THE RELATIONSHIP AMONG METACOGNITIVE AWARENESS, MOTIVATION, AND LISTENING ACHIEVEMENT

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ABSTRACT

This research was conducted to investigate the possible relationship among EFL students' metacognitive awareness, motivation, and achievement with the context of independent learning carrying out Listening activity. Twenty-nine third-semester students of English Department at one Catholic university in Surabaya were asked to be the participants. A metacognitive-awareness questionnaire was distributed as well as the motivation questionnaire. Besides, a listening comprehension test taken from students' independent learning module was used to obtain the students' listening achievement. Then, the quantitative data was analyzed using Pearson's correlation coefficient. The result of this study shows the facts that both oppose and approve the related theory.

Key words: *Metacognitive Awareness, Motivation, Listening Achievement*

INTRODUCTION

Metacognitive awareness is guaranteed to give great contribution to students' learning motivation and their achievement (Paris & Winograd, 1990; Öz, 2014). However, other scientists believe that there is no meaningful relationship between awareness and motivation, although awareness becomes the crucial aspect in students' academic improvement (Mokhtari & Reichard, 2002; Öz, 2014; Kassaian & Ghadiri, 2011). On the other hand, others believe that motivation enhances students to get higher achievement (Özen, 2017; Pouratashi et al. 2013; Guay et al., 2010). Hence, this present study was conducted to find the proof of the possible relationship among EFL students' metacognitive awareness, motivation, and achievement with the context of independent learning carrying out Listening activity.

LITERATURE REVIEW

Metacognitive Awareness

During the learning process, students must have strategies that could be implemented to dig deeper knowledge and obtain better understanding toward their learning materials. These learning strategies are known as metacognitive awareness, the term which was introduced by Fkavel in 1979 (Öz, 2014). In other words, by having awareness of the learning strategies that should be chosen and used, students are supported to perform better and get higher score (Öz, 2014; Öz, 2015; Batang, 2015).

According to Vandergrift, Goh, Mareschal, and Tafaghodtari (2006), students' metacognitive awareness involving five particular factors that facilitate students to learn in a better way (Schraw & Dennison, 1994). The factors are problem solving (how the students solve the difficulties found in their listening comprehension), planning and evaluation (what the students do before, after, and during the listening activity), mental translation (what students do to be more skilled listeners), person knowledge (how they respond their learning difficulties by optimizing their self-efficacy), and directed attention (how the students keep their focus and concentration that

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they could stay on the task).

Motivation

Motivation is considered as the most important key that triggers people to do something in their life. Some researchers argue that motivation affects human behavior (Özen, 2017; Sharma & Sharma, 2018; Turan, 2015). In other words, motivation could be interpreted as the reasons behind people's actions and decisions.

Such concept of motivation is also applied in educational field where motivation is commonly defined as the natural learning desires. By having motivation, students are supported to attain the lack of boredom while actively engaging in a learning process (Dornyei, 1998 as cited in Vandergrift, 2005). In this case, motivation covers the effort that students put in their learning process. As a result, it affects their success or failure in completing tasks (Baleghizadeh & Rahimi, 2011). Furthermore, some researchers concluded that motivation gives power to students to show better learning performance and helps students to increase their learning achievement (Özen, 2017; Pouratashi et al. 2013; Guay et al., 2010).

According to Noels, Pelletier, Clément, & Vallerand (2000), there are three orientations of learning motivation. The first one is amotivation (AM) which indicates that there is no motivation in someone's life. People exposing amotivation do not have certain reasons or do not know why they do something. In educational field, students orienting amotivation may not have understanding why they do the assignments or tasks.

The second one is extrinsic motivation (EM) which defines that people do something in order to achieve rewards or avoid punishment. In this case, EM is divided into three categories; external regulation, introjected regulation, and identified regulation. External regulation refers to the reasons covering the social reward, such as getting a better job with higher salary and getting better score to pass the course. When people deal with external regulation, they work on something only for the achievement. It means that whenever the target is achieved, they may stop doing the things. Introjected regulation shows that people may push themselves to do something because they must face certain personal pressure, such as they will feel guilty if the abandon their progress in independent learning. Identified regulation covers the external reasons which are more self-determined. In this level, people do something as their own priority or choice. As an example, a student work on his independent learning optimally because he wants to develop the level of his knowledge.

The last orientation is intrinsic motivation (IM) which refers to internal factors such as enjoyment. Similar to EM, intrinsic motivation also covers three aspects; the enjoyment of acquiring knowledge, the enjoyment of mastering certain knowledge or achieving something, and they enjoyment of responding the stimulation or performing the task.

