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STUDENT’S PERSPECTIVE IN APPLYING COGNITIVE AND METACOGNITIVE STRATEGIES THROUGH LISTENING COMPREHENSION

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Abstract

Listening skill is a receptive skill. As a receptive skill, students only have to receive and comprehend the materials, no need to have a production on it. However, Listening become a crucial material for students to comprehend the language, especially for EFL (English as a Foreign Language) learners. Although, it is a receptive skill, it is important to use the strategy to encourage students to be more active in learning a language. Thus, students will easily to comprehend the language that they learn. Due to the issue, the study was aimed to determine students’ perspective on the implementation of cognitive and metacognitive strategies through listening comprehension. This study involved 35 participants on the second semester from English department, faculty of letter Pamulang University. The instruments of the data finding were the paper-based Linkert scale survey and the reflective questions related to students’ perception on the implementation of the cognitive and metacognitive strategies through their listening comprehension: first, what are the difficulties on listening comprehension?, second, how the cognitive and metacognitive strategies help to encounter the difficulties? The data finding showed that the students gave positive responses to the cognitive and metacognitive strategies of the improvement on their listening comprehension. Yet, the cognitive and metacognitive strategies implication is needed for further research.

Keywords: Students’ Perception, Cognitive and Metacognitive Strategy, Listening Comprehension

INTRODUCTION

The listening subject at the university has gained students’ comprehension in learning a language, especially English as a foreign language. The subject contributes well on the students’ listening comprehension for the English students. However, the learning process for listening cannot be achieved well if there is no encouragement and enthusiasm from neither the teacher nor students. The activeness on the learning process happens because of the awareness of learning itself. The lecturer knows the field of how to create, to manage, and to deliver the material as well as the students know how the process of learning facilitate the comprehension related to the subject material that is learnt by students. In correlation, to the listening comprehension is as one of the skill that has to be mastered by students, especially for EFL learners. The listening subject can be bored if the teacher and students do not create significant learning process which covers the well planned material and the class management, in line with the strategy that is used.

Listening is as one of the language skills besides reading, speaking and writing. As it is mentioned by Linse (2005:24-25) Listening and reading are receptive skills because the focus is on receiving information from an outside source. Furthermore, Linse states some people think that because children do not need to produce sounds when they are listening, that listening is passive. However, it is totally not in a good term, because learners have to involve on the learning process, assignment (skill practices). She also underlines that listening is as a foundation for other skills. In line with Rost cited on The Cambridge Guide (2001:7) state that listening is not only a skill area in language performance, but is also a critical means of acquiring a second language (L2). Based on the statement above it can be seen that listening gives an important effect as other skills to improve students’ language learning.

It is mentioned that listening is a receptive skill. As a receptive skill, it needs strategy to give students encouragement to learn a language. The form strategy is explained by Nunan (1999) cited by Ratebi and
Amirian (2013: 141), learning strategies is a mental and communicative procedures learners use in order to learn and use language. In line with Chamot (1987) cited by Ratebi and Amirian (2013: 141), “learning strategies are techniques, approaches or deliberate actions that students take in order to facilitate the learning and recall of both linguistics and content area information”. It can be inferred that learning strategy is the way or the process of the learners to learn the language. The study used cognitive and metacognitive strategies to know students’ perception on their listening comprehension. It is stated by (McClelland, 1987; Cowan, 1995 cited on The Cambridge Guide, 2001:7), as it is mentioned below; “As a goal-oriented activity, listening involves ‘bottom-up’ processing (in which listeners attend to data in the incoming speech signals) and ‘top-down’ processing (in which listeners utilize prior knowledge and expectations to create meaning). Both bottom-up and top-down processing are assumed to take place at various levels of cognitive organization: phonology, grammatical, lexical, and propositional”.

It can be explained that listening comprehension covers kinds of cognitive area of the students. It means the teacher has to know cognitive domain from his or her students. However, the cognitive domain is not the only factor to improve students’ listening skill. It needs students’ consciousness of what the students learn. It is what we called metacognitive. As it is mentioned by (Serri, et. Al, 2012:844), metacognitive strategies deal with knowing about learning. In line with (Wenden, 1998, cited on Selamat and Sidhu, 2011: 186), it is said that the students who use metacognitive strategy have advantages: more strategic, confident, and accurate in learning or doing a task.

It is obvious that the cognitive and metacognitive strategy give encouragement for students to improve their listening skill. Therefore, this study was aimed to determine students’ perspective of applying cognitive and metacognitive strategies through listening comprehension. Provided two main questions: 1. What are the difficulties on listening comprehension? 2. How the cognitive and metacognitive strategies help to encounter the difficulties?

