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# PROCEEDINGS

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English Education Study program  
University of Ahmad Dahlan  
Yogyakarta, Indonesia

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## Developing Listening Proficiency Using Metacognitive Strategies

Sucipto

*University of Ahmad Dahlan*

### Abstract

Researches show that skilled listeners use more metacognitive strategies than their less-skilled counterparts (O'Malley & Chamot, 1990). By doing class room action research the researcher aimed to develop students' listening proficiency by implementing metacognitive strategies. The setting was in listening class of English Education Study Program at Ahmad Dahlan University. The class contained 22 students were trained in three cycles. Before and after the cycles the students did listening pre-test and post-test. Based on the result of the study the students' listening proficiency improved. In the pre-test, no one of students is categorized as very good, but in the post test one student was very good by getting score 80-100. The improvement was very significant in good category. It increased 58.26 %, from 19.04 % in the pre-test increased to 77.3 %. It means the students' listening proficiency is above average on the post test. Moreover, the students who were categorized at poor level decreased 33.6 % from 38.1 % in pre- test to 4.5 % in the post test. In conclusion, the finding showed that listening using metacognitive strategies made the students' listening proficiency develop.

**Key words:** listening, metacognitive strategies

### Introduction

Listening is the most common activity in daily life communication. According to Morley (1991, p.82), "We can expect to listen twice as much as we speak, four times more than we read, and five times more than we write." Listening is very important in language learning. Rost (1994, p. 141-142), points out, "listening is vital in the language classroom because it provides inputs for the learner. Without understanding an input at the right level, any learning simply cannot begin. Listening is thus fundamental to speaking."

However, even in the modern methods of SL (Second Language) teaching, quite surprisingly, listening skill is ignored. David Nunan (1997) commented that listening is the "Cinderella Skill" which is overlooked by its elder sister "speaking" in SL learning. As 'to expertise the productive skills like speaking and writing' has become the standard of the knowledge of second language, listening and reading have turned into the secondary ones. Besides, in our schools, colleges and even in the higher levels, instructors manage to read and to write, not how to speak or to listen. It is believed that the listening skill would be mastered by the learners automatically.

In a language course, teaching listening skills is one of the most difficult tasks for any ESL/EFL teacher. This is because successful listening skills are acquired over time and with lots of practice. Listening is often frustrating for both of teachers and students. It is because there are no rules in teaching listening like in grammar teaching (Beare, Keneth in <http://esl.about.com/>)

In a series of experiments Anderson and Lynch (1988) in Nunan (1991:24) found out that the difficulty of listening tasks was particularly influenced by the followings: (1) The organization of information (texts containing the information matched their chronological sequence in real life were easier than texts in which the information was presented out of sequence), (2) the familiar topic, (3) the explicit and sufficient the information, (4) the type of referring expression used (for example, the use of pronouns rather than complete noun phrase referents made texts more difficult), (5) whether the text described 'static' relationships (for example, geometric figures or dynamic relationship (for example, a road accident).

Moreover, the difficulties in listening become more serious because of the teachers' paradigm. Miller (2000:25) in Qing (2001) said that many teachers believe in the concept: "practice makes perfect". They require students to do various kinds of exercises in each class. Students are in a passive situation and often feel tired and bored, and too often, teachers only use listening

activities to "test listening skills, rather than develop good listening skills", which leads to anxiety and apprehension.

Many teachers practise teacher-centred listening approaches. Harden and Crosby (2000:335) describe teacher-centred learning strategies as the focus on the teacher transmitting knowledge, from the teacher or the expert to the learner or the novice. Teachers often think "the more practice they allow the students the better they will achieve". They dominate the classroom, so that the learners are very passive. Unconsciously, they have made the students in listening class become dependent learners. They do not know how to listen and how to improve their listening comprehension. In this article, the writer reports the influence of using metacognitive strategies on the students' listening proficiency.

### **What Is Listening?**

Listening teachers should know what listening is. Listening is a skill that it is a related to but distinct from process than of hearing which involves just perceiving sound in a passive way while listening occupies an active process. This correlation is similar to seeing and reading. Seeing is a very ordinary and passive state while reading is a focused process requiring readers' instrumental approach.

