METACOGNITIVE STRATEGIES INSTRUCTION AND ITS RELATIONSHIP WITH LISTENING ANXIETY AND LISTENING COMPREHENSION

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ABSTRACT: This present paper aims at investigating the relationship between metacognitive strategies and its relationship with listening anxiety and listening comprehension. This paper summarizes the results of previous studies (Golehi, 2012) revealing that listening anxiety had negative correlation with listening comprehension and listening strategy use. The previous study (Golehi, 2012) shows that listening strategy used by learners plays an important part in reducing learners' listening anxiety and improving learners' listening comprehension. This paper will concern more on outlining metacognitive strategies and its relationship with listening anxiety and listening comprehension. The findings of this paper gained from some previous researches concerning in metacognitive strategies and its implication, particularly in listening comprehension.

Keywords: *Metacognitive strategies instruction, listening anxiety, listening comprehension*

INTRODUCTION

As language teachers, we get some grievances about foreign language anxiety from our students' side. These grievances appear during teaching and learning process. Some of the students take anxiety as the disturbing factor in focusing on the test items and it causes low achievement on their exam. As the cause or the effect of poor performance on tests, anxiety has attested to be one of the important affective filters which relates to success or failure in language learning. According to Horwitz, Horwitz, and Cope (1986) defined FL anxiety as "a distinct complex of self-perceptions, beliefs, feelings, and behaviours related to classroom language learning arising from the uniqueness of the language learning process". There is some research findings revealed that anxiety gave negative impact in teaching and learning process, especially in gaining the student's comprehension (MacIntyre and Gardner 1994; Chen and Chang, 2004; Pappamihiel, 2002; Izadi, 2003). More particularly, here we face with a certain kind of anxiety, which is correlated with foreign language learning situations and has been called as "foreign language learning anxiety". "Anxious students are likely to experience mental block, negative self-talk and ruminate over a poor performance which affects their ability to process information in language learning contexts" (MacIntyre and Gardner, 1991). In this case, foreign language anxiety has a role as an affective filter, which results in the students' being incapable in receiving the language input.

Listening is always considered as the most intrinsic of the four language skills. It deals with psychological and cognitive process in different stages (Vandergrift, 2004). Thus research on instruction in listening must take into account the complex cognitive processes that underlie the listening construct.

The consideration towards listening instruction is changing. Long time ago, listening was considered as a passive activity and did not decent the researcher's interest. Now listening is considered as active process, critical to L2 acquisition, and deserving of systematic development as a skill in its own right (Morley, 1999). The utility of listening instruction has been underscored by language learners who want to learn to understand spoken texts in the target language and to interact with native speakers (Vandergrift, 2004).

The approach to listening comprehension has also developed. First was the "listening to repeat" approach of the audio-lingual period, followed by the "question-answer" comprehension approach. More recently, a common approach is real-life listening in real time, involving communicative tasks and/or interaction with native speakers (Morely, 1999).

In teaching listening, teachers usually take into account about the learners' answers. Teachers just count on how many the learners' answers are correct and how many the learners' answers are incorrect. Teachers consider that the learners' correct answers can represent the learners' understanding or comprehension. Teachers do not consider how the learners come to that answers or the learners' cognitive process during listening comprehension. Whereas, Vandergrift (2004) states that the successful listener used an effective combination of metacognitive and cognitive strategies.

During listening process in the classroom, some factors may contribute in appearing difficulties and resulting low achievement. Young (1992) states that poor listening ability results from many factors, such as insufficient emphasis on listening, immature teaching methodologies, ineffective listening strategies, and students' lack of vocabulary, but the increasingly important one is anxiety. Listening anxiety occurs when the learners face a task they feel is too difficult or unfamiliar with their previous knowledge. Young (1992) also states that listening comprehension is highly anxiety-provoking if the discourse is incomprehensible.

