

A content analysis on articles related to metacognitive listening strategies

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KEYWORDS

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ABSTRACT This study aims to analyze research articles on the topic of metacognitive listening strategies published in 2016-2019. The type of research used is descriptive content analysis. The sample of this research is 7 articles from national and international journals in the field of learning and teaching English as a foreign language (English as a Foreign Language). The article was analyzed in terms of research methods, target population, sample selection methods, number of samples, data collection methods, data analysis methods, and research results. This study shows that almost all researchers used the MALQ questionnaire to analyze the metacognitive strategies used by students.

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1. INTRODUCTION

Listening is categorized as receptive skill but it is not totally a passive activity (Esmaeili, 2017; Salasiah, Yunus, & Khairil, 2018; Vandergrift, 1999; Zheng, 2018). In the other words, listening is a complex activity because the listeners should be active to interpret the spoken information. They have to understand the meaning of the content and linguistic feature simultaneously. For instance, (Esmaeili, 2017) stated that the listeners deal with a numerous of complicated tasks, such as distinguish between sounds, and interpreting stress and intonation. Moreover, (Vandergrift, 1999) Vandergrift pointed that listening skill can be an active process because the listeners should be able to distinguish between sounds, vocabulary and grammatical aspect, interpret intonation and stress of the sentences, and understand the sociocultural context of the utterances. Therefore, listening is a complex activity which might cause difficulties to EFL learners.

A numerous researchers found the learners' difficulties in listening comprehension. According to (Maftoon & Fakhri Alamdari, 2016), listening comprehension is a big challenge for both EFL learners and teachers. They could meet problems such as poor listening performance and insufficient paid attention in the classroom. Then, Graham (Graham, 2017) pointed out that the learners' problems in listening comprehension include poor monitoring of understanding, poor application of background knowledge, poor understanding in speech segmentation, and unfamiliar vocabularies. Moreover, (Merilia, 2019) Merilia found that the learners are difficult to understand the accents. They face challenges such as listening speed, vocabularies, and language function.

Then, metacognitive strategies play important role to manage the process of listening activity. According to (Goh, 2018), the essential of metacognitive strategy in language

learning is helping learners to manage their own learning processes and develop strategies to learn more effectively. In line with the importance of metacognitive strategies, (Cross & Vandergrift, 2018) pointed out that metacognitive strategies are one key component of metacognitive processes. These strategies enable listeners to manage and organize their comprehension and enhance the listening performance. Moreover, (Esmaeili, 2017) stated that the impact of metacognitive awareness can improve students' listening comprehension. In the other words, the role of metacognitive strategies in listening is to help the learners in managing and controlling the listening process in order to develop their listening performance.

Thus, this study will analyze the articles related to metacognitive listening strategies published between 2016-2019 years. This study used descriptive content analysis method. A previous study conducted research on content analysis of research papers about metacognition in education which is published in Turkey (Baş & Sağır, 2017). The differences between this study and previous research are the publication area and the focus of the study. This study focuses on EFL learners metacognitive strategies in listening comprehension while the previous study focuses on metacognition in education for several fields not only language skill. In line with this purposes, the following research questions were asked:

1. How are the articles distributed in line with their research method?
2. How are the articles distributed in line with their target population?
3. How are the articles distributed in line with their sample selection method?
4. How are the articles distributed in line with their sample size?
5. How are the articles distributed in line with their data collection method?

6. How are the articles distributed in line with their data analysis method?
7. How are the articles distributed in line with their research finding?

2. REVIEW RELATED TO LITERATURE

2.1 Listening Comprehension

Listening comprehension plays primary role to get the input of language learning (Gilakjani & Sabouri, 2016)(Salasiah et al., 2018). The learning will not occur if the learners didn't get any input (Gilakjani & Sabouri, 2016). Then, listening is also an important language skill that learners need to develop and it is the heart of L2 learning (Vandergrift, Goh, Mareschal, & Tafaghodtari, 2006). Therefore, listening comprehension is important to be learned and needs more attention in educational studies.

Many scholars defined listening comprehension. According to (Hamouda, 2013) listening is the ability to recognize and understand what the speakers are telling. Similarly, (Zheng, 2018) stated that listening is ability to catch the words from the speaker, grasp the speaker's thought, elaborate the information, divide the content and get the shift of the speaker; images, impressions, ideas, beliefs, emotions and attitudes. Then, (Vandergrift, 1999) pointed that listening comprehension is categorized as a passive activity, but it is also a complex activity. While listening an oral text, the listeners should be able to discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intonation, and interpret the meaning in sociocultural context.

