

CHAPTER I

INTRODUCTION

A. Background Study

In the current era of globalization, competency in foreign languages is vital (Crystal, 2012). Gaining competency in a foreign language enhances one's ability to communicate, access information from around the globe, and deepen understanding. English is one of the foreign languages taught in Indonesian schools and is a required subject. Given that English is a global language, it is the most common foreign language in Indonesia. English is now utilized in practically every field and is the language of international communication, scientific information, current technology trade, and politics. Lacking a strong will from the start, learning and mastering English would not be possible. Finding the best English learning method is all that's left to do when you have made up your mind. One of the many things that students need to grasp in English is a learning approach strategy.

English has become a universal language essential to many facets of life, including commerce, education, technology, and cross-border communication. Effective English usage is therefore increasingly necessary, especially in professional and academic contexts. Speaking, listening, reading, and writing are the four primary language abilities. Of these, listening is frequently seen as the most difficult yet fundamental. It is the primary means by which language is acquired, and language acquisition is severely constrained without effective listening (Brown, 2001).

Listening is one of the fundamental skills in learning English. It plays a crucial role in developing overall language proficiency by providing essential input for other language skills, such as speaking, reading, and writing. According to Richards (2008), listening is not a passive skill, but an active process in which learners construct meaning from spoken input. However, listening is often considered one of the most challenging skills for EFL learners, particularly in contexts where exposure to authentic spoken English is limited.

Many students experience difficulties in understanding spoken texts due to limited vocabulary, unfamiliar pronunciation, fast speech rate, and lack of concentration. As Nunan (2002) states, listening requires learners to process language in real time, making it cognitively demanding. These challenges indicate that listening problems are not solely caused by linguistic limitations, but also by students' ability to regulate and manage their comprehension process.

In this regard, the concept of Language Learning Strategies (LLS) becomes relevant. Language learning strategies refer to specific actions or techniques used by learners to improve their language learning (Oxford, 1990). According to Oxford (1990), metacognitive strategies are part of indirect learning strategies that enable learners to plan, monitor, and evaluate their learning activities. Planning involves preparing for a learning task; monitoring involves checking one's comprehension during the task; and evaluating involves reflecting on the learning outcome after completing the task.

Metacognitive strategies are particularly important in listening activities because listening requires continuous attention and comprehension monitoring. Learners who apply planning, monitoring, and evaluation strategies tend to have better control over their learning process. As suggested by Vandergrift and Goh (2012), metacognitive awareness helps learners manage listening tasks more effectively and improves comprehension performance.

At MTsN 4 Karawang, English is a compulsory subject, and listening activities are regularly conducted in the classroom. However, students still have difficulty understanding spoken English texts. While previous studies have discussed metacognitive strategies and listening comprehension, limited attention has been paid to exploring students' awareness and experiences of using these strategies at the junior high school level, particularly in Islamic secondary school contexts.

Therefore, it is important to explore how students use metacognitive language-learning strategies to develop their English listening ability, what factors influence their strategy use, and how they perceive the role of these strategies in improving their listening skills. This study aims to provide deeper

insights into students' metacognitive awareness in listening activities through a case study conducted at MTsN 4 Karawang.

B. Research Questions

From the research background, the problem is formulated into the following four questions:

1. How do students plan, monitor, and evaluate their learning through cognitive strategies to develop their English listening skills?
2. What factors influence students' use of metacognitive strategies in learning English Listening?
3. How do students perceive the role of metacognitive strategies in improving their English Listening Skills?

C. Research Purposes

From the research questions, the problem is formulated into the following four questions:

1. To explore students' plan, monitor, and evaluate their learning through metacognitive strategies in developing their English listening skills
2. To identify the factors that influence students' use of metacognitive strategies in learning English listening.
3. To investigate students' perceptions of the role of metacognitive strategies in improving their English Listening skills.

D. Research Significances

1. Theoretical significance

This study is expected to contribute to the body of knowledge in language learning strategies, particularly metacognitive strategies as proposed by Oxford (1990). By exploring students' awareness and experiences in using metacognitive strategies in listening activities, this research provides additional insight into how indirect language learning strategies function in real classroom contexts. Furthermore, this study enriches the existing literature on the relationship between metacognitive

awareness and English listening ability, especially at the junior high school level.

E. Practical Significance

- a. **For teachers**, the findings of this study may provide a deeper understanding of how students regulate their listening process. This insight can assist teachers in designing listening activities that explicitly promote the use of metacognitive strategies and encourage learner autonomy in English classrooms.
- b. **For Students**, this study is expected to help students become more aware of their learning processes, particularly in listening activities. By understanding strategies for planning, monitoring, and evaluating, students may gain better control over their listening comprehension and gradually improve their English listening ability.

F. Research Scope

This study explores students' awareness of and use of metacognitive language-learning strategies in developing their English listening ability. The theoretical framework of this research is based on Oxford's (1990) work, specifically on metacognitive strategies as part of indirect language learning strategies, including planning, monitoring, and evaluation.

This research is limited to students of MTsN 4 Karawang. The study does not examine other types of language-learning strategies, such as cognitive, social, or affective strategies. Furthermore, this research neither measures students' listening achievement quantitatively nor tests the effectiveness of specific instructional treatments. Instead, it aims to explore students' awareness, experiences, and perceptions regarding their use of metacognitive strategies in listening activities.

