

# Investigating Metacognitive Listening Strategy and Listening Problems Encountered by English Learners

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## Abstract

Among listening strategies that are proposed by experts, metacognitive is one of important strategies in language learning. Metacognitive strategies help students understand the way they learn and the steps they take. Hence, learners will success in learning a language. The study investigated metacognitive listening strategies awareness and the listening difficulties among the second semester students at Faculty of Letter of Universitas Pamulang academic year 2017/2018. Out of 300 students of the population, 131 students (99 females and 32 males) were chosen as the samples based on the random sampling. The data in this study were obtained through questionnaires (MALQ, Vandergrift et al, 2006) and open-ended questionnaire. This study revealed that overall the highest level of the students' metacognitive awareness is problem solving and the lowest is directed attention. The students identified a number of factors that contribute to difficulties in listening comprehension: lack of vocabulary, speaker speed, accent, pronunciation, concentration, and other problems. In this paper, the findings and conclusion are discussed for classroom instruction and note substantive concerns that should be addressed in future research.

**Keywords:** *English learners, listening problem, listening skill, metacognitive, strategy*

## INTRODUCTION

One of the reasons to learn language is to be able to communicate using the language. With language, we can express our thought or idea, travel around the world, do business, etc (*De Valoes, 2014; Ahmed, 2016*). Listening is one of important skills in communication. Holden (2004) conveys that adults spend 40-50% of their communication time engaged in listening, and 50% others for writing, speaking and reading. That shows how listening gives great contribution on communication. To communicate well and effectively, people should have good listening ability. Ahmed (2016) states that communication is a skill which involves systematic and continuous process of speaking, listening and understanding. Hence, it is important to mastering listening skill as students. It is also important for teacher to know appropriate

strategy in learning teaching listening process.

In English learning and teaching, listening is a skill that is learnt by learners equally with another skill. Since one of the purposes of language is to communicate, listening takes an important role in the language. It means listening is one of the English skills which must be mastered by English learners. On other hand, mastering listening skill is not easy for some students. Most students have difficulties in learning listening skill. Moreover, it is their first experience in learning listening.

Students who experience their first listening challenge some problems. The problems are varied. They do not familiar with various listening accents. In the first to second semester, it is the adaptation process for students with new listening accents. In listening classes taught, the students challenge listening speed, vocabularies and language function used by the speaker.

Additionally, some other external problems also affect students listening ability.

To overcome the problems they are facing, it is hoped that they have their own strategy in listening. Having learning strategy can help students to improve their listening comprehension ability (Liu, 2008). With certain listening strategy, students will plan and organize the learning process so that students will recognize the problems easily and able to find the solution quickly. Vandergrift, (1997) define listening comprehension strategies as steps taken by learners to help them acquire, store, retrieve, and/or use information.

There are some strategies in learning listening. One of them is metacognitive learning strategy. Oxford (1990) classifies the strategy into six strategies; memory strategy, cognitive strategy, compensation strategy, metacognitive strategy, affective strategy and social strategy. Some studies have proved the role of metacognitive awareness in students' learning outcome and achievement. Metacognitive has important role than other strategies. Once a learner understands how to regulate his/her own learning through the use of strategies, language acquisition should proceed at a faster rate (Anderson, 2003). Learners' metacognition can affect the process and the outcome of their learning (Anderson, 2003; Bolitho et al., 2003).

Metacognition refers to listener awareness of the cognitive processes involved in comprehension, and the capacity to oversee, regulate, and direct these processes (Goh, 2008). Metacognition is defined as a construct that refers to thinking about one's thinking or the human ability to be conscious of one's mental processes (Rahimi & Katal, 2011). It means that when learners are aware or conscious of their learning process they have implemented metacognitive strategy. These strategies include five types of strategies, i.e., problem-solving, planning and evaluation, mental translation, person knowledge, and directed attention (Vandergrift & Goh, 2012). Metacognitive strategies help students understand the way they learn and the steps they take. In this strategy students are involved in thinking about the process of learning while they are planning, monitoring, and evaluating their own learning, which reflect in pre-tasks, on task and post-task activities (Holden, 2004).

