed that there was positive, strong, and significant relationship between metacognitive listening strategy used by proficiency level and their listening comprehension for eleventh-grade students in SMA Negeri 1 Gresik. Here, positive and strong correlation means the level of correlation between metacognitive listening strategy and students listening comprehension strong and metacognitive listening strategy would give positive influence for better listening comprehension.

In other hands, for the detail of the correlation description for each sub- category of metacognitive listening strategy and students' listening comprehension showed that there was a significant correlation between fourth sub-category of metacognitive listening strategy included of planning & evaluation, personal knowledge, direct attention, and problem-solving. In other hands, there was no significant correlation for mental translation and students' listening comprehension. Here, the p-value for the fourth sub-category of metacognitive listening strategy were lower than α (0.05). It means that there was a significant correlation between those fourth sub-categories of metacognitive listening strategy and students' listening comprehension. In other hands, the p-value of mental translation was 0.359 which higher than α (0.05). It means there was no significant correlation between mental translation and students' listening comprehension. The detail of the descriptive correlation between each sub- category would be presented in appendix G.

This research finding was in line with the previous study which has conducted by Al-Alwan, et al (2013). Here, the previous study stated that there was a significant correlation between metacognitive listening strategy generally, but for the each subcategory, only mental translation which insignificant correlation with students' listening comprehension.

There were similarities and differences between the previous study and the present study. The similarity is the purpose, the research design, and the instrument of both studies. Here, both of the studies had an aim to investigate the relationship between metacognitive listening strategy and students' listening comprehension by applying correlation design by giving metacognitive awareness listening questionnaire (MALQ) and listening test. In other hands, there was a difference on the subject between previous study and the present study. Here, the previous study was involved tenth-grade students with low intermediate level. Meanwhile, the present study involved eleventh-grade students which has been categorized into three proficient level include high, middle, and low-level student. The other difference is the previous study only focused on the investigating the relationship between metacognitive listening strategy and students' listening comprehension. Meanwhile, the present study also investigated the different use of metacognitive listening strategy by proficiency level included high, middle, and low-level students.

Based on those explanations, it would be proved that there was significantly different on the use of metacognitive listening strategy by proficiency level and there was a positive, moderate, and significant relationship between metacognitive listening strategy used by proficiency level and their listening comprehension for eleventh-grade students in SMA Negeri 1 Gresik.

5. Conclusion

Based on the result of research finding and discussion, the researcher has some conclusions based on the result of analyzing the data. First, it concludes that the use of metacognitive listening strategy would be different between high, middle, and low proficient level in which the level of proficient students in listening comprehension could be influenced by their frequency on the use of metacognitive listening strategy. The students who more frequently used metacognitive listening strategy would have better listening comprehension than the students who less frequently used metacognitive listening strategy.

Second, it can be proved that there were significant correlation between metacognitive listening strategy and students' listening comprehension. In which metacognitive listening strategy have a strong correlation with students listening comprehension. The correlation itself included of positive correlation that would give an influence for better listening comprehension for the students. It means if the students' metacognitive increased then so did students' listening comprehension. Furthermore, there are fourth of sub-category of metacognitive listening strategy which had a contribution for better listening comprehension. Here, the aspect of those fourth of sub categories had an influence for increasing students listening comprehension. The first aspect is that students must have a plan before listening and make an evaluation based on their result of listening. The second is the students have to be able to make an inference which suitable with the information which has been delivered. The third is the students have to be able to control their attention in order to keep focus while they listen, and the fourth is the students have to wise when they found difficulty during listening process.

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