To overcome that problem, teachers need to teach a strategy that can be used by the learners in listening comprehension. The strategy then can be used for diagnostic purpose, particularly in helping the less skilled listener to discover and try out more efficient strategy (Vandergrift, 2004). Much more useful are strategies that help language acquisition (Krashen, 2013). Learners need to be introduced by some strategies that can help them in improving their listening ability. It is important to teach learners clearly why and how to use strategies in appropriate situations. It is the role of the teachers to provide amount chances for the students to apply some strategies in teaching learning process, particularly in listening comprehension. According to Rahimi (2012), by practicing listening strategies, learners become self-regulated listeners and can succeed in accomplishing different tasks with different levels outside the classroom contexts.

Correlating with the importance of strategy and its relationship with listening anxiety and listening comprehension, this present paper will concern on the relationship between metacognitive strategies and its relationship with listening anxiety and listening comprehension. The view of Golehi in his *International Journal of English Linguistics* (Vol. 2, No. 4; 2012) is taken as the main reference. He concerns on listening anxiety and its relationship with listening strategy use and listening comprehension among Iranian IELTS learners. That previous research revealed that listening anxiety had negative correlation with listening comprehension and listening strategy use. Moreover, the findings showed that low anxious learners used metacognitive strategies more than did high anxious learners.

Considered that listening anxiety has a crucial role in listening comprehension process, Golehi (2012) conducted his study investigating listening anxiety and its relationship with listening strategy use and listening comprehension. His study not only revealed that listening anxiety had negative correlation with listening comprehension and listening strategy use, but also showed that most of low anxious learners used metacognitive strategies more than did high anxious learners.

Thus, this paper will concern more particularly in the role of metacognitive strategies in reducing listening anxiety and improving listening comprehension. This paper will summarizes briefly some researches show that metacognitive has a crucial role in listening process in the classroom. Those previous researches are aimed to support the findings from previous research by Golehi (2012).

METACOGNITIVE STRATEGIES IN LISTENING COMPREHENSION

Metacognitive strategies can assist the learners in connecting between their previous knowledge and the target knowledge during listening comprehension process. Metacognitive strategies will help the learners to scaffold whether they know or not. Here, metacognitive

strategies proposed by Vandergrift (2004) is introduced. The table 1 below shows the cycle of metacognitive strategies:

Table 1. Metacognitive strategies cycle

Stage of Listening Instruction	Related Metacognitive Strategies
Planning/predicting stage 1. Once students know topic and text type, they predict types of information and possible words they may hear	1. Planning and directed attention
First verification stage 2. Students verify initial hypotheses, correct as required, and note additional information understood 3. Students compare what they have written with peers, modify as required, establish what needs resolution and decide on details that still need special attention	2. Monitoring 3. Monitoring, planning, and selective attention
Second verification stage 4. Students verify points of disagreement, make corrections, and write down additional details understood. 5. Class discussion in which all contribute to reconstruction of the text's main points and most pertinent details, interspersed with reflections on how students arrived at the meaning of certain words or parts of the text.	4. Monitoring and problem solving 5. Monitoring and evaluation
Final verification stage 6. Students listen for information that they could not decipher earlier in the class discussion.	6. Selective attention and monitoring
Reflection stage 7. Based on discussion of strategies used to compensate for what was not understood, students write goals for next listening activity.	7. Evaluation

Vandergrift (2004) proposes a metacognitive cycle to assist learners bundle the utilizing of some strategies during listening comprehension. At certain levels, learners are guided to apply some strategies to string their comprehension and get maximal performance. The level conveys some crucial metacognitive processes such as monitoring and verification that good listeners involve in. Those processes not only stimulate learners' awareness about strategy use, but also offer much needed scaffolding while learners are working with listening texts (Goh 2008). When the learners are able to apply the strategies appropriately in listening comprehension, they will improve their performance and their motivation. It is caused metacognitive strategies teach the learners how to listen.

The Theoretical Basis for Metacognitive Strategies

It is important to know the theoretical basis of metacognitive strategies. By knowing this theoretical basis, it will give distinct explanation about metacognitive strategies. This theoretical basis also can be used as a reason why we need to take metacognitive strategies in listening comprehension. According to Birjandi and Rahimi (2012), metacognitive knowledge refers to acquired knowledge about cognitive processes, knowledge that can be used to control cognitive processes. Goh (2008) states that metacognitive experience is a feeling we have about our cognition, such as the feeling we have when we do not understand something, while metacognitive knowledge consists of our beliefs and knowledge about learning. In simple words, metacognitive can be defined as the ability of one to assess his knowing about himself.

