Metacognitive Strategies To Enhance Students' Listening Comprehension Ability

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Abstract

This study aims to find out the enhancement of students' listening comprehension ability using Metacognitive strategies. It utilized experimental research design; the sample of this study were students of IPA XI from SMAN 1, Parongpong; there were 53 students involved in this study. To find out the effectiveness of Metacognitive strategies, the researchers divided the students into two classes: First class was taught using Metacognitive strategies while the second class was taught using conventional strategies. As a result of the study, there was an enhancement in students' listening comprehension ability when taught using Metacognitive strategies. However, there was no significant different between students who were taught using Metacognitive strategies and students who were taught using conventional strategies.

Keywords : Metacognitive, listening comprehension, planning, monitoring, evaluating

I. INTRODUCTION

To learn a new language, listening should be the primary skill to be achieved and then the other language skills (Cheung, 2010). If someone has good listening ability, the person can understand what his/her interlocutor says and able to respond effectively (Ross, 2006). Therefore, listening has a deeper meaning, it is not only listening to the task but to fully comprehend the message that the speaker is trying to convey, including the pronunciation, the grammar and the vocabulary meaning as well (Al-Alwan, Asassfeh, & Al-Shboul, 2013). What she/he listens will be the input, and the more input the person gets the more output the person can produce which is speaking. It is stated clearly that listening is very important to master other skills. Yet, the problem for the beginner and also the advance learners is, listening often be a stressful activity; many times it is because they do not understand the listening task (Goh & Taib, 2006). Moreover, they are highly expected to converse in English without given much input. While actually, the students need to listen as much as possible and understand what they are listening in order to be able to speak. In addition to this, they do not know what strategies to use in order to gain listening comprehension ability (Goh, 2008) hence because of the unnecessary pressures from the teachers, the learners usually admit that listening is the most difficult compared to other skills (Cabrera & Bazo, 2002).

As matter of fact, teaching students to enhance their listening comprehension ability is a difficult challenge. Luo (2008) stated that teachers face two major problems in teaching listening: lack of vocabulary and self-anxiety. Bloomfield (2010) accentuated that in listening activity, students depend on their vocabulary in order for them to get the information from what they listen to. Regarding anxiety, (Golchi, 2012) stated that anxiety occur because students do have enough confidence to understand the recording; therefore, students have difficulty to give full attention on the recording. Gonen (2009) said self-anxiety can hamper students' listening comprehension ability. The purpose of learning listening skill is to understand what information other people are trying to convey in their words. The objective is to understand actual speech to be able to communicate in English (Madden, 2008).

One of the techniques to enhance listening skill is metacognitive listening strategies.
Metacognitive defines as someone's awareness of his/her own learning process to accomplish a task that has been given, that person will use strategies consciously to be successful and know what strategy he should use and what should not (Magno, 2009). Through the strategies, the learners need to have selfmonitoring skill and are expected to be independent learners. This is also an important part of the consciousness raising process (Vitanova & Miller, 2002). With this method, the students are expected to be able to comprehend the listening materials as input for them.

II. REVIEW OF RELATED LITERATURE Metacognitive

Term "metacognition" was first used by John H. Flavell, 1979. In simple, metacognition defines as someone's awareness of his/her own learning process to accomplish a task that has been given, that the person will use these strategies consciously to succeed (Magno, 2009), since nowadays schools require students to be more independent; knowing what they should do to make them able to accomplish a task. (Abdelhafez, 2006) . There has been a few research conducted regarding listening comprehension, because most studies focus more on the enhancement of reading comprehension, writing skills, and speaking skills, whereas listening is the source of input for the students in order to be fluent in the target language (Teng & Chan, 2008).
Admittedly, in listening, students should have strategies in order for them to comprehend the message that a speaker is trying to inform. In this case, metacognitive is really needed. Based on research, the students with metacognitive skills have better performance than those who do not (Schellenberg, Negishi,
& Eggen, 2011). Because, through metacognitive strategies the students will try to comprehend with prediction of what will be discussed in the listening material, monitoring their own learning, and determining what strategies they need to do or do not (Coskun, 2010). With this strategy they are be able to understand the listening task and they can remember them longer. As a result, the students will show better performance in their listening classes. Other benefits of metacognitive strategies are the students will enhance their ability in questioning, planning their own learning (Doganay & Demir, 2011), and students will know their own problems in listening also find how to solve them because studying can be defined as using techinques effectively to know something. (Doganay & Demir, 2011). The strategies in metacognitive involve to plan, to monitor, and to evaluate someone own's learning.