The data are collected through questionnaires (open- and closed-ended) and interviews to gain an in-depth understanding of students' strategy use and the factors influencing it. Therefore, the findings of this study are limited to the specific context and participants involved.

G. Conceptual Framework.

Understanding how students regulate their learning process is essential in improving language skills, particularly in listening activities. Listening requires learners to process spoken input in real time, maintain concentration, and interpret meaning simultaneously. In this context, students' awareness of how they manage their listening process becomes an important area to explore. Therefore, this study focuses on students' awareness of metacognitive language-learning strategies for developing their English listening ability.

This research is grounded in the theory of Language Learning Strategies proposed by Oxford (1990), particularly the concept of metacognitive strategies as part of indirect learning strategies. Metacognitive strategies involve higher-order thinking processes that allow learners to regulate their learning through planning, monitoring, and evaluating.

The conceptual framework of this study can be illustrated as follows:

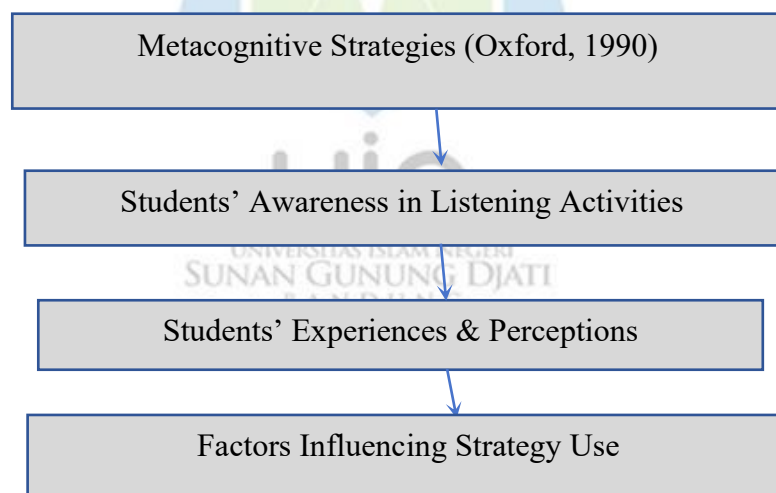


Figure 1.1 Conceptual Framework

As shown in the diagram above, metacognitive strategies serve as the main theoretical basis for this study. This research focuses on students' awareness of how they use planning, monitoring, and evaluating strategies during listening activities. Planning refers to how students prepare themselves before starting a listening task. Monitoring refers to how they try to understand and follow the

audio while listening. Evaluating means reflecting on their understanding after completing the task.

This study does not aim to prove cause-and-effect relationships or to measure students' listening scores. Instead, it seeks to understand students' experiences and perceptions in using metacognitive strategies during listening activities. The research also explores several factors that may influence their use of strategies, such as motivation, classroom learning conditions, task difficulty, and previous learning experiences at MTsN 4 Karawang.

Overall, this conceptual framework helps guide the study in exploring how students become aware of their use of strategies in listening activities. Listening ability is viewed as the context in which these strategies are applied. Through this framework, the research aims to gain a clearer understanding of how students manage and reflect on their listening process.

H. Previous Study

Several studies have explored the role of metacognitive listening strategies in improving English listening performance. For example, Merilia (2019) investigated metacognitive listening strategy awareness and listening problems among university learners, finding that students exhibited varying levels of awareness and identified several difficulties, such as vocabulary limitations and concentration issues, that affected their listening comprehension.

Other research has examined the effects of metacognitive strategy instruction on students' listening comprehension. Ilmu Hukum and Prihatini (2023) employed metacognitive strategy instruction with eighth-grade students and found that those who received explicit strategy training showed statistically significant improvements in listening test scores compared to those who received conventional methods.

Similar findings were reported by Panggabean and Simanjuntak (2016), whose experimental study showed that metacognitive strategies (planning, monitoring, and evaluating) enhanced listening comprehension, although the differences were not always statistically significant. Another study in the Nusantara Journal of Education (Hartati, Aini & Sukmaningrum, 2025) revealed

that the use of metacognitive strategies and self-efficacy predicted better listening comprehension among Indonesian high school students, highlighting the importance of psychological factors in listening comprehension. In addition, research that emphasizes students' perceptions and strategy awareness helps inform qualitative investigations. For instance, Aktar (2020) conducted a pilot study in an EFL context and found that learners displayed moderate use of metacognitive strategies and notable differences in metacognitive knowledge between more and less successful listeners, suggesting that awareness plays a key role in listening strategy use.

Moreover, studies focusing on the implementation and function of metacognitive listening strategies have shown that learners can benefit from conscious planning, monitoring, and evaluating, even in qualitative classroom contexts. Tirtanawati and Putri (2020) found that students improved their listening comprehension and vocabulary mastery through the use of metacognitive strategies in a case study setting, demonstrating how strategy awareness can support language development in real learning environments.

Taken together, these studies indicate that metacognitive strategies can positively influence listening comprehension and that students' awareness of these strategies plays an important role; however, most research has focused on measuring performance or instructional effectiveness rather than on deeply exploring the lived experiences and factors that influence strategy use in junior high school contexts. This gap highlights the need for qualitative exploration, such as the present case study at MTsN 4 Karawang.



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