

## **The Effect of Combining Metacognitive and Three Steps Interview Strategies on the Students' Listening Ability**

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### **Abstract**

The objective of this research was to know the significant effect of Combining Metacognitive and Three Steps Interview Strategies on listening ability at the third semester students of English Study Program of Muhammadiyah University of Bengkulu. The design of this research was Quasi Experimental research. The instrument that has been used in this research was listening test. The population of this research was the student in third semester of English study program of Muhammadiyah University of Bengkulu. The sample of this research was 40 students consisted of 20 students as experimental class and 20 students as control class. In analyzing data, researcher used t-test. The result of the study showed that in pre-test the t-count was  $-.911$  and the t-table  $2.024$ . The t-count was lower than the table ( $-.911 < 2.024$ ). Based on the score it showed that there was increasing scores upon pre-test and post-test. In post-test t-count was  $5.649$  and the table was  $2.024$ . It showed that t-count was higher than t-table ( $5.649 > 2.024$ ). In the end of the research, the researcher found in treatment process that students were able to understand and also able to listen the material. It could be seen from the increasing score of listening test and the students' treatment process. The students felt that the teaching strategies was motivating and interesting. It showed that there was significance effect of applying combining metacognitive and three steps interview strategies to students listening ability.

Keywords: listening ability; metacognitive; three steps interview strategies

### **Introduction**

There are many procedures that can be explained by the experts, the writer combines the procedures of metacognitive strategy by O'malley and Chamot (2008: 213) and three steps interview strategy by Sejnost (2009: 75) because the combining both of procedures will increase students' ability to arrange the preparation and analyze the information more affectively. These strategies also able to help the students to know how to work in group and share the information based on their knowledge. The result of combining of metacognitive and three step interview strategies will be implemented in exploration, elaboration, and confirmation of whilst teaching. Surely, before implementing this strategy, students need input from reading and other sub skills that support their listening skill (Dhillon, et al. 2020; Martina, et al. 2020; Handayani, et al, 2020; Wibowo, et al; 2020)

The researcher hopes this research can be useful for students to help them made their listening skill be better than before, as motivation in developing students' listening ability, and the student can achieve good effect in listening ability. Besides that, for the lecture, this research can support the listening class process and help students the students overcome the problem. Moreover, it can give solution and alternative to improving their listening skill. At lastly, the result of this research hope to be useful for the other researchers as the reference of their research.

Related to this title, this researcher a knowledge some relevant studies as follow:

Asman (2015: 91), The Effectiveness of Metacognitive Instruction to Teach Listening Skill Viewed from Students' Schemata, the result of the research proves that using Metacognitive instruction method is an effective teaching listening skill. Eni (2014: 7), Teaching Listening by Combining Metacognitive and Three-step interview Strategies for Senior High School Students, the result found that this strategy can greatly help develop learners' language skills, especially in developing learners' listening skills. Vera (2013: 67), The Effect of Using Three- Step Interview Strategy Toward Students' Speaking Ability of The First Year Students at SMA Muhammadiyah 1 Pekanbaru. The result of the research proves that using Three-Step Interview strategy was successful and could be applied to increase students' listening and speaking ability.

Based on the preliminary study, most of the second semester students of English Study Program of UMB still felt difficult in understanding the materials given. Besides, from the result of observation and interview with the students, the researcher found that the student was bored, less vocabularies, and could not get the point of fast conversation of the speaker. So that is why the students' listening score still low. From the data of listening student tests conducted by the lecture, the lowest score was 40 and highest was 80 with the average 53.75, while the standard score was 75. The researcher tried to apply metacognitive and three steps interview technique at second semester C class, the researcher found that the students ability and listening was increased the result was 70 for lowest score and 90 for the highest score.

Based on the explanation above the researcher was interested to know the effect of combining metacognitive and three steps interview strategies on third semester students' listening ability at English Education Program of Muhammadiyah University of Bengkulu.

### **Research Methodology**

Sample is one of important elements in a research. According Ary et al (2010: 148) stated that sample is the small group that is observed. Based on Crewell (2012: 381) sample is the group of participants in a study selected from the target population from which the researcher generalizes to the target population. In selecting sample, the researcher used purposive sampling. According to Black (2010: 220) purposive sampling is a sampling technique in which researcher relies on his or her own judgment when choosing members of population to participate in the study.

To getting data collection the researcher did some step: The researcher did Pre-test to know listening skill before giving treatments, then the researcher gave treatments with combining metacognitive and three steps interview in experimental class. While, in control class, the researcher taught by using common technique or the daily of lecturer's technique in classroom activity, after that,

the researcher did Post-test to get effectiveness of combining metacognitive and three steps interview in listening skill.

