

THE EFFECTIVENESS OF USING METACOGNITIVE STRATEGIES IN LISTENING COMPREHENSION OF ENGLISH DEPARTMENT STUDENTS AT IAIN ANTASARI BANJARMASIN

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Abstract

This research was aimed to investigate the effectiveness of using metacognitive strategies in teaching listening comprehension for Intermediate Listening course in helping the students improve their listening score which are believed to be more effective than Conventional strategies. The researcher chose quasi experimental research that has been conducted in 7 meetings including pretest, treatment, and posttest. This research was conducted on the fourth semester students of English Department, Islamic Education Faculty in IAIN Antasari Banjarmasin academic year 2012/2013. Two classes have been chosen as the subjects of the research. One class is the experimental group consisting of 35 students and the other one is control group consisting of 34 students. So, the total number was 69 students.

The instrument used to get the data was the listening comprehension test consisting of 30 test items in the form of multiple choices, short answer, numbering items, checking the items, and choosing the correct information. Each of the test items was considered valid from the view of test content and the representation of the materials tested since the test used content validity.

The finding showed that the mean score of the pretest of the experimental group was 70.31 and 69.27 for the control group. And the mean score of the post test for the experimental group was 88.51 and 77.50 for the control group. Based on the Independent samples t test with the help of the SPSS 20.0 program, it was found that the t value of posttest was 3.946 which is higher than critical t-value for df 65, level of significance 0.05 (95% confidence) one-tailed (1.6645). It means there is a significant difference in listening comprehension ability of the students who are taught to use Metacognitive strategies and those who are taught using Conventional strategies.

The finding showed that the different treatment used for the experimental group and the control group gave a significant different result in the students' ability of listening comprehension. Therefore, the null hypothesis is rejected. In conclusion, the finding of the research showed that Metacognitive strategies are effective to be used in teaching and learning of Listening Comprehension. Thus, the researcher suggests that Metacognitive strategies be used in the teaching and learning process of Listening Comprehension at the university level.

Keyword: Metacognitive Strategies, Listening Comprehension, Effectiveness

Introduction

Language learning is a process of developing automatic cognitive skills. Teachers should be aware of the cognitive processes involved in listening and provide learners an opportunity for meaningful practice because listening is a communicative behavior, where listeners try to construct a reasonable interpretation of the materials for some communicative purposes to be actively involved in the communication process and not listening passively.

Listening is very important receptive skill in foreign language classrooms and the first skill to master by students to understand English because it provides input for the learners; by listening the students can produce language such as speaking and writing by vocabulary that they obtain from listening. It is foundation for all aspects of language and cognitive development that plays a life-long role in the processes of learning and communication essential to productive participation in life. For most people, being able to claim knowledge of a foreign language means being able to speak and listen in that language.

Listening is good for students' pronunciation because the more the students hear and understand English being spoken, the more they absorb appropriate pitch and intonation, stress and the sounds of both individual words and those which blend together in connected speech. The students get not only at understanding speech, but also at speaking themselves. Indeed, it is worth remembering that successful spoken communication depends not just on ability to speak but also on the effectiveness of the way of listen (Harmer, 2007:134). There is a real distinction between merely hearing the words and really listening for the message. When listening effectively, listeners understand what the person is thinking and feeling from the other person's own perspective.

Listening is the source of language input for language learners from beginning to advanced level. For beginning stage, listening help the learners to build awareness of the interworking language system at various level and thus establish a base for more fluent productive skill. For intermediate level, listening can be use to stimulate awareness of detail and to promote accuracy. For the advanced level, listening can extend learners vocabulary and use of idiom and build their appreciation for cultural nuance (Peterson, 2001: 88).

Listening skills is seen not only as something valuable for its own sake but as something that supports the growth of other aspects of language use, such as speaking and reading. The assumptions of teaching listening as comprehension are: listening serves the goal of extracting meaning from messages, the learners have to be taught how to use both bottom up and top down processes in arriving at an understanding of messages, and the language of utterances used by speakers are temporary carriers of meaning. Once meaning has been identified there is no further need to attend to the form of messages.

In classroom materials a variety of strategies and techniques are used to practice listening for comprehension. These include predicting the meaning of messages, identifying key words and ignoring others while listening, using background knowledge to facilitate selective listening, and keeping the broad meaning of a text in mind while listening.