What 'listening' really means is 'listening and understanding what we hear at the same time'. So, two concurrent actions are demanded to take place in this process. (Saha and Talukdar, 2008)

Furthermore, there is a traditional labelling for reading and listening as "passive" skills. But linguists believe that a listener is involved in guessing, anticipating, checking, interpreting, interacting and organizing materials by associating and accommodating them to their prior knowledge of meaning and form.

Even as a receptive skill, the listening skill differs greatly from reading as reading materials are printed and permanent texts where the learners are required to interact with the sentences used with the help the knowledge previously owned while listening involves continuous material presentation where listeners have to respond the immediate expressions. From the view point of "product" or "process", listening is more a process than a product which instantly shapes the understanding and utterances of the learners.

### **Listening process**

Richards (1990) in Moran (2005) provides a clear description of how listening comprehension is achieved by native or non-native listeners. He refers to this listening process as bottom-up and top-down process. Bottom-up process refers to the decoding process, the direct decoding of language into meaningful units, from sound waves through the air, through our ears and into our brain where the meaning is decoded. To decode sounds students need to know the code. The code consists of how the sounds work and how they string together and how the code can change in different ways when they are strung together.

Vandergrift (2002) mentioned two distinct processes involved in listening comprehension. Listeners use 'top-down' processes when they use prior knowledge to understand the meaning of a message. Prior knowledge can be knowledge of the topic, the listening context, the text-type, the culture or other information stored in long-term memory as schemata (typical sequences or common situations around which world knowledge is organized). Listeners use content words and contextual clues to form hypotheses in an exploratory fashion.

On the other hand, listeners also use 'bottom-up' processes when they use linguistic knowledge to understand the meaning of a message. They build meaning from lower level sounds to words to grammatical relationships to lexical meanings in order to arrive at the final message. Listening comprehension is neither top-down nor bottom-up process, but an interactive, interpretive process where listeners use both prior knowledge and linguistic knowledge in understanding messages. The degree to which listeners use the one process or the other depend on their knowledge of the language, their familiarity with the topic or the purpose for listening. For example, listening for gist involves primarily top-down processing, whereas listening for specific information, as in a weather broadcast, involves primarily bottom-up processing to comprehend all the desired details.

### Contrasting Effective and Ineffective Listening Habits

Saskatchewan Teachers' Federation in <http://www.sasked.gov.sk.ca/docs/contrasted> effective to ineffective listening habits. The following data described the habits of effective and ineffective listeners in three process; pre-listening, during listening, and after listening.

The contrast of Effective between Ineffective Listeners

Effective Listeners	Ineffective Listeners
<b>Pre-Listening</b>	
<ul style="list-style-type: none"> <li>a. Build their background knowledge on subject before listening</li> <li>b. Have a specific purpose for listening and attempt to ascertain speaker's purpose.</li> <li>c. Tune in and attend.</li> <li>d. Minimize distractions</li> </ul>	<ul style="list-style-type: none"> <li>a. Start listening without thinking about subject</li> <li>b. Have no specific purpose for listening and have not considered speaker's purpose</li> <li>c. Do not focus attention</li> <li>d. Create or are influenced by distractions.</li> </ul>
<b>During Listening</b>	
<ul style="list-style-type: none"> <li>a. Give complete attention to listening task and demonstrate interest</li> <li>b. Search for meaning</li> <li>c. Constantly check their understanding of message by making connections, making and confirming predictions, making inferences, evaluating, and reflecting</li> <li>d. Know whether close or cursory listening is required; adjust their listening behaviour accordingly</li> <li>e. Are flexible notemakers--outlining, mapping, categorizing--who sift and sort, often adding information of their own</li> <li>f. Take fewer, more meaningful notes</li> <li>g. Distinguish message from speaker</li> <li>h. Consider the context and "colour" of words</li> </ul>	<ul style="list-style-type: none"> <li>a. Do not give necessary attention to listening task</li> <li>b. Tune out that which they find uninteresting</li> <li>c. Do not monitor understanding or use comprehension strategies</li> <li>d. Do not distinguish whether close or cursory listening is required</li> <li>e. Are rigid notetakers with few notemaking strategies</li> <li>f. Try to get every word down or do not take notes at all</li> <li>g. Judge the message by the speaker's appearance or delivery</li> <li>h. Accept words at face value</li> </ul>
<b>After Listening</b>	
<ul style="list-style-type: none"> <li>a. Withhold judgement until comprehension of message is complete</li> <li>b. Will follow up on presentation by reviewing notes, categorizing ideas, clarifying, reflecting, and acting upon the message.</li> </ul>	<ul style="list-style-type: none"> <li>a. Jump to conclusions without reflection</li> <li>b. Are content just to receive message without reflection or action.</li> </ul>