Based on the background, it is needed to investigate the students listening strategies awareness and the listening difficulties among the second semester students at Faculty of Letter of Universitas Pamulang.

A goal of language is to enable people to communicate and interact with society. Communication engages 4 skills: listening, speaking, reading and writing. However, listening skill holds most important role in communication. Holden (2004) convey that adults spend 40- 50% of their communication time engaged in listening, and 50% others for writing, speaking and reading. That shows how listening give great contribution on communication. It can be inferred that it is important for teacher to concern how listening take place in the classroom or learning-teaching process. It is also important for students to knows how their listening skill ability level, identifying their listening problems, having the solutions for their listening problems and having listening strategy to improve their listening skill.

Newton and Nation (2009) state that listening was traditionally seen as a passive process by which the listener receives information sent by a speaker. Furthermore, they add that more recent models view listening as a much more active and interpretive process in which the message is not fixed but is created in the interactional space between participants. Meanings are shaped by context and constructed by the listener through the act of *interpreting* meaning rather than receiving it intact (Lynch and Mendelsohn, 2002). It means that listening is not only the matter of receiving the information, but it involves the ability to interpret the messages and give an appropriate response and feedback to the speaker.

Strategy is a way or activity to enhance listening input. There are some types of learning strategy. Buck (2001) identifies two kinds of strategies in listening:

1. **Cognitive strategies:** Mental activities related to comprehending and storing input in working memory or long-term memory for later retrieval

Comprehension processes: Associated with the processing of linguistic and nonlinguistic input

Storing and memory processes: Associated with the storing of linguistic and nonlinguistic input in working memory or long-term memory

Using and retrieval processes: Associated with accessing memory, to be readied for output

2. **Metacognitive strategies:** Those conscious or unconscious mental activities that perform an executive function in the management of cognitive strategies

O'Malley and Chamot (1990) propose three main types of strategies, namely, cognitive, metacognitive, social strategies. The metacognitive strategies are kinds of actions whereby learners are consciously attentive to a spoken text, and monitor and evaluate their comprehension of the text. The cognitive strategies consist of an array of sub-techniques, e.g., elaboration, inferencing, and translation while the social strategies include 'question for clarification' and 'cooperation'.

In addition, Oxford (1990) also classifies language learning strategies into direct strategies (memory, cognitive, and compensation), and indirect strategies (metacognitive, affective, and social). She defines direct strategy as language learning strategy that directly involves the target language. This strategy requires mental process.

Oxford outlines direct strategies as follows:

- a. Memory strategies. The strategies which also known as mnemonics, are divided into four sets: Creating mental images, applying images and sounds, reviewing well, and employing actions.
- b. Cognitive strategies. These strategies may vary from repeating to analyzing expressions to summarizing, have a unified function, namely to manipulate or transform the target language by the learner. Cognitive strategies fall into four sets: Practicing, receiving and sending messages, analyzing and reasoning, and creating structure for input and output.
- c. Compensation strategies allow learners to use the target language for either comprehension or production despite their inadequate knowledge of grammar and vocabulary. Compensation strategies are grouped into two sets: Guessing in Listening and Reading also known as "inferencing", and overcoming limitations in Speaking and Writing.

While indirect strategies are outlined as follows:

- a. Metacognitive, that refers to beyond or with cognitive, accommodates learners with ways to coordinate their learning process. Metacognitive strategies are divided into three sets:

planning your learning, centering your learning, and evaluating your learning.

- b. The affective field, which is extremely hard to describe, refers to emotions, attitudes, and motivations. Affective strategies include three sets: lowering your anxiety, encouraging yourself, and taking your emotional temperature.
- c. Language is a communication that occurs between and among people. Thus, learning a language involves other people, and appropriate strategies are necessary in this learning process. Social strategies are clustered into three groups: Asking questions, cooperating with others, and empathizing with others.