According to Thompson (2003), the process of listening comprehension is the listeners actively receive and process the aural input, compound the information and then interpret it. O'Malley, Chamot and Küpper (1989) view listening comprehension as an active and conscious process, in which listeners focus their attention on selecting the important information from the speakers' aural input, try to comprehend the meaning of the input, and finally combine what they hear with the contextual information and previous knowledge to create oral output. Listening comprehension is a process-oriented activity in which listeners need to deal with the input actively step by step (Jinhong 2011:6).

The term 'learning strategies' covers three aspects: first, learning strategies refer to language learning behaviors that the learners employ to regulate their learning. Second, refers to what the learners should know about the strategies used (strategies knowledge) and to be aware of the importance and to recognize what strategies are suitable to gain certain skills/knowledge. They need to pay attention to new ways of learning or learning methods which they are not accustomed to yet. Third, also refer to what the learners know about aspects of language learning other than the strategies they use. Such aspects are personal factors that facilitate second language learning and general principles of how to learn a second language successfully (Wenden, 1987:6) as cited in Suharmanto (2003:4).

Metacognitive strategies are strategies that empower learners to take charge of their own learning in a highly meaningful style. They are helpful for students who have learning problems and assist them in focusing attention, understanding content, integrating new information with existing knowledge, encoding and storing information that will facilitate memory and retrieval.

There are some considerations when implementing metacognitive strategies. First, metacognitive strategies should be implemented after the student has acquired an understanding of the concept/skill. Second, Pressley and Associates (1990) as cited in Bokyeong Kim, Hyungsung Park, and Youngkyun Baek (2009: 804) mentioned that metacognitive strategies need to be taught and teachers need to model the strategies since the students are not born with those strategies and they are not an automatic response. Wood and Anderson (2001: 4) wrote that metacognition does not occur automatically; "it is the result of long-term development of the cognitive system". After the teacher models the strategies, given the opportunity to the students to practice independently although it needs time but it is useful to promote learning, builds fluency and mastery of the skill. Third, student use and performance using strategies should be monitored.

According to Goh (2008) as cited in Ogyoung (2010: 32) instructions on metacognitive skills help learners to be motivated to find ways of addressing them. Goh (2008:192) added that metacognitive instruction for second language listening development elicits and enhances learners' knowledge about learning to listen, as well as helps learners use effective strategies for managing their comprehension and overall listening development.

Fogarty (1994) as cited in Vandergrift (2003:420) suggested that when students become aware of their own behavior, they become self-regulatory. Students' conscious awareness of planning, monitoring, and evaluation can ensure their successful completion of various listening tasks. When learners reflect upon their learning strategies, they become

better prepared to make conscious decisions about what they can do to improve their learning while making use of interaction.

This research focuses on Intermediate Listening course for the fourth semester students which are at the end of the course, students will have gained an understanding and able to employ strategic skills to identify main ideas and details and comprehend simple extended discourse with different varieties and accents of English. In this course, the lecturer teaches the students listen to more complex materials than in Basic Listening that they have learned in the previous semester and as a bridge to Advanced Listening course for the next semester that will be the most complicated one. It is very important to prepare the students to be able to produce language fluently and accurately from the materials that they have heard independently use their own strategies by applying metacognitive strategies.

Metacognitive strategies emphasize the students' own strategies and lecturer only as facilitator and good model for the basis of the teaching and learning activities. Therefore, in the end of the meeting the students are expected to be able to listen effectively the materials since they are already experienced after the implementation of metacognitive strategies.

Even though the effectiveness of Metacognitive strategies has been proved by some researchers, it still needs further investigation to find out its effectiveness when it is implemented to fourth semester students of English Department of English Education Faculty in IAIN Antasari Banjarmasin which have a very different setting and subjects of the research because of some reasons.

First, the researcher will apply Metacognitive Strategies for the university students which are learn English as a foreign language and they have different ability in listening than the students from another countries where English as the first or second language. Phakiti (2003) as cited in Vianty (2007: 450) argued that the different settings in which the study occurred (ESL/EFL setting) was one of the factors that had to be taken into consideration since it might affect the findings. According to Kelly (1994), the term foreign language is the general descriptor for languages other than the mother tongue. In this study, EFL indicates that it is learned largely in the classroom and is not spoken in the society where teaching takes place (IAIN Antasari Banjarmasin).