Planning
In this first strategy, the learners will try to plan how he or she will accomplish the task that has been given, and also set their goals in listening (Lee & Baylor, 2006). The person also can predict what will be discussed in the listening task, including the vocabularies and the purpose when the person knows the title or the topic of the listening task. In this strategy, the students will do prediction, where they give prediction of some vocabularies, topic, or setting that they think may come in the listening material when they hear the title or the introduction; directed attention where they are expected to start to focus and decide to ignoner kind of distractions; and, selective attention where they are expected to decide to focus and give more attention to the list of prediction they have written down In this case, the teacher also mention the learning goal for the students to achieve, for example to know new vocabularies from the listening task (Anderson, 2002).

Monitoring
After planning, the next strategy is monitoring which is done while the person is working on the task. In this strategy, the students monitor their own learning; asking questions periodically to themselves (Anderson, 2002) while acomplishing the task. The students monitor themselves, how far they have understood the listening task. The strategies are comprehension checking, where the students will check whether their prediction is correct or not and double check comprehension where the students are

expected to decide what information they have understood from the listening material and what are the things that still unclear for them and are needed more attention in the next listening.

Evaluating

In this strategy, the learners evaluate or asses their learning progress (Abdelhafez, 2006). And after this strategy, students are expected to be able to manage their own learning by selecting their most effective learning strategy in order to finish the task that has been given to them and how well the strategies are (Anderson, 2002). From what they have done during the listening, the students should be able to determine whether they have done the listening activity well or not. This strategy is done by correcting their worksheet, comparing how many questions are correctly answered and not. These three strategies were like a circle, that was related to one another; the retore, students will first plan their goals before listening, than monitoring their progress while listening, next evaluate or asses their learning, continue with planning what should be done for the next listening text (Tan & Tan, 2010). The main purpose of the strategies were for the students to be able to manage their own learning, especially in listening.

Listening Comprehension Ability

In the past years, researchers gave their attention more on speaking, reading, and writing than listening. But, this time listening is being given more attention than before (Hong-Yan, 2011) because they came to realize that this one skill is important. For L2, listening comprehension is like the foundation to be able to speak the target language (Cheung, 2010). Listening becomes the input for the learners in order to master the target language. Listening is more than just hearing sounds. The information proceesed and used to respond the interlocutors. That is why, students who have good listening comprehension skills are able to participate better in the classrooms strategies of the English teacher of the school where the research was conducted). However, the listening materials and supplementary were the same for both groups.

compared to those who do not (Amin, Aly, & Amin, 2011). Furthermore, students in high school need to have good listening comprehension so they will not have difficulty in listening to the subjects in college especially about English (Luo, 2008). Students need to listen information from the teacher as much as possible as their input in learning process. In the academic area, the students are expected to be independent learners who taking note the important information given that they understand. If they do not have good listening comprehension skill, then they will not have enough information for themselves. Roberts and Billings (2009) accentuated that students need to be trained to enhance their listening comprehension skill, because not like other skills in English, in listening test in school students usually are expected to understand spoken text only for one time.

III. METHODOLOGY

Methodology used in this study was quantitative method. It was an experimental research design using pre-test and post-test to see if the method gave significant effect towards listening comprehension. The participants for this research were the students from two XI IPA classes in SMAN 1 Parongpong. They were divided into two groups; control and experimental groups.

To find out the effectiveness between the pretest and post-test, the researcher used the Listening Comprehension section in English Entrance Exam (E3)—this is a TOEFL-Like test designed by Head of English Department; this tests have been used in Universitas Advent Indonesia, UNAI (workplace of the researchers) for years. The researcher gave treatment to the experimental group, by teaching them Metacognitive strategies for about one month and how to implement them during listening. While the control group was given treatment conventional strategies (the

IV. RESULTS

The researcher used some statistical formula in processing the data. In calculating the data, researcher used SPSS program. Razali and Wah (2011) explained that Kolmogorov-

Smirnov was used for the bigger sample. According to Table 4.1, the p-value in both control group and experimental group were normal because the p-value > 0.05. (.200 > 0.05). Therefore, after a careful analysis it was shown that the data was normally distributed.