METHOD

Participants

Twenty-nine English Department students from the academic year of 2018/2019 at one Catholic University in Surabaya were registered to be the participants of this study. There should be forty-three students divided into three listening classes in total. However, four students declined to contribute their participation and the rest ten students were randomly chosen to try out the questionnaire.

These third-semester EFL (English as Foreign Language) students were asked to participate because they are now taking Listening B course which includes independent learning as an additional listening activity. In this

case, they are exposing their listening comprehension skill outside the classroom, not only inside the classroom during their regular learning process.

Instruments

In order to determine the possible relationship between students' metacognitive awareness, motivation, and listening achievement, this multiple correlation study used three non-experimental methods to collect the quantitative data. The methods were a metacognitive awareness questionnaire, a motivation questionnaire and a listening comprehension test.

A metacognitive awareness questionnaire

The questionnaire used to measure students' metacognitive awareness in listening was adopted from Goh's (2017) study. There should be eighteen scaled questions and three fill-in-the-blanks questions. However, after considering the context of this research., only ten scaled questions were used. These chosen questions were developed and revised after being tried out to ten participants so that the statements could be more comprehensible. In addition, there were four point-scales provided to represent students' choices; 1 (strongly disagree), 2 (disagree), 3 (agree), and 4 (strongly agree).

A motivation questionnaire

The questionnaire was adopted from a relationship study conducted by Vandergrift (2005). However, it was developed based on the context of the present study referring to the additional listening activity in independent learning. Furthermore, to be more comprehensible for the participants, the researcher also tried out the questionnaire to ten students.

Covering three motivation orientations from Noels, Pelletier, Clément, & Vallerand (2000), the questionnaire was consisted of sixteen questions which were categorized into Amotivation (AM), Extrinsic Motivation (EM), and Intrinsic Motivation (IM). The questions were designed in four scales with the value of 1 (strongly disagree), 2 (disagree), 3 (agree), and 4 (strongly agree).

A listening comprehension test

In order to collect students' scores showing their listening achievement, a listening comprehension test was also used. Because this research pointed the context of listening activity in independent learning as its main concern, the test was taken from students' independent learning module. For the first half of the semester, there were 5 listening units with certain topics compiled in the module. Due to the time of data collection and the schedule of students' independent-learning activity, the researcher took the last unit of the module as the listening test. The test was grouped into three parts which were (1) fill-in-the-blanks questions, (2) open-ended questions, and (3) taking-notes activity. The materials were absolutely authentic because they were taken from two news recordings (source of material: https://breakingnewsenglish.com/) and a workshop recording with native speakers (source of material: https://ed.ted.com/).

RESULT AND DISCUSSION

The Relationship between Metacognitive Awareness and Listening Achievement

The first relationship examined in this study is between metacognitive awareness (MA) and students'

listening achievement (LA). In this case, Pearson's correlation analysis was implemented and its result was shown in Table 1 below.

Table 1 - Correlation between Metacognitive Awareness and Listening Achievement

		MA	LA
MA	Pearson Correlation	**1**	**.276**

It is revealed that there is a positive relationship (r = 0.276) between two variables investigated. It indicates that students' awareness of the learning strategies covers the students' effort to perform better and get higher score during the learning process (Öz, 2014; Öz, 2015; Batang, 2015). Students with higher metacognitive awareness tend to have higher listening achievement as well. However, the level of the relationship is considered small ($0.1 < r < 0.3$) according to Pearson's coefficient. This fact may raise to doubts that learning strategies theorized as metacognitive awareness is a fundamental aspect supporting learning achievement (Mokhtari & Reichard, 2002; Öz, 2014).

The Relationship between Metacognitive Awareness and Motivation

The possible relationship between metacognitive awareness (MA) and students motivation (LM) was also examined through this study. In addition, the metacognitive factors of students' learning awareness was further correlated with the three motivation orientations which are amotivation (AM), extrinsic motivation (EM), and intrinsic motivation (IM).

Table 2 - Correlation between Metacognitive Awareness and Motivation

		MA	AM	EM	IM	LM
MA	Pearson Correlation	**1**	**-.498****	**.714****	**.721****	**.717****
**. Correlation is significant at the 0.01 level (1-tailed).						
*. Correlation is significant at the 0.05 level (1-tailed).						

As provided in Table 2, it is proven that there is a positive correlation between students' awareness and motivation based on its orientations, except amotivation. The biggest correlation coefficient was found between awareness and internal motivation (r = 0.721). However, there is only a slight difference compared to extrinsic motivation. According to this finding, it is assumed that students' metacognitive awareness gives great contribution to their extrinsic and intrinsic motivation (Paris & Winograd, 1990; Öz, 2014). In other words, students with higher metacognitive awareness must possess higher motivation as well. Furthermore, since the relationship between motivation and awareness is high and significant (r = 0.717), it certainly opposes Kassaian and Ghadiri's research finding (2011) showing no meaningful relationship between the two variables.