Metacognition refers to listener awareness of the cognitive processes involved in comprehension, and the capacity to oversee, regulate, and direct these processes (Goh, 2008). Metacognition is defined as a construct that refers to thinking about one's thinking or the human ability to be conscious of one's mental processes (Rahimi & Katal, 2011). It means that when learners aware or conscious of their learning process they have implemented metacognitive strategy. These strategies include five types of strategies, i.e., problem-solving, planning and evaluation, mental translation, person knowledge, and directed attention (Vandergrift & Goh, 2012).

Metacognitive strategies are being the most essential in developing learners' skills (Anderson, 1991), which can activate thinking and possess the power to guide and enhance the learning performance (Anderson, 2003). This stance is supported by Goh (2002) who argues that learners' metacognitive awareness correlates with the effective learning process.

The metacognitive strategies in listening reveals that to the actions that learners use consciously while listening to a spoken text seriously. Metacognitive strategies deal with knowing about learning. It shows that learners learn how to learn with metacognitive strategies. By the assistance of this language learning strategy, learners are engaged in thinking about learning process while they are planning, monitoring, and evaluating their own learning, exactly like pre-tasks activities (Holden, 2004). Learners check-up and appraise their comprehension of the listening text by the use of metacognitive strategies.

Specifically, Buck (2001) determines metacognitive strategy into:

- Assessing the situation: Taking stock of relatively clear to listeners. However, in informal conditions surrounding a language task situations, signals such as gestures, increased by assessing one's own knowledge, one's loudness, or a clear change of pitch are very available internal and external resources, ambiguous, especially to L2 learners.
- Monitoring: Determining the effectiveness of one's own or another's performance while engaged in a task
- Self-evaluating: Determining the effectiveness of one's own or another's performance after engaging in the activity
- Self-testing: Testing oneself to determine the effectiveness of one's own language use or the lack thereof

Some studies of listening strategies (Amirian & Ratebi, 2013; Rahimini & Katal, 2010) used MALQ questionnaire to investigate students listening strategy. MALQ is questionnaire which was developed and validated Vandergrift, Goh, Mareschal, & Tafaghodatari, (2006).

There are many factors that affect listening input or listening process while the role of specific factors has also been examined. Underwood (1989) points out seven factors that could affect listening skill input and process.

First factor is the speaker speed. Underwood (1989) states that many language learners believe that the greatest difficulty with listening comprehension, as opposed to reading comprehension, is that listener cannot control how quickly a speaker. The researchers were done by Zhao (1997) and Hayati (2010) also reveal that one of the listening difficulties is caused by speaker speech speed rate.

The second is the possibility to repeat or replay the recorder. It is the teacher who decides whether to reply the recorder or not. It is based on the students' needs and the strategy in teaching itself. Hard for the teacher to judge whether or not the students have understood any particular section of what they have heard (Underwood, 1989).

The third is the small size of the learner vocabulary frequently impedes listening comprehension. The speaker does not always use words the listener knows. Sometimes when listeners encounter a new word, they stop to figure out the meaning of that word, and they therefore, miss the next part of the speech.

The fourth is listeners may not recognize the signals that the speaker is using to move from one point to another, give an example, or repeat a point. Discourse markers which are utilized in formal situations (i.e., firstly, and after that) are

The fifth is challenging to concentrate in a foreign language circumstance. It is commonly known that in listening, even a slight break or a wander in attention can improve comprehension. If it is found that the topic is interesting, it makes learners easier to focus on and follow the passage. However, they sometimes feel that listening is very challenging even when they are interested in the topic because it requires a lot of effort to figure out the meaning intended by the speaker.

The sixth is learning habits. Learning habit Focused on the classroom such as a motivation to understand the meaning of every word. Teachers oftentimes want students to understand every word they encounter while listening by pronouncing and repeating words clearly and carefully, and by speaking slowly and so forth. As a result, students tend to feel worried when they fail to recognize what a particular word means and may further be discouraged by the failure. Students should therefore, be instructed to tolerate incompleteness and vagueness of understanding.