Table 1.
Test of normality

Gain	Factor	Kolmogorov-Smirnov		
		Statistic	df	Sig.
	1	.101	24	.200*
	2	.130	29	.200*

The data was normally distributed, the researcher used gain that was based on Mean. According to table above the p-value was higher than α (.279 > 0.05), meaning the two groups came from populations that have different variances. Furthermore, according to the Normality Test the researcher found out that the data distribution was normal. Therefore, the researcher used Independent Sample Test to test the differences.

Table 2. Test of Homogeneity

	Levene Statistic	**df1**	**df2**	**Sig.**
Gain Based on Mean	1.195	1	51	.279

Table 3. Independent Sample Test

	Levene's Test for Equality of Variances		**t-test for Equality of Means**						
	F	**Sig.**	**T**	**df**	**Sig. (2tailed)**	**Mean Difference**	**Std. Error**	**95% Confidence Interval of the Difference**	
								Lower	**Upper**
Equal Variances assumed	1.195	.279	1.898	51	.063	.08422	.04436	-.00484	.17328

Since the data was homogenous, then the researchers used data from gain that equal variances assumed. According to the table above, the p-value was higher than α (.063 > .05). Meaning, the Null Hypothesis (H0) was not rejected (There was no significant difference in students' listening comprehension ability between those who were taught using Metacognitive strategies and those who were taught using conventional strategy. The Alternative Hypothesis (Ha) was rejected. It means there was significant difference in students' listening comprehension skill between those who were taught using Metacognitive strategies and those who were using conventional strategies.

I. DISCUSSION AND CONCLUSION

After calculating and interpreting the data, researchers drew a conclusion based on the result of hypothesis test. It could be concluded that there was a different result between the pre-test and post-test; the mean of pre-test of control group was 396.21 and the post –test was 392.41. While the mean of pre-test of the experimental group was 410.42 and the posttest was 427.92. Meaning, there was an enhancementt in the students' listening comprehension ability using Metacognitive strategies. On the other hand, the result on the Independent test showed that the significant value was .063 that was larger than the α-value (.05), meaning, there was no significant difference between Metacognitive strategies and conventional strategies according to the criteria of Independent sample test. Therefore, the H0 was not rejected and the Ha was rejected.

Conclusively, Metacognitive strategies have given an increase in students' listening comprehension, even though in this research the difference was insignificant. It can be concluded that researchers' Metacognitive strategies and Advisory teacher's conventional strategies are both effective to be utilized in improving students' listening comprehension ability. Not to mention there were some challenges that the researchers encountered in conducting this study such as the limited time to teach; students need more time to learn tips to answer TOEFL-like tests and Hamouda (2012) stated that to enhance listening comprehension ability, students have to expand their vocabulary.

From personal observation, the researchers found out that the students enjoyed learning with Metacognitive Strategies to do listening activities. This method should be used more often in teaching listening. Further research regarding listening comprehension should be conducted more often to find many more methods in order to enhance listening comprehension.

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Exploring the Perceived Value of Education by Faculty and Staff in Selected Adventist Institutions of Higher Learning

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Abstract

Education is a life changer and an enabler. Thus, its value – life itself – humanity can never afford to ignore, reject, or underestimate. Williams (2013) declares education as a system metamorphosing a powerless individual into a powerful spearhead as knowledge and skills are cultivated and maximized to use. Being a revolution maker, education creates strong economies and happy societies. White (2002) values education as holistic development of man equipping him for joyful service throughout life and more joyful service in eternity. As perceived value of education differs from individual to individual – the faculty and staff of Adventist institutions of higher learning included –it comes as an imperative to explore it especially as there has been apparently no or little study done in this area in Adventist institutions. This quantitative cross-sectional survey research involving 306 members of the faculty and staff from three selected Adventist institutions of higher learning in Thailand, Philippines, and Kenya intended to explore the perceived value of education by the faculty and staff in three Adventist institutions; determine if the perceived value of education varies by institution; and determine the correlation between perceived value of education and attitude towards work. The results indicated that faculty and staff perceived education to have high intellectual value and low economic value. Further, there was a statistically significant positive correlation between perceived value of education and attitude towards work.