Second, so far the researcher has known that there is no research applying Metacognitive Strategies in Listening particularly in Indonesia where English as a foreign language. Some researchers have done the research about Metacognitive strategies in the countries where English as a first, second, and foreign language, such as American university students learning Russian by Thompson and Rubin (1996), High School English Language Learners' Second Language by Karen A. Carrier in (2003), the seventh grade students learning French by Vandergrift (2003), young second language listeners by Christine Goh and Yusnita Taib (2006), the tertiary level in a Chinese EFL context by Wenxia Zhang and Meihua Liu (2008), Taiwanese university EFL (English as a Foreign Language) students by Jui Hsueh and Liu (2008), beginner preparatory school students at a university in Turkey by Abdullah Coskun (2010), and Iranian EFL Freshman University Students by Farinaz Shirani Bidabadi and Hamidah Yamat (2011).

The third reason is that by using Metacognitive Strategies in teaching and learning process of listening course in relation with character building issues in Indonesia, the students will be more independence, discipline, creative and confidence learners because they use their own strategies in understanding the lesson and it is very useful for the students when they have already passed from their study in the university. Education is not only happens when we are in school/university but also in our life we need long-life education.

The last reason, different from previous research that applied by some researchers such as Classroom-based longitudinal study by Thompson and Rubin (1996), Action research or training by Vandergrift (2003), a small-scale study by Christine Goh and Yusnita Taib (2006), and an Exploratory Study which is a small scale, inductive, ethnographic study by Jorge E. Pineda (2010); the researcher in this present research will conduct a quasi-experimental in order to measure the effectiveness of metacognitive strategies by comparing the students' listening score before and after the implementation of metacognitive strategies by giving post-test to the students in both experimental and control group at the end.

The research results of Metacognitive Strategies that applied by some researcher in the country where English as the first, second, or foreign language have succeed in improving students' achievement in Listening comprehension. Thus, the researcher wants to know the result of applying Metacognitive Strategies for Indonesian students where English is taught as a foreign language will be succeed or not as the previous research.

By applying metacognitive Strategies in Intermediate Listening course, hopefully it can be used as a strategy to help the students listen effectively because they use their own strategies in listening and make the students aware of their own strengths and weaknesses in listening. The result of this research can later support research and the findings obtained from the previous study and the answers to the problem may need further confirmation that ultimately leads to a more solid foundation of a theory.

Research Problem

The research problem is formulated as: Do the students who are taught to use Metacognitive Strategies achieve better in Listening comprehension of Intermediate Listening course than those who are taught using Conventional Strategies?

Related to the research problem, the objective of the research is to investigate the effectiveness of using Metacognitive Strategies in Listening comprehension of Intermediate Listening course.

Method

The researcher conducted quasi experimental with non-randomized control group, pretest-post test design as recommended by Ary et al. (2006:315) since it was impossible to assign the existing subjects randomly to control and experimental group. The classes and schedules cannot be reorganized and disrupted so it was necessary to use groups as they are already organized into classes; pretest and posttest are administered before and after treatment. The researcher uses already existing subjects as follows:

Table 1 Nonrandomized Control Group, Pretest-Posttest Design

Group	Pre test	Independent Variable	Post test
E	Y ₁	X	Y ₂
C	Y ₁	-	Y ₂

Terms and symbols:

X : Treatment. The treatment in this research is Metacognitive Strategies.

Y : The measure of the dependent variable. Y1 represents the measure of students' listening ability before the manipulation. Y2 represents the measure of students' listening ability after the manipulation.

E : The experimental group – taught by using Metacognitive Strategies.

C : The control group – taught by using Conventional Strategies.

From the Table 1 above, each group are measured at the same time with the equivalent materials. They took pre test to see their homogeneity before the treatment intended to examine the initial mastery of the subjects' listening achievement. Next, the experimental group is exposed to use Metacognitive Strategies, while the control group is exposed to use Conventional Strategies. After the experimentation, any change of the subjects' characteristics in both groups are observed or measured by the listening test which called as a post test. The data analysis of post test scores will reveal whether Metacognitive Strategies have the impact on students' achievement in listening or not.

There are two research variables in this research. Independent variable is the experimental treatment/manipulated variable which is the use of Metacognitive strategies. Dependent variable is the observed/measured variable, which is the students' listening score. It will be seen whether or not the independent variable influences the dependent variables.