### Metacognition

The term "metacognition" is from Greek *meta* means beside or beyond + English *cognition*. (<http://www.encyclopedia.com>).

Metacognition is a term that was coined by Flavell in 1970 and there has been much debate over a suitable definition. In a language learning context, this means knowing about oneself as a learner, in other words, the knowledge and self-awareness a learner has his own language learning process, and is regarded as the key to successful language learning. (<http://www.pt.britishcouncil.org/journal/j1004ge.htm>)

Most definitions of metacognition include both knowledge and strategy components. Knowledge is considered to be metacognitive if it is actively used in a strategic manner to ensure that a goal is met. Metacognition is often referred to as "thinking about thinking" and can be used to help students "learn how to learn."



Cognitive strategies are used to help achieve a particular goal while metacognitive strategies are used to ensure that the goal has been reached.

(<http://members.iinet.net.au/~rstack1/world/rss/files/metacognition.htm>)

### Principles of Metacognitive Instruction

Research within and beyond L2 listening has consistently shown that even though metacognitive development can occur naturally through implicit socialization with experts, it can be enhanced through explicit intervention and scaffolded learning experiences in the classroom (Newman *et al.* 2006). The proposed metacognitive instruction framework comprises two key components of metacognition: metacognitive knowledge and metacognitive strategies.

### Metacognitive Knowledge

There are three dimensions of metacognitive knowledge (Flavell 1979). Each dimension addresses a specific area of declarative knowledge that L2 listeners should develop:

- a. *Person knowledge*: the way individuals learn to listen and the factors that influence one's own listening.
- b. *Task knowledge*: the nature and the demands of listening tasks.
- c. *Strategy knowledge*: effective ways to learn or to accomplish a listening task.

### Metacognitive strategies

The categorizations of strategies by A.L. Brown (1978) have been applied successfully in L2 research and are useful considerations for developing greater self-regulation during listening and for general listening development:

- a. *Planning*: determining comprehension or learning objectives and deciding the means by which the objectives can be achieved
- b. *Monitoring*: checking the process of unfolding comprehension or overall listening development plans
- c. *Evaluating*: determining the success of one's efforts at processing spoken input or the outcome of a plan for improving one's listening abilities.

### Listening Process Using Metacognitive Strategies

Listeners use metacognitive, cognitive, and socio-affective strategies, to facilitate comprehension and to make their learning more effective. Metacognitive strategies are important because they oversee, regulate or direct the language learning process. Cognitive strategies manipulate the material to be learned or apply a specific technique to a listening task. Socio-affective strategies describe the techniques listeners use to collaborate with others, to verify understanding or to lower anxiety. Research shows that skilled listeners use more metacognitive strategies than their less-skilled counterparts (O'Malley & Chamot, 1990, Vandergrift, 1997a).

When listeners know how to analyze the requirements of a listening task, to activate the appropriate listening processes required, to make appropriate predictions, to monitor their comprehension and to evaluate the success of their approach, they are using metacognitive knowledge for successful listening comprehension. This is critical to the development of self-regulated learning (Wenden, 1998). (Vandegrift in <http://www.llas.ac.uk/resources/gpg/67>).