The last is comprehension problems. It arises when students lack contextual knowledge. Even if students can understand the main idea of the text, they may still find it difficult to comprehend the whole meaning of the text. Listeners from different cultural backgrounds can also misinterpret nonverbal cues such as facial expressions, gestures, or tone of voice.

Hamouda (2013) investigated Saudi students in listening comprehension problems and found that the factors which facilitate listening are accent, pronunciation, speed of speech, insufficient vocabulary, different accents of speakers, lack of concentration, anxiety, and bad quality of recording were the major listening comprehension problems encountered by EFL Saudi learners.

## METHODOLOGY

The current research employs a combination of a descriptive quantitative and qualitative study by including survey items aimed at demanding objective responses as well as qualitative open-ended question responses from the participants. The triangulation of data has the potential to reduce the biases inherent in one method while enhancing the validity of inquiry (Mackey & Gass, 2005).

The participants of this study were 131 students of the second semester students at Faculty of Letter of Universitas Pamulang academic year

2017/2018. Out of 305 students of the population, 131 students were chosen as the samples based on the random sampling. The participants consist of 99 females and 32 males.

the interpretation of the quantitative data. The questionnaire was conducted on a one-on-one basis from March 2018 until May 2018 using online questionnaire method.

Table 1. Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	99	75.6	75.6	75.6
	Male	32	24.4	24.4	100.0
	Total	131	100.0	100.0	

In order to gather the required data, Metacognitive Awareness Listening Questionnaire (MALQ) (Vandergrift, et al., 2006) was employed. The questionnaire consists of 21 items that assesses language learners' awareness and perceived use of listening strategies. Each item is rated on a six-point Likert scale rating from 1 (strongly disagree) to 6 (strongly agree) without a neutral point so that respondents could not hedge. MALQ comprises of five factors. It includes planning and evaluation (5 items), problem-solving (6 items), mental translation (3 items), directed attention (4 items and person knowledge (3 items). The validity of the questionnaire has been explored by the developers using both exploratory and confirmatory analysis by a large sample of different foreign language learners (Vandergrift, et al., 2006).

The second data gathering instrument which was employed in this study was open-ended questionnaire. The purpose of the questionnaire was to know learners' listening problem. Learners' problems were categorized into; listening problems related to the content of the listening skill, listening problems related to the linguistic features, listening problems caused by failure to concentrate, listening problems related to psychological characteristics, problems related to the listener, problems related to the speaker, problems related to the physical setting and other listening problems if any.

In this research, the researcher used Metacognitive Awareness Listening Questionnaire (MALQ) developed and validated by Vandergrift et al. (2006) to assess language learners' awareness of listening strategies. The questionnaire contains 21 items and each item is rated on a five-point Likert scale rating from 1 (strongly disagree) to 5 (strongly agree). MALQ consists of five factors including problem-solving (six items), planning and evaluation (five items), mental translation (three items), person knowledge (three items), and directed attention (four items).

The second instrument is open-ended questionnaire. The questionnaire conducted after the MALQ questionnaires were collected. The aim was to gather qualitative data to back up and assist

### Technique of Data Analysis

Quantitative data was analyzed using the Statistical Package for Social Sciences (SPSS version 20). Frequencies and means were used to analyze single items. Qualitative data analysis followed the five analytical-strategy steps proposed by Schmidt (2004). The researcher categorized the data result of second instrument. It was an open-ended questionnaire to elicit listening problems encountered by the students. After the data were categorized, the researcher analyzed and interpreted the data.

### FINDINGS AND DISCUSSION

This section focuses on the discussion of the research findings. The findings include the results of the student listening strategy using MALQ and questionnaire about listening problem they faced.