LITERATURE REVIEW

The study of cognitive and metacognitive has been done by other researchers. It contained many variables related to the issue. Serri, Boroujeni, and Hesabi (2012:847) found out that there was no difference in the use cognitive, metacognitive, and social/affective strategy, and the use of listening strategies between learners with some individual difference, and the use of the strategies were in the same proportion. Serri, et.al gave reason related to the result of their study, it can be happen because the students were not given the instruction in using the cognitive and metacognitive strategies. Selamat and Sidhu (2011: 189-192) found that some students gave their own perspective related to the issue, they said that they never learned how to listen, their teacher did not teach them listening (skills). The lecturers also only focus to the syllabus. However, after the treatment the students gave positive response, some of the response is; I wish I had learned the strategies in school. Based on the discussion above, it can be seen that the teacher not only need to know the cognitive domain of his or her students but also the metacognitive. It means that the teacher participation in giving direction or instruction related to the material, it will be easier for students to have good comprehension. Ratnaningsih (2015, 25) based on her study, she found that there was no significant difference in TOEIC listening results in each group (cognitive – lower and upper group and metacognitive – lower and upper group). Cognitive and metacognitive give positive impact on listening comprehension, it hardly to differentiate which one is better to be implemented in the class.

In can be assumed, the applying of cognitive and metacognitive strategies gave positive response to the students’ listening comprehension. Both cognitive and metacognitive gained positive impact in the classroom. It helped students’ comprehension, especially listening.
METHOD
Population and Sample
This study was conducted at English department, faculty of letter Pamulang University from March to May, 2018. The sample is the second semester which is used probability sampling with 35 participants. The writer randomly chose the participant as a sample to collect the data. The material is TOEFL for beginner. It contained short conversations (30 questions), longer conversations (8 questions), and two long talks (12 questions). Total there are 50 questions. There are six skills listening for TOEFL that students learnt.

Instruments
The study used two data collections; there are questionnaire and the reflective questions. It was distributed to determine the students’ perspective in applying cognitive and metacognitive strategies through listening comprehension. The questionnaire used Likert scale. There are 6 questions which accompanied with the option strongly agree, agree, neutral, disagree and strongly disagree. The writer classified the option with positive response and negative response. The writer also provided the following questions to be answered as their response to the questionnaire.

FINDING AND DISCUSSION
Based on the frequency analysis, it can be seen as the following table:

<table>
<thead>
<tr>
<th>No</th>
<th>Questions</th>
<th>Frequency</th>
<th>Percentage</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Positive Responses</td>
<td>Negative Responses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>It is important to use metacognitive strategy in improving listening skill</td>
<td>32</td>
<td>3</td>
<td>32%</td>
<td>3%</td>
</tr>
<tr>
<td>2.</td>
<td>It is important to use cognitive strategy in improving listening skill</td>
<td>31</td>
<td>4</td>
<td>31%</td>
<td>4%</td>
</tr>
<tr>
<td>3.</td>
<td>The metacognitive strategy gives positive impact on listening comprehension</td>
<td>34</td>
<td>1</td>
<td>34%</td>
<td>1%</td>
</tr>
<tr>
<td>4.</td>
<td>The cognitive strategy gives positive impact on listening comprehension</td>
<td>35</td>
<td>0</td>
<td>35%</td>
<td>0%</td>
</tr>
<tr>
<td>5.</td>
<td>It is effective to implement the metacognitive strategy on listening subject</td>
<td>32</td>
<td>3</td>
<td>32%</td>
<td>3%</td>
</tr>
<tr>
<td>6.</td>
<td>It is effective to implement the cognitive strategy on listening subject</td>
<td>33</td>
<td>2</td>
<td>33%</td>
<td>2%</td>
</tr>
</tbody>
</table>

Based on the table above, it can be seen that students gave positive response to the strategies, both cognitive and metacognitive. The students also gave their own perspective to be expressed related to the strategies through their listening comprehension:

“I do not really understand about cognitive and metacognitive are and do not know how to implement it on listening, but when it comes to the task or doing skill practices, I found many difficulties, I could not understand what the speaker said it is because they said too fast or I do not know the vocabulary. However, it is easier to solve the problem when we know the clue how to answer”

“I do not like listening, because I do not know the goal of the subject, but when the lecturer give strategies on how to answer each part of TOEFL test, it is easier”

“When I know the goal of the subject, and how to solve the difficulties in answering the TOEFL test, it encourage me to think critically”

However, some students gave negative responses, as the following:

“I cannot concentrate during the listening process”

“I still cannot get the point of what speakers said”
“I hardly understand of what the speaker said” The following are students’ answer related to the questions that was given:

1. What are the difficulties on listening comprehension?
   Some students answered;
   a. they have difficulty in comprehend the expression of what the speaker said
   b. they cannot understand some vocabularies
   c. the speaker talk too fast
   d. hard to understand long conversation

2. How the cognitive and metacognitive strategies help to encounter the difficulties?
   Some students answered;
   a. It is helpful to know the strategy and topics that is usually on each part of the TOEFL
   b. More task and practices help to familiar on the kind of TOEFL test, especially listening part

In conclusion, both cognitive and metacognitive gave positive impact on students’ learning comprehension. Cognitive strategy encouraged students to solve the problems of their difficulties on listening comprehension, while metacognitive strategy gave students chance to analyze the difficulties, to solve the problem, and to know the progress of their performance on the subject.

CONCLUSION
The main strategies on the study are cognitive and metacognitive. Both cognitive and metacognitive strategies are related each and another. It showed on the students’ perspective that besides they tried to solve the problems, it was easier to them to know, to monitor the progress of the learning. It happened when the teacher help to explain the material clearly, to monitor the process of the study, and to maintain the students’ progress. In conclusion, the cognitive and metacognitive strategies gave significant influence on students’ listening comprehension. It

REFERENCES
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