The subjects of this research were class B and class C which is taken based on the lottery done by the researcher. The instrument used to collect the data was listening comprehension test. The instructional method implemented in the experimental group was the Metacognitive Strategies while the instructional method implemented in the control group was the Conventional Strategies. Significant value is .926. It is higher than .05. This indicates that the difference between variances is not significant. Based on the result, it is concluded that the variances between the experimental and control groups are homogeneous. Because the variances do not differ significantly, the assumption of homogeneity of variances is not violated and t-test can be applied. The treatment for the experimental group and control group was conducted for seven meetings

Data Collection

The data are collected from tests both pre test and post test. Pre-test was held to know the subjects' listening ability prior to treatment of experimentation and to ensure that experimental and control group having no significant differences in listening. Post-test administered when the subjects of the two groups have undergone the teaching and learning process. The time allotment for both experimental and control group are 100 minutes.

Data Analysis

Dealing with the data analysis, the tests result functioned as the most important data to prove the effectiveness of Metacognitive Strategies. The scores obtained from the pre-test are used to check on the equivalences of the groups on their listening comprehension before the experiment begins. The pre-test scores are statistically analyzed using the Lavene test from SPSS program 20.0.

Findings

For the pretest, the highest score for the experimental group reaches 92 while the lowest score is 34. The frequencies for the highest score are one and the lowest score are one respectively. It means that in the experimental group there is one student who got 92 and one student got 34. The mean score is 70.31 with 14.19 for the standard deviation. Meanwhile, the highest score in the control group is 96 and the lowest score is 27. The frequency for the highest score is one, while the frequency for the lowest score is one. The average score is 69.27 with standard deviation 15.08. The mean difference between the experimental and control groups is 1.04 point.

Table 2 Pretest Scores Summary

	Experimental group	Control group
Number of students	35	33
Highest scores	92	96
Frequency of the highest scores	1	1
Lowest scores	34	27
Frequency of the lowest scores	1	1
Mean score	70.31	69.27
Standard deviation	14.19	15.08

The Descriptive Statistics of Pretest Result of the Experimental Group

The data obtained from pre test of the experimental group was organized in the table of distribution frequency. The aim was to find out the indexes in statistics: mean, median, mode, standard of deviation, variance, range, minimum, and maximum.

Table 3 the Result of the Computation for Statistical Index of Experimental Group

Statistics	
N	35
Mean	70.31
Median	71.00
Mode	66.00
Std. Deviation	14.196
Variance	201.516
Range	58.00
Minimum	34.00
Maximum	92.00

a. Calculated from grouped data.

Table 3 showed the result of the computation for statistical index by using SPSS v20. Based on the calculation of measure central tendency, the mean was 70.31, the

median was 71, and the mode was 66. Further, the value of standard deviation was 14.196 and the value of variance was 201.516. It can be inferred that the average of these differences would give some measure of how closely the data values cluster around the mean.

The Descriptive Statistics of the Pre test Result of the Control Group

The data obtained from pre test of the control group also was organized in the table of distribution frequency. The aim was to find out the indexes in statistics: mean, median, mode, standard of deviation, variance, range, minimum, and maximum.

Table 4 the Result of the Computation for Statistical Index of Control Group

Statistics	
N	33
Mean	69.27
Median	72.00
Mode	62.00
Std. Deviation	15.088
Variance	227.642
Range	69.00
Minimum	27.00
Maximum	96.00

a. Calculated from grouped data.

Table 4 showed the result of the computation for statistical index by using SPSS v20. Based on the calculation of measure central tendency, the mean was 69.27, the median was 72, and the mode was 62. Further, the value of standard deviation was 15.088 and the value of variance was 227.642. It can be inferred that the average of these differences would give some measure of how closely the data values cluster around the mean.

For the posttest, the highest score for the experimental group reaches 100, while the lowest score is 57. The frequencies for the highest score are five and the lowest score are one respectively. It means that in the experimental group there are five students got 100 and one student got 57 (see Appendices for more detail on all score frequencies). The mean score is 88.51 with 9.90 for the standard deviation. Meanwhile, the highest score in the control group is 100 and the lowest score is 50. The frequency for the highest score is one, while the frequency for the lowest score is one. The mean score is 77.09 with standard deviation 4.24. The mean difference between the experimental and control group is 11.42 point.