Keywords: perceived value of education, attitude to work

I. INTRODUCTION

Education is a life changer and an enabler. Williams (2013) declares it to be a transformative force that metamorphoses a powerless individual into a powerful spearhead as knowledge, skills, and abilities are acquired, cultivated, and maximized to use. And alongside with its ability to cause individual empowerment is its capacity to build collective productivity such as responsible citizenry, strong economy, and increased wealth. Gorna (2011) posited education to be the key to fostering peace, boosting economic growth, reducing poverty, increasing income, promoting rights, making people healthier and happier, protecting girls and women, and saving children. But more than the academic and socio-economic capabilities of education, White (2002) emphasizes that education concerns a whole-person dimension, thus, bringing to harmonious development man's physical, mental, and spiritual powers with the primary objective of equipping man for joyful service throughout his possible existence and a more joyful service in his ultimate destiny which is eternity.

Given varied definitions and attributes of education, its perceived value is intertwiningly explored. Gerardino (2011) claimed that education is perceived through its intellectual and economic values. Education is seen to be making man acquire and develop lifetime knowledge, skills, interests, attitudes, personalities, and achievements. Needless to say that without education, civilizations would not be able to

read, write, calculate, or communicate which are basic to survival and whole existence; in fact, man's very life. Economically, education is viewed as providing students more opportunities for highpaying jobs and offering better economic security. Duran (1999) further elucidates this view by discussing that an educated population provides a more valuable human capital base to the economy. On the other hand, Eleanor Roosevelt famously said that education is valued for good citizenship and is important to life because it enables people to contribute to their community and their country (Higgins, 2003). Further, Hill (2000), emphasizing the social value of education, suggested that education, being a social unit, encourages personal and collective connections that build positive relationships and productive communities. In an HSBC Holdings' online December 2013 to January 2014 independent research named *The Value of Education* where 4,592 parents in 15 countries around the world presented their views, nearly nine in 10 (89%) parents want their children to go to university. 62% want their child to study to a postgraduate level. More than half (58%) of parents say that paying for a child's education is the best investment parents can make. And when presented with different options for supporting their child financially in life, parents would ideally allocate 42% of their funds to education, much more than for anything else. Whatever and however multi-faceted perceived values of education are conveyed, it is observed that education has a value that depends on individual or collective perception.

Apparently, little exploration of the perceived value of education by the faculty and staff has been done in Adventist institutions of higher learning. This study filled this gap.

The study intended to explore the perceived value of education by the faculty and staff in selected Adventist institutions of higher learning; rank the perceived value from most to least perceived according to the participants; determine if the perceived value of education varies by institution; and determine the correlation between perceived value of education and attitude towards work.

II. METHODS

Population and Sample

This quantitative cross-sectional survey research design used the faculty and staff of three selected Adventist institutions of higher learning – – Asia-Pacific International University (APIU), Adventist University of the Philippines (AUP), and University of Eastern Africa, Baraton (UEAB) to obtain data. There was a total of 306 faculty and staff (APIU–89; AUP–126; and UEAB–91) who comprised the sample. Regularly employed faculty and staff, irrespective of number of years in service, were purposively selected from conveniently selected institutions. Another criterion was English proficiency of the participants.

Research Instrument

Data collection used a four point-Likert scale Perceived Value of Education Questionnaire that included three sections: Demographics, Perceived Value of Education (PVE), and Attitude towards Work (ATW). The researcher developed the questionnaire.

The instrument was pilot tested with 25 faculty and staff in one of the three institutions that did not participate in the actual study. Then, a factor analysis confirmed that PVE and ATW were multidimensional constructs: PVE generated six subscales — Intellectual Value, Social Value, Economic Value, Financial Value, Moral Value, and Spiritual Value while ATW consisted of five subscales — Excitement to Work, Boredom with Work, Creativity in Work, Demotivation in Work, and Loyalty to Work. Next, a reliability analysis yielded the Cronbach's Alpha for each of the subscales: Intellectual Value (.60), Social Value (.79), Economic Value (.79), Financial Value (.73), Moral Value (.85), and Spiritual Value (.95), Excitement to Work (.75), Boredom with Work (.69), Creativity in Work (.71), Demotivation for Work (.65), and Loyalty to Work (.49).

