THE EFFECTIVENESS OF METACOGNITIVE INSTRUCTION TO TEACH LISTENING SKILL VIEWED FROM STUDENTS’ SCHEMATA
(An Experimental Study at the English Education Department of IKIP-PGRI Pontianak in the Academic Year of 2014/2015)

THESIS

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ABSTRACT

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The objectives of this research are to reveal whether: (1) Metacognitive instruction method is more effective than Cognitive instruction method to teach listening skill; (2) the students with high level of schemata have better listening skill than those with low level of schemata; and (3) there is an interaction between the teaching methods and students’ schemata in teaching listening skill.

This experimental study was carried out at the English Education Department of IKIP-PGRI Pontianak in the Academic Year of 2014/2015. The population of this research was the third semester students of the English Education Department of IKIP-PGRI Pontianak in the Academic Year of 2014/2015. The sample of this research consists of two classes; class A was used as the experimental group and class C as the control group. The experimental group was treated by using Metacognitive instruction method; while the control group was treated by using Cognitive instruction method. The sampling technique used was cluster random sampling. The instruments used to collect the data were schemata questionnaire and listening test. The data were analyzed by using multifactor analysis of variance (ANOVA 2X2) and tukey test.

In reference to the results of the analysis, the findings of this research are: (1) Metacognitive instruction method is more effective than Cognitive instruction method to teach listening skill; (2) the students with high level of schemata have better listening skill than those with low level of schemata; and (3) there is an interaction between teaching methods and students’ schemata to teach listening skill, Metacognitive instruction method is more effective used for students having high schemata. Meanwhile, cognitive instruction method is more effective for students having low schemata.

Considering these findings, it is recommended or the teachers to implement Metacognitive instruction method to teach listening. However, it is necessary to activate students’ schemata due to its crucial role to promote students listening comprehension.

Key word: metacognitive, cognitive, listening skill, schemata, experimental study
PRONOUNCEMENT

This is to certify that I myself write this thesis entitled “The Effectiveness of Metacognitive Instruction to Teach Listening Skill Viewed from Students’ Schemata” (An Experimental Study at the English Education Department of IKIP-PGRI Pontianak in the Academic Year of 2014/2015).

It is not a plagiarism or made by others. Anything related to other’s work is written in quotation, the source of which is listed on the bibliography. If then this pronouncement proves wrong, I am ready to accept any academic punishment, including the withdrawal or cancellation of my academic degree.

Surakarta, January 14th, 2015

Hamid Asman

commit to user
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The researcher wishes to express his greatest gratitude to Allah, the Almighty, the Most Gracious, and the Most Merciful for the blessing, health, and guidance that he can accomplish this thesis. Sholawat and salam will always be with beloved prophet Muhammad Sallallaahu ‘alaihi wasallam. In addition, the researcher wishes to express his sincerest gratitude and deepest appreciation to:

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Finally, the researcher believes that this thesis needs some improvements. Therefore, the researcher accepts suggestion and correction. The researcher hopes that this thesis will be useful for the readers and can give contribution to the development of English education.

Surakarta, January 14th, 2015

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