Metacognition consists of three basic elements: The first, developing a plan of action, the second, maintaining/monitoring the plan and the third evaluating the plan. The three basic elements above can be done as it is quoted from *Strategic Teaching and Reading Project Guidebook* combined with the pedagogical sequence to develop an awareness of the process of listening and help students acquire the metacognitive knowledge critical to success in listening comprehension.. (1995, NCREL, rev. ed.) (Vandegrift, 1999) as follows; (modified by the researcher )

*Firstly*, the process of before/ pre listening. Here the students plan for the successful completion of a listening task. Pre-listening activities help students make decisions about what to listen for and, subsequently, to focus attention on meaning while listening. When students are developing the plan of action, they should ask themselves: "What in my prior knowledge will help me with this particular task? In what direction do I want my thinking to take me? What should I do first? Why am I listening to this selection? How much time do I have to complete the task?"

The most important thing in the pre-listening stage is to teach students to "plan for the successful completion of a listening task. (Vandergrift 1999: 172) Pre-listening is a kind of warm-up preparing for students to "tune in" to the purpose of the listening passage. First, students need to establish a framework for listening so that learners do not approach the listening practice with no points of reference. This perspective is clearly in line with the use of prior knowledge or schema and establishing of a favorable context. Second, a purposeful listening should be established so that students will know what they will hear and what they are expected to do clearly. Pre-listening activities may take the form of discussion, questions, brainstorming, predicting, and pre-teaching vocabulary, etc. Such activities are aimed to generate language, activate the learner script and set a purpose for listening.

In <http://www.sasked.gov.sk.ca/docs/xla/ela15b.html> it is known that during the pre-listening phase, teachers need to recognize that all students bring different backgrounds to the listening experience. Beliefs, attitudes, and biases of the listeners will affect the understanding of the message. In addition to being aware of these factors, teachers should show students how their backgrounds affect the messages they receive.

Before listening, students need assistance to activate what they already know about the ideas they are going to hear. Simply being told the topic is not enough. Pre-listening activities are required to establish what is already known about the topic, to build necessary background, and to set purpose(s) for listening. Students need to understand that the

*... act of listening requires not just hearing but thinking, as well as a good deal of interest and information which both speaker and listener must have in common. Speaking and listening entail ... three components: the speaker, the listener, and the meaning to be shared; speaker, listener, and meaning form a unique triangle. (King, 1984, p. 177)*

Vandergrift in his article, Listening: theory and practice in modern foreign language competence as written in <http://www.llas.ac.uk/resources/gpg/67>) explained that pre-listening activities help students make decisions about what to listen for and, subsequently, to focus attention on meaning while listening. During this critical phase of the listening process, teachers prepare students for what they will hear and what they are expected to do. First, students need to bring to consciousness their knowledge of the topic, their knowledge of how information is organized in different texts and any relevant cultural information. Second, a purpose for listening must be established so that students know the specific information they need to listen for and/or the degree of detail required. Using all the available information, students can make predictions to anticipate what they might hear.

*Secondly*, the students do a process during listening to monitor comprehension during a listening task. During the listening activity itself, students monitor their comprehension and make decisions about strategy use. When students are *maintaining/monitoring* the plan of action, they should ask themselves: "How am I doing? Am I on the right track? How should I proceed? What information is important to remember? Should I move in a different direction? What do I need to do if I do not understand?"

During the listening activity itself, students monitor their comprehension and make decisions on the strategy they use. Students need to evaluate continually what they are comprehending and checking: firstly, consistency with their predictions, and secondly, internal consistency; i.e., the ongoing interpretation of the oral text or interaction.

Teachers' intervention during this phase is virtually impossible because of the ephemeral nature of listening. Periodic practice in decision-making skills and strategy use can sharpen inference skills and help students to monitor their activity more effectively.

*Thirdly*, after listening, students evaluate the approach and outcomes of a listening task. Students need to evaluate the plan in pre-listening and action in whilst listening. When students are *evaluating*, they should ask themselves: "How well did I do? Did my particular course of thinking produce more or less than I had expected? What could I have done differently? How might I apply this line of thinking to other problems? Do I need to go back through the task to fill in any "blanks" in my understanding?"

Post-listening activities is a part that is often neglected by many teacher. In the post-listening period, the teacher and students need to evaluate their output. Zhang Qing (2001) in his article in <http://www.jszvw.cn/Article/bzluw/yuluw/200608/44097.html>.