Santos (1999) posits that the acceptable Cronbach's Alpha in Social Sciences is .70. Hence, subscales Intellectual Value (.60), Demotivation (.65), and Loyalty (.49) were weak. Thus, weak items should be deleted to obtain reliability. However, Bastick and Malaton (2007) warn that the omission of weak items may cause loss of pertinent information, thus, suggesting that value judgment be done concerning the reliability that results from dropping an item and the extra information that it creates if it stays. Finally, the researcher put weight on retaining the items to keep the information intact aside from the scantiness of items.

Data Analysis

Statistical Package for the Social Sciences (SPSS) version 21 was used to analyze the data. Descriptive statistics analyzed the Demographic data. A total PVE score was calculated to determine the PVE and rank it from most to least perceived. One-way ANOVA was used to determine if PVE varies by institution; Pearson's correlation to determine the correlation between PVE and ATW; and multiple regression to determine the significance of correlation between PVE and ATW.

IV. RESULTS

Descriptive Statistics

The total number of participants in this study was 306. Out of this, there were 180 (58.8%) faculty and 126 (41.2%) staff; 118 (38.6%) males and 156 (51.0%) females. The participants who belonged to ages 20-25 numbered to 18 (5.9%); ages 26-30 numbered to 26 (8.5%); ages 31-35 were 59 (19.3); ages 36-40 were 50 (16.3%); ages 41-45 were 46 (15.0%); ages 46-50 were 36 (11.8%); and over 50 were 71 (23.2%). There were 112 (36.6%) college graduates, 131 (42.8%) masteral, and 46 (15.0%) doctoral. With regards to years of service, 58 (19.0%) indicated having worked for below 5 years; 75 (24.5%) worked for 5-10 years; 58 (19.0%) worked for 11-15 years; 29 (9.5%) worked for 16-20 years; 27 (8.8%) worked for 2125 years; 27 (8.8%) worked for 26-30 years; and 31 (10.1%) worked for more than 30 years. The majority of the participants totaling to 229 (74.8%) finished college in Seventh-day Adventist (SDA) school while 52 (17.0%) in non-SDA school; 109 (35.6%) finished masteral in SDA school while 70 (22.9%) in non-SDA school; and 26 (8.5%) finished doctoral in SDA school while 27 (8.8%) in non-SDA school.

The mean of PVE on a scale of 1 – 4 seemed to be relatively high ($\bar{x}$ *=3.37, SD=.45)* while the mean of ATW on a scale of 1 – 4 seemed to be relatively moderate ($\bar{x}$ *=2.83 and SD=.27)*. The results further showed that the most perceived value of education in three institutions was Intellectual Value *(* $\bar{x}$ *=3.66, SD=.49*); followed by Spiritual Value *(* $\bar{x}$*=3.56, SD=.77*.); Moral Value ($\bar{x}$*=3.54, SD=.48*); Financial Value *(*$\bar{x}$*=3.23, SD=.67*); Social Value *(* $\bar{x}$*=3.20, SD=.71*); and Economic Value *(* $\bar{x}$ *=3.05, SD=.68*), the least.

One-way ANOVA

Equal variances assumed using Levene's Test of Homegeneity of Variance showed (*F=3.92, p=.02).* Group statistics showed *(APIU– N=306,* $\bar{x}$ *=3.18, SD=.45; AUP– N=126,* $\bar{x}$ *=3.60, SD=.32; UEAB–N=91,* $\bar{x}$ *=3.24, SD=.46)*. The result showed that there was a statistically significant difference between groups in PVE by institution *[(f=2, 302), F=35.80, p=.00<.05)]*. A Post-hoc test was then performed which showed that there was a statistically significant difference in PVE between APIU and AUP *(Mean Difference= -.42, p=.00<.05).* Similarly, there was a statistically significant difference in PVE between AUP and UEAB *(Mean Difference=.36, p=.00<.05)*