There were some steps that did by researcher, namely: First, the researcher gave score of listening test and collected all the data score of students in table. Then, the researcher analyzed the result of listening test with using SPSS. In analyzed the data with used SPSS, first of all the researcher checked the result of Pre-test and analyzed it with used independent t-test with SPSS. It was used to determine was there an average difference between the two of unrelated sample groups which the basic of standard provisions were: if the value significance  $<0.05$  there was a significant difference between learning outcomes in experimental class and control class, while if the value  $>0.05$  then there was not a significant different between learning outcomes in classroom experimental and classroom controls. After that, the researcher analyzed the result of Post-test. The researcher also used independent test with using SPSS to analyze the result of Post-Test.

This research was quantitative approach. According to Freeman and Long (1997: 20) quasi-experimental design was closer to the true experiment that one of two criteria of experimental design was met. In this research, the researcher used quasi-experimental design which is used to test whether combining metacognitive and three steps interview strategies is effective as one of the alternative ways of teaching listening.

According to Cohen, et al (2005: 213) experimental method is the procedure for testing hypothesis by setting up a situation which consist of pre-test and post-test treatment, but lack of control class. And it is divided into three types: true experimental and quasi experimental.

In this study, the population of this research is students at the third semester of English Department of Muhammadiyah University of Bengkulu. The total of population is 94 students. Population is one of important element in this research, because without population the researcher can't do this research. According to Ary et al (2010, 148) population are all members of any well define class of people, event, or object. Another definition of population by Creswell (2012: 381) the population is the group of individuals having one characteristic that distinguishes from other groups.

The researcher will choose the students of class III B and III C on third semester of English Language Education Study Program at Muhammadiyah University of Bengkulu. The number of the population of those class are 40 students. They are B class that consist 20 students as control class and C class that consist of 20 students as experimental class. The researcher choose B and C class as the sample of the research because the 2 classes above have the same characteristics based on the mean score the listening semester score in a subject listening to authentic materials. The mean score of B class was 60.44 while the mean score of C class was 60.40.

## Findings and Discussion

## Findings

In this part, the result of the research was presented. The result showed the students' listening skill at third semester of English Language Education Study Program of Muhammadiyah University of Bengkulu was increased. It was proven by the comparison between the result of pre-test and post-test are significant. It was presented in the following section.

Based on the pre-test score in experimental class, the highest score in experimental class was 90 achieved by 1 student and the lowest score was 40 also achieved by 1 student. The mean score of the pre-test in the experimental class was 64.5.

There were 20 students did the pre-test. In this pre-test the highest score was 90 and the lowest score was 50. 4 students got the score 50. 5 students got the score 60. 3 students got the score 70. 7 students got the score 80, and 1 student got the score 90. It mean that there were 12 students had insufficient ability in listening subject, 7 students had good and 1 student had very good ability in listening ability. In control class their vocabulary ability better than experiment class. So score in class control higher than class experiment. Based on pre-test score in control class, the mean score of pre-test in control class was 68.

**Table 1.** The t-count was calculated by using SPSS 20.0

Class	N	Highest Score	Frequensi	Lowes Score	Frequensi	Total Score
Experiment Class	20	100	2	80	6	1.760
Control Class	20	90	1	60	1	1.530

**Table 2.** Group Statistics

	Kelas	N	Mean	Std. Deviation	Std. Error Mean
Hasil belajar bahasa inggris	Kelas C	20	88.0000	6.15587	1.37649
	Kelas B	20	76.5000	6.70820	1.50000

**Table 3.** Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Hasil belajar bahasa inggris	Equal variances assumed	.429	.516	5.649	38	.000	11.50000	2.03586	7.37861	15.62139



	Equal variances not assumed			5.649	37.723	.000	11.50000	2.03586	7.37762	15.62238
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Based on the analysis result of t-test, the t-count was 5.649, t-table was 2.024 and the level significance= 005,  $df = Nn1+n2 = 38$  two tailed tests. It meant that  $t\text{-count} > t\text{-table}$  ( $5.649 > 2.024$ ). It shows that  $H_1$  is accepted and  $H_0$  was rejected. There is a significant the difference students learning result between the experimental class and the control class after the treatment had given to experimental class (using combining metacognitive and three steps interview).