#### Finding I: Students Metacognitive Strategy Awareness

Table 2  
Descriptive statistic of each aspect of MALQ

	N	R	Min	Max	Sum	Mean		SD
						Statistic	Std. Error	
1. Before I start to listen, I have a plan in my head for how I am going to listen.	131	5	1	6	577	4.40	.126	1.440
2. I focus harder on the text when I have trouble understanding.	131	5	1	6	647	4.94	.117	1.340
3. I find that listening in English is more difficult than reading, speaking, or writing in English.	131	5	1	6	553	4.22	.138	1.575
4. I translate in my head as I listen.	131	5	1	6	610	4.66	.109	1.251
5. I use the words I understand to guess the meaning of the words I don't understand.	131	5	1	6	638	4.87	.108	1.237

Note:

N = number of students; R= range; Min= minimum; Max= maximum;  
SD= Standard Deviation

Table 2 summarized 131 university student participants means and standard deviation of each item on MALQ. The mean of MALQ ranged from 2.31 to 5.15, implying the lowest statement and the highest statement.

Table 3. Distribution of Mean Score on MALQ





answer of previous question, or could not process the previous information while another information come, some students lost concentration because of the noise that made by their friends. Even though they tried to regain the concentration, they are

in English is a challenge for me.								
I don't feel nervous when I listen to English.	7	3	7	20	34	60	4.08	
	5.3 %	2.3 %	5.3 %	15.3 %	26.0 %	45.8 %		
Total								4.483



commonly easy to give up.

Note: 1 to 6 indicate a frequency from Strongly Disagree to Strongly Agree

Table 5. Direct Attention

No. of data	Strategy/Belief/Perception	1	2	3	4	5	6	Mean
2	I focus harder on the text when I have trouble understanding.	4	5	11	18	30	63	4.94
		3.1 %	3.8 %	8.4 %	13.7 %	22.9 %	48.1 %	
6	When my mind wanders, I recover my concentration right away.	6	2	6	23	33	61	4.97
		4.6 %	1.5 %	4.6 %	17.6 %	25.2 %	46.6 %	
12	I try to get back on track when I lose concentration.	7	3	7	20	34	60	4.92
		5.3 %	2.3 %	5.3 %	15.3 %	26.0 %	45.8 %	
16	When I have difficulty understanding what I hear, I give up and stop listening.	9	12	22	31	30	27	2.31
		6.9 %	9.2 %	16.8 %	23.7 %	22.9 %	20.6 %	
Total								4.285

Note: 1 to 6 indicate a frequency from Strongly Disagree to Strongly Agree

On table 6 above, we can infer that more than 50% of students experience that the other three skills (speaking, reading or writing) are easier than listening. Then, they found that listening is challenging. However, they would feel nervous when they listen to English (statement 15).

Table 7. Mental Translation

No. of data	Strategy/Belief/Perception	1	2	3	4	5	6	Mean
4	I translate in my head as I listen.	4	4	13	29	43	38	4.66
		3.1 %	3.1 %	9.9 %	22.1 %	32.8 %	29.0 %	
11	I translate key words as I listen.	5	6	13	27	40	40	4.61
		3.8 %	4.6 %	9.9 %	20.6 %	30.5 %	30.5 %	
18	I translate word by word, as I listen.	14	18	25	28	19	27	3.77
		10.7 %	13.7 %	19.1 %	21.4 %	14.5 %	20.6 %	
Total								4.35

Note: 1 to 6 indicate a frequency from Strongly Disagree to Strongly Agree

The table above reveals a finding of directed attention type. The majority of students have no big deal with concentration when listening. Most of them able to regain the concentration when they lost the concentration while listening (statement 6 and 12). However, more than 50 % students agreed that they would give up when they faced difficulties on understanding what they heard (statement 16) even though they tried harder when have trouble understanding (statement 2).

Finding reveals (table 7) that 41 % of students translated as they listen (statement 4). They tried to translate key word of the text when they listened, but almost 50 % of them translated word by word as they listened (statement 18). It means they used their set of vocabulary and their own knowledge and understanding to get the general meaning of new words. Fewer students who could seize the whole words of the text, they mostly hold the key words as they listen and translate them to help understanding the text.