Students need to evaluate the results of decisions made during a listening task. The teacher can encourage self-evaluation and reflection by asking students to assess the effectiveness of strategies used. Group or class discussions on the approach taken by different students can also stimulate reflection and valuable evaluation. Students are encouraged to share individual routes leading to success; e.g. how someone guessed (inference) the meaning of a certain word or how someone modified a particular strategy. Vandergrift in <http://www.llas.ac.uk/resources/gpg/67>.

#### Setting

The research was conducted in Listening III B1 class in the English Education Study Program at Ahmad Dahlan University, Yogyakarta in the Academic Year 2008 / 2009. The general objective of the Listening III class is that learners will be able to do parts of Listening section in TOEIC test. There are 22 students in the research class.

#### Research Instruments

Instruments used in this research were: Pre Test-Post Test, Reflection notes, Observation Notes, Work sheet. The pre-test is taken from the Practice test in Oxford Preparation course for the TOEIC test. The test consists of 100 items. They are in multiple choice forms. This test was given to get the data, how the students' listening proficiency is before using metacognitive strategies.

The reflection notes were written by the students and the researcher. The students were asked to write their perception on the listening process they were joining in and the teacher wrote his evaluation. These notes were the result of the researcher's critical thinking about what happened in the previous intervention and what to do in the next intervention.

This observation note is used to know the student's performance in the class during metacognitive strategies are trained. The researcher invited an observer who was also a listening lecturer to have a class observation.

The post test was given on the final exam. The data is to be compared to the pre-test data. Hence, it is known whether there is a development or not. And worksheet of metacognitive strategies components that was translated into Bahasa Indonesia. It was to guide the students implementing the strategies and to recognize how effective the students use them.

#### Research Procedure

The research was done in three cycles with the procedure as follows:

##### Cycle 1

1. To determine the listening proficiency of the students before intervention, the researcher conducted a pre-test.
2. The researcher gave listening exercises to the students and guided them to do the exercises using metacognitive strategies.
3. The researcher asked the students to write and send their reflection to the researcher via email.
4. The researcher made some recommendations for intervention procedure in the next cycle.

##### Cycle 2

1. The researcher re-planned action considering of the recommendations based on the first reflection.
2. The researcher gave listening exercises to the students and guided them to do the exercises using metacognitive strategies on the worksheet provided by the researcher.
3. The researcher and students discussed the class' listening process.
4. The researcher asked another listening lecturer to observe the class process.
5. The researcher reflected the process based on the discussion and students' and observer's notes. Then, the researcher formulated some recommendations for procedures in the next cycle.

##### Cycle 3

1. The researcher planned the exercise for implementing the metacognitive strategies in doing listening test.
2. The researcher gave an exercise using a distinctive worksheet to guide the students implementing the strategies.



3. The researcher asked a listening lecturer to observe the class.
4. The researcher observed and reflected on the class activity based on the observer' notes and worksheets that are filled by the students to make some recommendations for next cycle.
5. To determine the improvement in the students' listening proficiency after practicing metacognitive strategies three times, the researcher conducted a post-test.
6. After all the data were gathered, the researcher analyzed the data in order to answer the research questions; followed by writing the research report.

### **Data Analysis**

The research objective is to know how much improvement in students' listening proficiency after using metacognitive strategies. To find this objective the results of the pre-test and the post test will be compared.

Before comparing the data, there were several procedures done. The first procedure was scoring, the second was making percentage, and the third was grading the students based on their score. The procedures were done for both the data from the pre-test and post-test.

After scoring the class, the statistical analysis was done. Hence the mean of the Pre-test and Post-test could be described. Then the information based on the statistical analysis was used to categorize the students into five groups (very good, good, average, poor, and very poor). In addition, the frequency distribution among each category was described in the form of table.

### **Research Finding and Discussion**

Based on the research findings several interpretations can be made. The first interpretation is based on the pre test. Then, it will be continued with a discussion of three cycle's intervention and the finding interpretation. Finally, the post test and the discussion of comparison between the pre test and post test.

#### **1. Pre Test**

The pre test was given before the cycle. The result data was displayed in chapter IV. Based on the rubric and criteria used to assess the students' work, it can be seen that their achievement varied. There were 8 students (36.4 %) who gained 40-54 (poor). Most of students (9 students) or (40.9%) achieved 55-64 (average). There were 5 students (22.7%) who were good, and none of the students achieved less than 39 and more than 80 as well.