Table 2 Post test Scores Summary

	Experimental group	Control group
Number of students	35	32
Highest scores	100	100
Frequency of the highest scores	5	1
Lowest scores	57	50
Frequency of the lowest scores	1	1
Mean score	88.51	77.50
Standard deviation	9.90	13.08

The Descriptive Statistics of the Post test Result of the Experimental Group

The data obtained from posttest of the experimental group was organized in the table of distribution frequency. The aim was to find out the indexes in statistics: mean, median, mode, standard of deviation, variance, range, minimum, and maximum.

Table 5 the Result of the Computation for Statistical Index of Experimental Group

Statistics	
N	35
Mean	88.51
Median	90.00
Mode	87.00
Std. Deviation	9.901
Variance	98.022
Range	43.00
Minimum	57.00
Maximum	100.00

a. Calculated from grouped data.

Table 5 showed the result of the computation for statistical index by using SPSS v20. Based on the calculation of measure central tendency, the mean was 88.51, the median was 90, and the mode was 87. Further, the value of standard deviation was 9.901 and the value of variance was 98.022. It can be inferred that the average of these differences would give some measure of how closely the data values cluster around the mean.

The Descriptive Statistics of the Post test Result of the Control Group

The data obtained from posttest of the control group also was organized in the table of distribution frequency. The aim was to find out the indexes in statistics: mean, median, mode, standard of deviation, variance, range, minimum, and maximum.

Table 6 the Result of the Computation for Statistical Index of Control Group

Statistics	
N	32
Mean	77.50
Median	76.50
Mode	75.00
Std. Deviation	12.869
Variance	165.613
Range	50.00
Minimum	50.00
Maximum	100.00

a. Calculated from grouped data.

Table 6 showed the result of the computation for statistical index by using SPSS v20. Based on the calculation of measure central tendency, the mean was 77.50, the median was 76.50, and the mode was 75. Further, the value of standard deviation was 12.869 and the value of variance was 165.613. It can be inferred that the average of these differences would give some measure of how closely the data values cluster around the mean.

The t-analysis result in a t-value of posttest is 3.946. It is higher than the critical t-value, which is 1.6645. This indicates that the difference between means for the experimental and control group is significant. Based on the analysis, null hypothesis (H_0) which states that there is no significance difference of listening comprehension ability between the students who are taught to use Metacognitive Strategies and those who are taught using Conventional Strategies is rejected. In conclusion, the research hypothesis is accepted.

The rejection of the null hypothesis made the researcher go to the alternative hypothesis (symbolized as H_a) which is "the students who are taught to use Metacognitive Strategies achieve better in listening comprehension than those who are taught using Conventional Strategies". As the result of t-value of posttest (3.946) was higher than the critical t-value (1.6645).

Discussion

The application of listening strategies will help students to capitalize on the language input they receive, and to achieve greater success in language learning. Learning strategies are useful tools for students because they open up more reliable and less frustrating routes to language learning success. In particular, the use of listening strategies can make authentic texts more accessible in the early stages of learning a language, so that the process becomes more relevant and interesting for the learners. In response to the theoretical claims, this research has provided a framework for incorporating explicit strategy instruction into listening classes, as well as some concrete activities for developing listening strategies.

Wenden (2003), Goh (2003), and Vandergrift (1997) emphasize that learners' metacognitive processing is closely related to effective learning and is applicable to all learning contexts. In this research, the process of metacognitive strategies in listening comprehension is to plan what to listen for, to stay focused on the materials, to predict what comes next, to monitor carefully, and to evaluate one's comprehension.

Conclusion and Suggestion

The results of this research also suggest strategies-based instruction within foreign Language classrooms that useful to make decisions for their own strategy use during task performance. Such training implies that a learner could take control of his/her own learning by planning a goal, monitoring the process, and evaluating the learning outcome, that is, nurturing an individual's metacognition is the key to successful learning.

Learners themselves can apply the metacognitive strategies while working on different listening tasks and activities. Using listening strategies increases their awareness about the listening process, which leads to better performance. By practicing metacognitive listening strategies, learners become self-regulated listeners and can succeed in accomplishing different tasks with different levels outside the classroom contexts.

Future research can also explore the use of strategies of other categories such as affective and compensation strategies during a test and its effect on students' test performance. It will be also interesting to examine the relationship between proficiency in

English and cognitive and metacognitive strategies use because it might be the case that learners with various proficiency levels may have different preferences for strategies.

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