Table 6. Person knowledge

No of data	Strategy/Belief/Perception	1	2	3	4	5	6	Mean
3	I find that listening in English is more difficult than reading, speaking, or writing in English.	6	17	23	21	24	40	4.22
		4.6 %	13.0 %	17.6 %	16.0 %	18.3 %	30.5 %	
8	I feel that listening comprehension	5	1	6	15	35	69	5.15
		3.8 %	.8 %	4.6 %	11.5 %	26.7 %	52.7 %	

Table 8. Problem Solving

No. of data	Strategy/Belief/Perception	1	2	3	4	5	6	Mean
5	I use the words I understand to guess the meaning of the words I don't understand.	3	3	13	22	38	52	4.87
		2.3 %	2.3 %	9.9 %	16.8 %	29.0 %	39.7 %	

As I listen,  
I compare  
what I  
understand  
with what I

2    3    9    34    38    45

7

4.82

1. The speaker speed ( Underwood, 1989; Zhao, 1997 ; & Hayati, 2010)

9	know about the topic.	1.5 %	2.3 %	6.9 %	26.0 %	29.0 %	34.4 %	5.01
	I use my experience and knowledge to help me understand.	2	4	7	22	39	57	
13	As I listen, I quickly adjust my interpretation if I realize that it is not correct.	1.5 %	3.1 %	5.3 %	16.8 %	29.8 %	43.5 %	4.56
	I use the general idea of the text to help me guess the meaning of the words that I don't understand. When I guess the meaning of a word, I think back to everything else that I have heard, to see if my guess makes sense.	4	4	14	37	37	35	
17	I use the general idea of the text to help me guess the meaning of the words that I don't understand. When I guess the meaning of a word, I think back to everything else that I have heard, to see if my guess makes sense.	3.1 %	3.1 %	10.7 %	28.2 %	28.2 %	26.7 %	4.77
	I use the general idea of the text to help me guess the meaning of the words that I don't understand. When I guess the meaning of a word, I think back to everything else that I have heard, to see if my guess makes sense.	3	1	13	33	37	44	
19	I use the general idea of the text to help me guess the meaning of the words that I don't understand. When I guess the meaning of a word, I think back to everything else that I have heard, to see if my guess makes sense.	2.3 %	.8%	9.9 %	25.2 %	28.2 %	33.6 %	4.60
	I use the general idea of the text to help me guess the meaning of the words that I don't understand. When I guess the meaning of a word, I think back to everything else that I have heard, to see if my guess makes sense.	4	1	14	41	36	35	
Note: 1 to 6 indicate a frequency from Total								4.77

It was found that 41 students of 131 claim that one of big listening problem that they face is the speed of speaker. The speaker speaks too fast, so the students could not process every part of information even they lost whole information. Here are some examples of the students comment:

- Student 1: ...The sound was not clear, the speaker spoke too fast, didn't understand the meaning of some words.*
- Student 2: The accent, can't understand some words, the speaker talk too fast, so hard to concentration*
- Student 3: when people talk too fast, that what makes me difficult to understand*

The speed of speaker also affects another factor such as concentration and comprehension. The faster speaker talk, the harder they get concentration and comprehension.

2. The possibility to repeat or replay the recorder (Underwood, 1989)

Almost no students were found who have problem with recorder replaying. Most lecturer will replay the recorder while practice listening at classroom. It made students have another chance to listen the recorder. However, one student revealed that there is no replay recorder at exam makes them

From table 8 above, the finding reveals that majority of students used their knowledge about the topic when they did not understand what they heard (statement 7 & 9). They tried to guess the meaning of the text or words when they have no idea about the text (statement 5, 17 & 19). However, when they realized that their interpretation was not correct, they adjusted their interpretation (statement 13).

**Findings II: Listening Problem Encountered by Students**

Question: What factors make listening comprehension difficult for you? Mention as many as you can.

Through the survey questionnaire, the respondents reveal many problems related to listening that may arise from their inability to recognize the main words in listening comprehension to understand the spoken text from the first listening. The listening problems that they faced is categorized into eight categorize.

3. The small size of the learner vocabulary.

Not only writing or speaking skill which needs mastering vocabulary, receptive skill also needs vocabulary to comprehend the text. When students mastered some vocabulary from any topic, it made them easily to understand. 40 students out of 131 students who felt that lack of vocabulary bother their understanding of the text.