2.2 Metacognitive Listening Strategies

Metacognition is defined as thinking about thinking and occurs at a level beyond cognition. It involves mental activities for directly attending to input, processing it in working memory, storing the processed knowledge, and understanding long-term memory for retrieval and use (Goh, 2018). Moreover, for L2 listening, metacognition allows learners to recognize the mental processes such as listening comprehension, analyzing cognitive, and affective factors, identify features of spoken language that influence perception and comprehension, engage strategies to enhance their comprehension and overall listening development. Then, (Esmaeili, 2017)stated that metacognition

refers to people knowledge about their own cognitive processes and products of learning. Thus, metacognitive consist of planning, thinking the process of learning and evaluating it after an activity is completed.

Metacognitive strategies are one key component of the metacognitive process of planning, monitoring, problem-solving, and evaluating. These strategies enable listeners to manage and regulate their comprehension and enhance their performance (Cross & Vandergrift, 2018). Similarly, (Zheng, 2018) pointed out that metacognitive strategy is used to manage, plan, and evaluate the use of cognitive strategy. It means that the learners should make a plan for learning, think about the learning process and monitor their production and comprehension of learning, and evaluate the result of learning activity. Therefore, metacognitive strategy is important in listening activity.

Furthermore, (Vandergrift et al., 2006) divided metacognitive strategies into five components such as problem solving, planning and evaluation, mental translation, person knowledge, and directed attention. Planning and evaluation refers to how learners prepare themselves for listening and evaluate their result of listening. Then, problem solving means the ability to inferences and monitoring the inferences. Directed attention refers to how learners concentrate, stay on task, and focus their listening efforts. Then, mental translation refers to strategy that listeners must learn to avoid. Finally, person knowledge represents listeners' perceptions about how they learn best, the difficulty of listening, and their self-efficacy in listening.

3. METHOD

This study used descriptive content analysis method. Each article was analyzed in terms of content. Then, the content of each article was categorized into several themes. The samples of this study were 7 articles related to metacognitive listening strategies published in 2016-2019. The categorization of content analysis was adapted from (Hişmanoğlu, 2019). Then, the categories used in this study are the research objectives, research method, target population, sample selection method, sample size, data collection method, data analysis method, and research findings. The table 1 shows the name of analyzed articles.

TABLE 1. The list of analysed articles.

Researcher	Journal name	Reserach type	Target population
Zarrabi (2016)	Journal of Linguistics and Applied Linguistics	Quantitative research (quasi-experiment research)	A private English language institute students
Chou (2017)	Journal of Applied Linguistics and Language Research	Quantitative research (quasi-experiment research)	Second- year University students in Taiwan
Esmaeli et al. (2017)	English Language Teaching	Quantitative research (correlation research)	Iranian EFL university students
Alhaisoni (2017)	International Journal of English Linguistics	Quantitative research (survey research)	Saudi EFL medical students
Bao (2017)	System	Quantitative research (survey research)	Non-English majors students and English lecturers
Wang and Daller (2017)	English Language Teaching	Quantitative research (correlation research)	Non-English major of university students
Merilia (2019)	International Journal of Listening	Mix method	Second semester students at Faculty of Letter of Universitas Pamulang

TABLE 2. Reseracher, sampling method, sample size, data collection method, analysis, and results.

Reseracher	Sampling method	Sample size	Data collection method	Analysis	Results
Zarrabi (2016)	Non- random sampling	135 female students	Pre & post- test of MALQ	ANOVA	Explicit instruction of listening strategy have statistically significant influence on metacognitive strategy awareness of different EFL learners' type. Learner types have a significant impact on the performance of students on the post-test MALQ. Learner types have significant effect on the metacognitive strategy awareness.
Chou (2017)	Not stated	88 students	Listening test, Questionnaire	MANOVA	(1) Experimental group students improve their metacognitive awareness of strategy for listening. ۳۳٪ The students in the experimental group improve their listening ability
Esmaeli et al. (2017)	Convenient sampling method	50 EFL university students	Questionnaire (Likert scale), MALQ questionnaire, Listening Comprehension test	Descriptive statistic, Spearman's correlation coefficient	Problem solving strategies were the most frequently used by Iranian EFL university students. Then, mental translation strategy is the least frequently used. There is a significant positive correlation between students' metacognitive awareness and their listening comprehension.
Alhaisoni (2017)	Random sampling	104 males and female students	Questionnaire (Likert scale), MALQ questionnaire	Descriptive statistic, ANOVA	Problem solving and direct attention strategies more frequently used than other metacognitive strategies. Mental translation and personal knowledge strategies are the least used strategies.
Bao (2017)	Random sampling	174 students and 35 English lectures	Questionnaire (likert scale)	Descriptive statistic	Students frequently used self-monitoring of metacognitive strategy. The frequency of the application of strategies from high to low is: cognitive strategy, meta-cognitive strategy and social/affective strategy. The strategy often used by teacher are self-management, reasoning, connection between old knowledge and new knowledge, notes-taking, listening to authentic corpus, selective attention, cultivating interest, language awareness, advanced organization, avoiding translation.
Wang and Daller (2017)	Not stated	172 college students	General language proficiency test, Vocabulary size test, Metacognitive awareness questionnaire, Listening comprehension test	Descriptive statistic, Pearson correlation, Regression	The results show that metacognitive awareness is less important because there is no significant correlation between metacognitive awareness and listening comprehension. Meanwhile, the vocabulary size is strongly correlated with listening comprehension, followed by general language proficiency.
Merilia (2019)	Random sampling	135 university students	Questionnaire, MALQ questionnaire, Open-ended questionnaire	Descriptive statistic	The highest level of the students' metacognitive awareness is problem solving and the lowest one is directed attention.