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Table 1: One-way ANOVA
Perceived Value of Education

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	11.61	2	5.81	35.80	.00
Within Groups	49.14	303	.16		
Total	60.75	305			

Correlation

Pearson's correlation results indicated that there was a statistically significant positive correlation between PVE and ATW (*r=.34, p=.00<.05*). It can be inferred that as the value of education increases, the attitude towards work becomes more positive. Similarly, statistically significant positive correlation was established between PVE and Excitement to Work (*r=.37, p=.00<.05*) hinting that the higher the value of education, the more excited one is to work; PVE and Creativity in Work (*r=.24, p=.00<.05*) implying that as the value of education increases, the more creative in work one becomes; and PVE and Loyalty to Work (*r=.20, p=.00<.05*) inferring that the higher the value of education, the more loyal to work one becomes.

Table 2: Correlation

Variable	**Coefficient (r) and p-value (p)**	**Attitude towards Work**	**Excitement**	**Creativity**	**Loyalty**
Perceived Value of Education	r	.34	.37	.24	.20
	p	.00	.00	.00	.00

Multiple Regression

Multiple regression was used to determine the significance of correlation between PVE and ATW. The other independent variables involved in the analysis were job category and educational attainment. The model summary revealed that the model explained 16% of the variance in ATW (R^2= .16, f (3, 302) = 18.47, p = .00).

PVE had significant effect on ATW (β=.34, t=6.47, p= .00). It indicated that the participants' frequency of showing positive attitude towards work increased by 34 units with each unit increase in PVE.

The model further signified that educational attainment had a significant effect on ATW (β=.20, t=3.53, p=.00). This showed that the participants' frequency of showing positive attitude towards work increased by 20 units with each unit increase in PVE.

In addition, job category had significant effect on ATW (β=.15, t=2.60, p=.01). This showed that the participants' frequency of showing positive attitude towards work increased by 15 units with each unit increase in PVE.

Table 3: Multiple Regression

R	*R2*	*f*	**Standardized Coefficients (β)**		*t*	*p*
.395	.156	7.86	PVE	.34	6.17	.00
			Job Category	.14	2.40	.02
			Age Range	.03	0.37	.71
			Gender	-.02	-.32	.75
			Educational Attainment	.20	3.41	.00
			Salary Range	-.02	-.36	.72
			Years of Service	-.02	-.26	.80

IV. DISCUSSION

This quantitative study intended to explore the perceived value of education by the faculty and staff in three selected Adventist institutions; determine if the perceived value of education varies by institution; and determine the correlation between perceived value of education and attitude towards work.

Results of this study pointed out that the faculty and staff in three selected institutions have a high regard for the value of education which varies in each institution. In addition, the faculty and staff display a moderate attitude towards work.

Intellectual Value of education ranked the highest among the other five values which are Spiritual Value, Moral Value, Financial Value, Social Value, and Economic Value (arranged from highest to lowest as resulted in the study).

Other results indicated that as the value of education increases, the attitude towards work becomes more positive. Similarly, the

higher the value of education is to one, the more excited to, more creative in, and more loyal to he or she is towards work. On a similar vein, the higher education one gets, the more positive he or she treats and does his or her work; the lower education one gets, the less positive he or she treats and does his or her work.

This study, like other studies, has limitations. This study was limited by *time* and *monetary resources* that restricted to studying of three Adventist institutions only.

Finally, this study seeks the attention of policy makers and administrators to see the urgent need to provide opportunities for increasing constructive attitude towards work to their workforce. And as the study identified the intellectual aspect and benefit of education as the highest value of education, it should likewise be a clarion call on policy makers and other concerned stakeholders to align the workers' perceived value of education to the institution's philosophy, vision, mission, and objectives which is the holistic-spiritual principle blueprinted and mandated by the worldchurch's education system. It is even perplexing, and may eventually be disturbing, that although the majority of the participants acquired their college and masteral degrees from Seventh-day Adventist institutions, it was revealed that the most perceived value of education is the intellectual aspect and benefit of education. Thus, an alignment of institutional workers' value of education to the worldchurch's education belief system, is strongly recommended. Moreover, further studies addressing the limitations and concerns of this study are expected.

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