- Student 1: I feel nervous when I listen to English and I think lack of vocabulary, poor-sounding pronunciation, and frequent loss of concentration.*
- Student 2: The new vocabulary and different pronunciation.*
- Students 3: Speed of the sentence, The word I don't understand, Which sentence is too long, The word is not clear, confusing words*

4. The listeners' ability to recognize the signals that the speaker is using to move from one point to another, give an example, or repeat a point.

In this problem aspect only three students who realize that the move of point to point also affect their listening comprehend. The other students could be having no problem with the signal movement or they might did not realize the signal movement.

5. Challenging to concentrate in a foreign language.

The other problem is concentration. There are many students who realized that be bothered with the condition around them such as noisy which made by their friends or thinking about the answer. When they lost concentration, it was hard to finish the listening exercise.

*Student 1: Lost concentration when they are talking using different accent*

*Student 2: ... because noisy, loss of focus and..*

*Student 3: ...loses concentration due to thinking of the previous answer unanswered...*

6. Learning habits.

Some students used to listening music or watching English movies. The finding reveals only few students who lack of practice listening English.

7. The seventh is accent and pronunciation.

Unclear pronunciation and accent cause much difficulty for most of students. It was found that 50 students experienced difficulty related to pronunciation and speaker accent. Some of them did not used to British accent which mostly uses in the classroom.

*Student 1: The accent especially for British and Aussie. Because mostly I've been entertained by American accent, such as their movies and songs...*

*Student 2: It's unordinary in everyday especially if using British accent...*

8. Another factor

Besides all of the factors above, the students also mention another problem related to listening such as the audio or recorder and physical ear health.

*Students 1: maybe my ear is problematic and may my mind messed up (not focused) and I also often forget vocabulary*

*Student 2: The media condition*

*Student 3: Sound factor, because sometimes the recorder sounds terrible, and the pronunciation isn't heard at all, and the accent too.*

## CONCLUSION

In the light of the findings of the present study and the discussion based on these findings, these are the conclusion and recommendations.

1. Strategy awareness used by students indicates the way they used to overcome problem related to listening. Mostly Pamulang University students used problem solving strategy. Problem solving strategy is the students' strategy to use their prior knowledge to match what they hear. It means they need to learn how to plan their listening, evaluate their achievement in listening, and overcome their concentration problem.
2. Less students who has directed attention style on listening skill. They commonly hard to gain concentration when they lost while listening. Some students lost focus when they thought of the answer of previous question, or could not process the previous information while another information come, some students lost concentration because of the noise that made by their friends. Even though they tried to regain the concentration, they are commonly easily to give up.
3. Pamulang University students encounter various listening problems such as the ability to recognize the accent and pronunciation, the speed of speaker, lack of vocabulary, concentration, learning habits and audio recorder.

Some suggestions are addressed as follows:

1. Instructions or teachers need to explain what is metacognitive strategy and how metacognitive strategy can help them plan and evaluate their own learning achievement, overcome the problem they may have. It will also help them achieving better result.
2. Teacher need to give them motivation related to most of students who confessed that they will easily give up when they have problem with understanding.
3. From the investigation, the majority of students realize that their lack of vocabulary is one of the big problems in listening comprehension. It is necessary for teachers to guide students with

certain key words and give them practice since lack of vocabulary becomes a great obstacle to them in listening comprehension. Guessing word from the context would be better to ask to ask them while listening activity take place than ask them to look up at dictionary or explaining them directly. It would help them to get used to with new vocabulary with another topic in another listening.

4. Use various media with different accent since they have great obstacle on accent and pronunciation. It could be movies, conversations, songs, or news with American, British, Australian or the other English accent.
5. Give them feedback toward their understanding of text while listening. It is also needed to check their understanding of various accents. It is useful to see if there any improvement or help them preparing with appropriate strategy.
6. Teacher should check and make sure the recorder is in good condition before using it in classroom.

**The next research needs to be carried out with larger sample.**

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