4. RESULTS

The result of the content analysis presented based on determined themes previously.

4.1 Research method

The table 1 shows that all of the articles used quantitative research except the last article. It can be seen that two articles used correlation research, two articles use survey research, two articles used quasi-experimental research and one article used mix method research. In survey studies, they concerned to investigate metacognitive strategies used by leaners. Meanwhile, the correlation research aimed to investigate the relationship between learners' metacognitive awareness and their listening performance. Moreover, experiment studies aimed to prove a certain teaching method can improve learners' metacognitive strategies. It can be concluded that quantitative research is the most frequently used research method by the researchers. This finding is in line with the previous study (Baş & Sağırılı, 2017).

4.2 Target population

The similarity of target population used in the articles is EFL undergraduate students. Then, the difference is the level of students' semester. This result is similar with the previous study (Baş & Sağırılı, 2017).

4.3 Sample selection method and sample size

Table 2 views that the most frequently used sample selection method is random sampling and the mostly the sample size of the articles are above 100 participants.

4.4 Data collection method and data analysis method

As stated in Table 2, the articles mostly used MALQ questionnaire. They used MALQ questionnaire to investigate EFL learners' metacognitive awareness. Then, the most frequently used data analysis method is descriptive statistic. This finding was in contrast with the previous study (Baş & Sağırılı, 2017).

4.5 Results of the studies

The following table shows the variety of research findings from the articles. (Esmaeili, 2017; Alhaisoni, 2017; Merilia, 2019) found that problem solving strategy is the most frequently used by EFL learners in listening. Then, the least frequently used is mental translation (Esmaeili, 2017; Alhaisoni, 2017). On the other hand, (Merilia, 2019) found that directed attention is the least frequently used of metacognitive strategies.

Moreover, a study proved that metacognitive awareness has important role in listening comprehension, since there is a significant relationship between students' metacognitive awareness and listening comprehension (Esmaeili, 2017). It means that the more learners use listening metacognitive strategies, the more their listening comprehensions improves. In contrast, (Wang & Treffers-Daller, 2017) found that metacognitive strategy is less important than vocabulary size. In order to improve students' metacognitive awareness in listening, (Chou, 2017) suggests to use TBLT. He found that TBLT instructions improves students' metacognitive listening strategy.

5. CONCLUSIONS

The present study aimed to analyze research papers related to EFL learners' metacognitive strategies in listening. Firstly, the results revealed that quantitative research is the most frequently used research method by the researchers. Secondly, the target population of the articles were same. They focused to conduct research in the level of college students. Thirdly, the most frequently used sample selection method was random sampling. It was found that the research papers that use random sampling are survey studies. Fourthly, almost all sample size of the articles were above 100 participants.

Furthermore, the result found that questionnaire was mainly used by the researchers to collect the data. Similarly, they used Metacognitive Awareness Listening Questionnaire (MALQ) validated by (Vandergrift et al., 2006) in order to investigate students' metacognitive awareness. Then, descriptive statistic was primarily used by the researchers to analyze the obtained data. The last categorization was research finding of the analyzed articles. It showed that problem solving strategy is the most frequently used metacognitive listening strategy by EFL learners (Esmaeili, 2017; Merilia, 2019; Alhaisoni, 2017). Meanwhile, mental translation (Esmaeili, 2017; Alhaisoni, 2017) and directed attention (Merilia, 2019) were the least used strategies by the learners.

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