The mean of each part in pre test are 74.46 for part one, 71.26 for part two, 43.17 for part three, 55.95 for part four. From this finding can be seen that the students could do part one well. They could describe the pictures correctly. They are also able to do the second part well. It means they could give the best respond or answers for questions or statements in part 2. However they had problems in the test with dialogues and talks.

#### **2. Cycles**

The researcher conducted three cycles of activities. Before the description and interpretation of each cycle, the early reflection will be described.

Starting his listening class he did reflection based on his experience in teaching listening and the data of students' belief in learning listening. He realizes that his former listening instruction is teacher-centered. He believed that the more practice he gives to the class the better. He did not know the nature of listening. He has been dominating the classroom, so that the learners were very passive and being dependent learners.

The researcher then asked the learners to send their opinion about learning in listening class via email. Based on their opinion that the students wrote can be concluded that the students cannot understand what the speaker say so that they believe that listening is difficult. The students have belief that listening is complicated.

Hence the researcher got a reflection, that the listening class problems were the approach was a teacher's centred and the learning belief of students' is negative.

Their belief influenced their motivation in learning listening. Therefore the researcher wanted to make the learners motivated. The teacher's centred approach make students' dependent. Therefore, the researcher must make them independent than dependent, and active than passive.

Moreover, the researcher asked him self how to change them from being dependent learners to become independent learners till their listening proficiency developed.

The researcher discussed the common problem of listening class faced by the learners and the lecturer. Here, they talked about the nature of listening, the student's belief and learning strategies for listening. After that the lecturer started to introduce metacognitive strategies.

#### a. Cycle 1

##### 1. Planning

The researcher used the three steps of metacognitive strategies include pre-listening for planning, during/ whilst listening for monitoring and post listening for evaluating. The learners practice the strategies under intervention guidance the researcher who is also lecturer on doing the listening test.

##### 2. Acting

The researcher made learners ready to use the strategy by guiding them step by step. The researchers reminded them several items of metacognitive strategies. Before they did the listening test, the lecturer guided them to have a good process in pre-listening. This step is to develop the plan for listening. In this step the lecturer read several questions and the learners wrote them. The questions covered the pre-listening component of metacognitig strategies for listening.

Then the researcher read several questions to be used whilst listening. It is to help learners to monitor their own process during listening. These question not to be answered, but only for helping the learners to manage themselves in dealing with their plan before. The question items based on the metacognitive strategies components. The next process is helping the learners on doing their post-listening process, the lecturer read them several questions derived from metacognitive strategies components.

##### 3. Observing

The observation was done by an observer , he also teaches listening in the same university as the researcher. The observer gave some notes based on the class activities. The observer said that that the class had been discussing for TOEIC strategies. The students started to designate particular strategies for each part. They seemed to be successful in applying them in part I (pictures) by guessing a certain activity on a picture. But some of them began confused when it went to part II and part IV. They might not fully focus on what a topic's about. Consequently, they would rather let it gone than keep it in their mind. This situation made them panic mainly when one question followed soon.

Therefore the observer gave suggestions. Lecturer allows the students to recall certain strategies they organized before doing problems for each part. Lecturer reminds them to be on a topic discussed. Lecturer stimulates them to generate ideas of what's being discussed. They are able to elaborate some reasons of their answer chosen. Lecturer encourages them to do self drilling.

During this first cycle, the researcher observed the students' activities. The students felt difficult to follow the instruction and implemented the metacognitive strategies in that way.

##### 4. Reflecting

Based on the observation the lecturer discussed the students' problem with the class. The lecturer and the students did reflection together about the first experience in practicing the strategies.

To help the students implementing the metacognitive strategies the lecturer should change the way of his teaching method. It is to make the students using the strategies effectively.

#### b. Cycle 2

This cycle was aims to make the students are able to use the strategies with a little intervention from the lecturer. The worksheet was provided based on the first cycle reflection. In the previous cycle the lecturer could not observed whether the students apply the strategies or not.