Metacognitive Strategies and Listening Comprehension

There are some studies conducted in developing metacognitive strategies (Goh, 2008; Vandergrift, 2004; Liu and Goh 2006, and Birjandi and Rahimi, 2012). Those studies showed that metacognitive strategies can be applied in the classroom and can increase the learners'

self-regulating. Those studies also showed that metacognitive strategies have a positive correlation with the listening comprehension of the Learners.

In correlating with listening anxiety, metacognitive strategies have a negative correlation. According to Goh (2008) metacognitive strategies in listening can be beneficial in at least three ways: (1) It improves affect in listening, helping learners to be more confident, more motivated and less anxious; (2) It has a positive effect on listening performance; (3) Weak listeners potentially benefit the greatest from it. From those findings, it can be concluded that by using metacognitive strategies the learners will improve their understanding in self-regulation during listening comprehension. That improvement will increase their performance in listening comprehension and will decrease their listening anxiety during the listening comprehension.

Review Some Previous Researches on the Use of Metacognitive Strategies in Listening Comprehension

Metacognitive strategies are claimed to be an effective strategy that can be used by the learners. Birjandi and Rahimi (2012) in their study state that metacognitive strategy instruction raises the awareness of students about planning, monitoring and evaluating, thus aiding to develop self-regulated learning, which results in improved performance. In line with the previous study, Malik, et. al. (2013) reveal that Using MLST in the listening class is not only provides the students with the knowledge and reasonable to control over their listening process, but it also enhances their motivation.

To give more support about that argument, Rasouli, Mollakhan, and Karbalae (2013) find that metacognitive strategies can advance Iranian EFL learners from the beginning level to a higher level of listening comprehension. Another study conducted by Nasab, Araghi, and Tabrizi (2012). The result of the study shows that metacognitive strategies is the best listening strategy.

Metacognitive Strategies in Other Skills

Metacognitive strategies not only used in listening comprehension, but also it can be used in writing and reading. Some research findings show a positive correlation between metacognitive strategies use and writing and reading performance. Zhang and Seepho (2013) find that metacognitive strategies and English reading achievement were closely related to each other (r = .374**, p =. 005) and metacognitive strategies played an important role in English majors' EFL reading. In the other hand, Lv and Chen (2010) find that once learners have a good command of metacognitive strategy, they will become more independent and autonomous and will be more capable of planning, monitoring and evaluating their learning process and thus become efficient learners. From those studies, it can be conclude that metacognitive strategies can also be used in other skills such as writing and reading, instead of listening.

METHOD

This study uses descriptive qualitative as the research design. According to Fraenkel, Wallen, and Hyun (2012), certain kinds of research questions can best be answered by observing how people act or how things look. Agreed with that argument, in this study the researcher used literature study as the technique.

This study aimed to describe the relationship between metacognitive strategies instruction and listening anxiety and listening comprehension. The researcher used a paper written by Golehi (2012) as the basis to be reviewed.

In this study, the researcher acted as human instrument. In collecting the data, the researcher took a paper written by Golehi (2012). The article then was critised and reviewed by the researcher.

FINDINGS AND DISCUSSION

In his article, Golehi (2012) promoted the listening anxiety and its relationship with listening strategy use and listening comprehension among Iranian IELTS learners. He states that listening anxiety has a negative correlation with listening strategy use and listening comprehension. He also states that most of low anxious learners used metacognitive strategies more than did high anxious learners.

In line with those findings, Yamat and Bidabadi (2011) have the same point that Iranian EFL freshman university students at advanced, intermediate, and lower-intermediate levels employed meta-cognitive strategies more frequently and actively; followed by cognitive and socio-affective listening strategies. The Pearson Correlation analysis also indicated that there was a significant positive correlation between the listening strategies employed by advanced, intermediate, and lower-intermediate freshmen and their listening proficiency levels. Moreover, Yamat and Bidabadi (2011) state that the students try to think about the ways in which they can plan, make decisions, monitor, and evaluate their listening. This shows that metacognitive strategies are important because they regulate and direct the language learning process.

