

**THE EFFECTS OF COGNITIVE
AND METACOGNITIVE LISTENING STRATEGIES
ON STUDENTS' ENGLISH LISTENING COMPREHENSION
IN SURABAYA MERCHANT MARINE POLYTECHNIC**

A THESIS



By

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**ENGLISH EDUCATION DEPARTMENT
GRADUATE SCHOOL
WIDYA MANDALA SURABAYA CATHOLIC UNIVERSITY
SURABAYA
2014**

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A THESIS

Presented to Widya Mandala Catholic University Surabaya
in partial fulfillment of the requirement for
the Degree of
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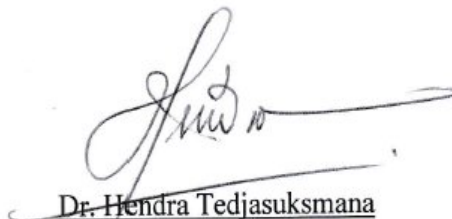
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APPROVAL SHEET

(I)

This thesis entitled “The Effects of Cognitive and Metacognitive Listening Strategies on Students’ English Listening Comprehension in Surabaya Merchant Marine Polytechnic” prepared and submitted by Dyah Ratnaningsih/ 8212712014 has been approved and examined by the Thesis Board of Examiners on Wednesday, July 2, 2014.



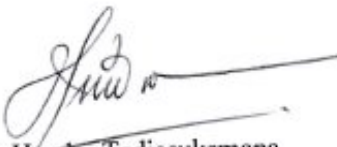
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APPROVAL SHEET

(II)

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Chair


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Prof. Anita Lie, D. Ed.
Director

STATEMENT OF AUTHENTICITY

I declare that this thesis is my own writing, and it is true and correct that I did not take any scholarly ideas or work from others dishonestly. That all cited works were quoted in accordance with the ethical code of academic writing.

Surabaya, October 10, 2014


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ABSTRACT

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This study aims to investigate whether the English listening strategies had the effect to English listening comprehension and also to see whether or not the application of the metacognitive listening strategies would produce higher English listening comprehension compared to the using of the cognitive listening strategies.

In order to study this relationship, 60 (sixty) students of Deck Department in Politeknik Pelayaran Surabaya (Surabaya Merchant Marine Polytechnic) were chosen randomly and surveyed with thirty two structured questionnaires and a TOEIC listening test. The questionnaire was about a Listening strategy use developed by Lee (1997) and modified by Ho (2006) and also based on Vandergrift's (1997, 2003) cognitive and metacognitive listening strategy classification and also from O'Malley and Chamot's (1990) language learning strategy to represent the participants' activities in employing the cognitive and metacognitive listening strategies. The scale consisted of 32 items divided into 2 categories of metacognitive and cognitive listening strategies. In order to comprehend whether there is a relationship between cognitive and metacognitive listening strategies and the students' listening comprehension, and to see that metacognitive listening strategy would give more influence in listening comprehension than the cognitive listening strategies, statistical analysis of Linear Regression analysis, One-way Anova, Multiple regression analysis of Tukey HSD and Homogeneous subset test were used.

The result suggests that the students who work with metacognitive listening strategies did not achieve better English listening comprehension than those who work with cognitive listening strategies. Another result showed that there was no effect in using the metacognitive listening strategies in English listening comprehension in upper and lower-level group. A major goal is to determine which strategy is best used in acquiring the listening comprehension and achieving high scores in TOEIC listening.

Key Terms: listening comprehension, listening strategies, cognitive strategies, metacognitive strategie, upper-level group, lower-level group.

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