##### 1. Planning

The lecturer helped the students applying metacognitive strategies in listening test using worksheets.

## 2. Acting

The lecturer distributed exercise sheets and the worksheets. The students did listening exercises using worksheets provided. The exercises were taken from *Oxford Preparation Course for the TOEIC test 2005*. There four parts in these listening exercises. There are four number in part 1, 3 and 4, and ten number for part 2.

## 3. Observing

The activity was observed by an observer. He observed the students implemented all steps of metacognitive strategies. The observer said that the lecturer did not explain the students' mistakes. The observer founded the students confused with the correct answers.

Some students were lost their concentration in while listening, especially when they met complex dialogues and conversations. So that they forget to stay focused.

To guide the students implementing the third listening process of metacognitive strategies, the lecturer asked them to have Students' Self Reflection in the Post-Listening. It trained the students to have good listening plan and do self evaluation.

The reflection gave information that the students have common problems in listening especially during the 2<sup>nd</sup> cycle. They could not stay focused, leak of vocabularies, leak of listening practice and could not use the metacognitive effectively.

## 4. Reflecting

From the observation can be suggested that the researcher has to remind the students about pre-listening and whilst listening process, so that they can stay focused. The lecturer should remind the students that they are allowed to change strategies depend on the situation.

The worksheet the students used in cycle 2 was very helpful for building their metacognitive awareness. The problem is that the students still depend on the lecturer's guiding. The worksheet had very clear guidance that can make the students dependent than independent. Therefore in the next cycle the students should be guided to be more independent. The lecturer should change the worksheet to decrease his intervention so that the students can use the metacognitive strategies independently.

## c. Cycle 3

The third cycle was conducted using different form of worksheet in order to decrease the lecturer's intervention. It was done to make students are able to use the strategies independently.

### 1. Planning

The lecturer guides the students to implement metacognitive strategies independently using worksheet.

### 2. Acting

The lecturer started the class by giving reflection based on the 2<sup>nd</sup> cycle. He explained the objective of this cycle and why the worksheets are different from the previous time.

### 3. Observing

To guide the students implementing the third listening process of metacognitive strategies, the lecturer asked them to have Students' Self Reflection in the Post-Listening. It trained the students to have good listening plan and do self evaluation.

### 4. Reflecting

From the observation can be reflected that the students still need more listening practice. The students also need to develop their vocabularies. The students have to be able to develop and use their prior knowledge. In addition, the students have implemented the strategies but it must be used more effectively.

### 3. Post Test

The statistical analysis showed that the mean of the post test was 68.5 the lowest score was 54, the highest score was 81, and the standard deviation was 7.4. This information was used to categorize the students into five performance groups: very good, good, average, poor, and very poor.

The mean of each part in pre test are 80.00 for part one, 72.06 for part two, 57.94 for part three, and 62.61 for part four. From this finding can be seen that the students could do all parts better than when they did pre test.

The students listening proficiency improves, in the pre test, no one of students is categorized as very good, but in the post test one student was very good by getting score 80 – 100. The improvement was very significant in good category. It increased 58.26 %, from 19.04 % in the pre test increased to be 77.3 %. It means the students' listening proficiency is above average on the post test. Moreover, the students who were categorized in poor level decreased 33.6 % from 38.1 % in pre test changed to be 4.5 % in the post test.

### Conclusion

Based on the previous data analysis it can be made several conclusions. Metacognitive strategies give several positive effects for listening class. In general the students listening proficiency improves after they used the metacognitive strategies. The students can change their belief from negative to positive. It influenced them in learning process. The students are aware of their learning process. They are aware of they know and they do not know, so that they know what they should do to be successful learner. Implementing metacognitive strategies make the students become effective learners. They know the nature of listening and they are able to do listening process in effective ways from pre, while and post listening. The listening class is not boring anymore. The students enjoyed it because they have to do pre listening to develop plan or goal before listening any sources even from home.

However, the class have implemented metacognitive strategies several students got low score under average or poor. A factor the students mostly described is they lack of vocabulary. Some of them were panic when met long talks. Some students honestly said that they do not have good habit in listening out side of the listening class. They do not recognize the types of listening test well.

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