Applying metacognitive strategies also will give some advantages for the learners. According to Goh (2008), the use of metacognitive strategies in listening can be beneficial in at least three ways: (1) It improves affect in listening, helping learners to be more confident, more motivated and less anxious; (2) It has a positive effect on listening performance; (3) Weak listeners potentially benefit the greatest from it. Based on some considerations above, it can be concluded that the use of metacognitive strategies contributes to the quality of the learners' achievement is listening comprehension and to minimize the anxiety level of the learners.

Golehi Proposal and Comments

Golehi (2012) conducts his research in investigating listening anxiety and its relationship with listening strategy use and listening comprehension among Iranian IELTS learners. The findings show that listening anxiety had negative correlation with listening comprehension and listening strategy use. Thus, he states that IELTS instructors can acquaint IELTS learners with the importance of listening strategies and possible methods to apply these strategies in order to reduce their listening anxiety and enhance their listening comprehension. Golehi (2012) also states that low anxious learners used more metacognitive strategies than did high anxious learners. It is important to investigate more whether Golehi has strong argument to show that metacognitive strategies plays an important role in listening comprehension.

The Role of Listening Strategy Use in Listening Comprehension

Listening strategy has a crucial role in listening comprehension. According to Golehi (2012) listening strategy has negative correlation with listening anxiety. It means that when learners apply certain listening strategy in listening comprehension process, their listening anxiety will decrease. Learners apply some listening strategies to assist them in receiving and understanding the input they got. Rahimi (2012) states that using listening strategies increases their awareness about the listening process, which leads to better performance.

There are some listening strategies that can be applied by the learners. These strategies which have been developed based on O'Malley and Chamot's (1989) learning strategies were categorized as metacognitive, cognitive, and socio-affective strategies are steps taken to contribute learners to acquire, store, retrieve, and use information. Metacognitive strategies are employed by students to increase comprehension and second language retention, and include planning, monitoring, evaluating and problem-solving; cognitive strategies are utilized by listeners to cope with the material to be learned or to apply specific techniques, such as

inference, repeating, deduction, imagery, elaboration, note taking, and translation; and socio-affective strategies are employed by language learners to cooperate with classmates, to question the teacher for clarification, or to apply specific techniques to lower anxiety (Vandergrift, 1997).

In his study, Golehi (2012) states the importance of metacognitive strategies in reducing listening anxiety experienced by the learners just as such highlight. The distinct insight about metacognitive strategies is not mentioned by Golehi (2012). The role of metacognitive strategies in listening comprehension needs to be explored further to give clear explanation. Finally, metacognitive strategies has strong argument to be used in listening comprehension to decrease the learners' anxiety.

Connecting to Golehi Arguments

It is important to investigate the relationship between metacognitive strategies and listening anxiety and listening comprehension. When we want to create a good atmosphere in listening comprehension process, we need to teach our learners some listening strategies. One of listening strategies that can be applied by the learners is metacognitive strategies. By using metacognitive strategies, the learners will involve in planning, monitoring, and evaluating during the listening comprehension process. The learners will become more self-regulated listeners and they will be able to face some listening tasks (Rahimi, 2012).

CONCLUSION

This paper has discussed Golehi (2012) focusses on the significance contribution of listening strategy use on listening anxiety and listening comprehension. Golehi (2012) states that low anxious learners used metacognitive strategies more than did high anxious learners. It is in line with some research findings that metacognitive strategies has a negative correlation with listening anxiety and has a positive correlation with listening comprehension. By knowing applying metacognitive strategies, the learners will involve in planning, monitoring, and evaluating activities. Metacognitive strategies also make the learners more self-regulated. Its implications are able to improve the learners' motivation in listening comprehension and to improve their listening comprehension also. In the other side, when the learners are more self-regulated, their anxiety tend to decrease because the learners know and understand what they need to do during the listening comprehension. Golehi (2012) convinces that metacognitive strategies has a crucial role in listening comprehension because it teach the learners how to listen and can enhance the learners' self-regulated.

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