In the first treatment, the highest score was 80 achieved 11 students and the lowest score was 60 achieved by 9 students. The mean of the first was 71. In the second treatment, the highest score was 80 achieved by 10 students and lowest score was 70 achieved by 10 students. The mean of the second treatment was 75. In the last treatment the lowest score 70 achieved by 4 students and the highest score was 80 achieved 16 students. The mean of the last treatment score was 78. It can be seen on the first treatment score, the mean was 71 and in the second treatment the mean was 75. The increasing was 4 point. In the last treatment, the mean was 78. There was significant differences score between the second treatment and the last treatment. The increasing was 3 point.

In the first meeting, the highest score 80 achieved by 10 students and the lowest score was 60 achieved by 10 students. The mean of the first meeting score was 70. In the second meeting, the highest score was 80 achieved by 15 students and the lowest score was 60 achieved by 5 students. The mean of the second meeting score was 74. In the third meeting, the highest score 80 achieved by 17 students, and lowest score was 60 achieved by 3 students. The mean of the third meeting score was 77. It meant that the students' ability in listening ability was sufficient. After the researcher did the third meeting, the researcher concluded that there was significant different between the second meeting and third meeting. In the second got the mean 74. So, the students increase was 3 point and the student still sufficient ability in the listening ability.

In the post-test the lowest score was 80 achieved by 6 students and the highest score was 100 achieved by 12 students. The mean of the post-test for experimental class was 88. After the researcher did the post-test, the researcher conclude that there was a significant difference between the pre-test and post-test. In the pre-test the mean was 64.5 and in the post-test the mean was 88 increasing both of them was 23.5point.

In the post-test for control class, the highest score was 90 achieved by 1 student, and the lowest score was 60 achieved by 1 student. The mean of post-test was 76.5. After the researcher did the post-test for the control class the score of pre-test and post-test was different, but not significant. In the pre-test the mean was 68 and in the post-test the mean was 76.5. The increase was 8.5 point.

In analyzing the pre-test and post-test result, the score of each class was compare to see whether the treatment had an effect or not.

**Table 4.** Analyzing of Pre-Test and Post-Test

Classes	Mean Score		Gain
	Pre-test	Post-test	
Experimental	64.5	88	23.5
Control	68	76.5	8.5

From the table above, the mean score of the experimental class was 64.5 in the pre-test and 88 in the post test. It meant that the improve of the mean score was 23.5. While in the control class, the mean score was 68 in the pre-test and 76.5 in the post-test. It meant that the improvement of the mean score in the control class was 8.5. It was found that the improvement of the mean score in experimental class was bigger than the mean score in the control class. In other word, the treatment had an effect to experimental class.

### Discussion

Based on the result shows that there was significant different between experimental class and control class. H1 was accepted and H0 was rejected. The researcher concludes that there was significant effect of combining metacognitive and three steps interview strategies in listening skill for the third semester students of English Language Education study program in Muhammadiyah university of Bengkulu. Sejnost (2009: 75) said the combining both of procedures will increase students' ability to arrange the preparation and analyze the information more affectively. These strategies also able to help the students to know how to work in group and share the information based on their knowledge. The result of combining of metacognitive and three step interview strategies will be implemented in exploration, elaboration, and confirmation of whilst teaching.

In the result of interview, in every treatment, the researcher found that the class situation was calm and serious, because students focus study. They looked enjoy and exited to explain their understanding, and in team work, they were concentration to discuss the task together.

Finally, it can be stated that there was a significant improvement on students' listening ability that the class was taught by combining metacognitive and three steps interview strategies.

### Conclusion and Suggestion

From the result of the research, it was found that there was positive effect with using Combining Metacognitive and Three Steps Interview Strategies on the students listening ability at third semester of English Study Program of Muhammadiyah University of Bengkulu. It can be seen from the result of analyzing data from SPSS. In the pre-test result, the mean score of control class was higher than experimental class, but in the post-test result, the mean of control class was lower than

experimental class. The mean score both of two class was increase even the mean score of experimental class was higher than control class.

Based on the result of this result, there are some suggestions that the researcher would like to present: For the Lecturers are suggested to apply Combining Metacognitive and Three Steps Interview strategies in Teaching and learning process, because it can increase the students' ability and also can make teaching and learning process be interesting. For the Students, are suggested to study and practice listening ability by using combining metacognitive and three steps interview strategies, because it can give motivation for the students. For the further researcher, the researcher hopes that the next researcher can apply this metacognitive and three steps interview strategy when the teaching and learning process takes place in the classroom in a way that is simple and easy for students to understand so that learning outcomes can achieve maximum results. If the next researcher wants to did this research, then continued to test the students after completed all the steps.

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