The Relationship between Listening Achievement and Motivation

Two variables referring to listening achievement (LA) and students's motivation (LM) were also analyzed using Pearson's correlation coefficient. The information presented in Table 3 reveals that there is a positive correlation between students' achievement and their motivation. Due to Pearson's coefficient, the level of

correlation found is medium (r = 0.3 < 0.370 < 0.5).

Table 3 - Correlation between Listening Achievement and Motivation

		AM	EM	IM	LM	LA
LA	Pearson Correlation	**-.124**	**.349***	**.327***	**.370***	**1**
*. Correlation is significant at the 0.05 level (1-tailed).						
**. Correlation is significant at the 0.01 level (1-tailed).						

In addition to the finding carried out above, students' awareness could be positively correlated with extrinsic motivation as well as intrinsic motivation, while being negatively correlated with amotivation. Such a finding is quite similar to the related theory coming from Baleghizadeh and Rahimi (2011). The positive correlation concludes that higher-motivated students tend to be more success in dealing with their learning process, while lower-motivated students tend to have less opportunity to be success. Hence, it is proven that motivation could be considered as one of some crucial factors supporting students to increase their learning performance (Özen, 2017; Pouratashi et al. 2013; Guay et al., 2010).

CONCLUSION AND SUGGESTIONS

This study was conducted in order to investigate the possible relationship among students' metacognitive awareness (MA), learning motivation (LM), and listening achievement (LA) in the context of independent learning. The data required was obtained through the involvement of twenty-nine English Department students who are in the third semester at one Catholic university in Surabaya. The process of data collection leads this study into the facts which both approve and oppose the findings of some previous related studies.

Table 4 - The Relationship among Metacognitive Awareness, Motivation, and Listening Achievement

		MA	LM	LA
MA	Pearson Correlation	1		
LM	Pearson Correlation	**.717****	1	
LA	Pearson Correlation	**.276**	**.370***	1
**. Correlation is significant at the 0.01 level (1-tailed).				
*. Correlation is significant at the 0.05 level (1-tailed).				

Referring to the findings summarized in Table 4, it could be concluded that all of the relationships found among the three variables of this study are positive. The highest coefficient was detected as the significant and meaningful relationship between awareness and motivation, while the lowest correlation coefficient represents the relationship between awareness and achievement. Furthermore, the relationships among three variables was illustrated more clearly in figure 1 below.

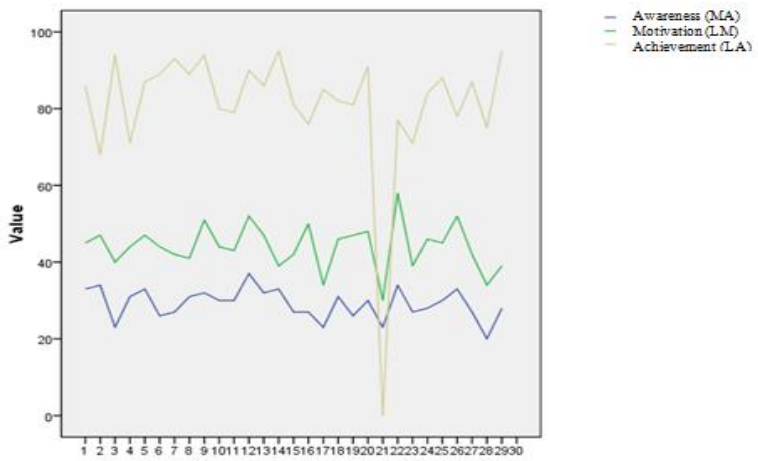

Figure 1 - The Relationship among Metacognitive Awareness, Motivation, and Listening Achievement

The progress in two lines symbolizing motivation and awareness is mostly similar. Hence, it indicates that the increase of students' motivation is associated to the increase of their metacognitive awareness. On the other hand, the line of students' achievement shows more various and sharp progresses. Some points show that both increase and decrease in students' achievement go with the movement of students' motivation and awareness. However, some points show the different movement. As a result, it could not be defined that high achievers always demonstrate a higher value of their learning motivation and their learning strategies known as metacognitive awareness.

Reflecting on the findings, it is suggested that students' awareness must be considered during the language learning process so that they could posses higher motivation to study. The teachers may give effective instruction to sharpen students' awareness and implement any riveting listening activities to enhance students' motivation. By having higher motivation and awareness, students have more opportunity and tendency to perform better and obtain higher achievement.

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