

**STUDENT METACOGNITIVE STRATEGY TO IMPROVE
LISTENING SKILL**

(A Descriptive Qualitative Study)

THESIS

**This Thesis is Submitted to Fulfill the Requirement for “Sarjana”
Degree in English Language Education**



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Hal : Pengajuan Skripsi

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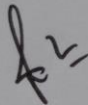
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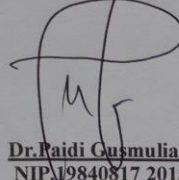
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PREFACE

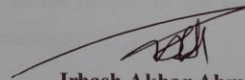
The researcher expressed his deep gratitude to Allah Subhanahu Wa Ta'la. Only by His mercy and guidance, the researcher able to complete this thesis entitled **"Students Metacognitive Strategy To Improve Listening Skill"** .

This thesis is submitted as a part of the completion for undergraduate degree of strata 1 (S1) in English Study Program of IAIN Curup. The researcher realizes that this thesis is far being perfect, thus the researcher really appreciates some suggestion and critics for being perfect in the future.

Last but not least, the researcher hopes that this thesis will be really useful to those who are interested in this field of study.

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All praises only to ALLAH Subhanahu Wa Ta'la the Lord of the worlds who has given His endless mercy and blessing to the researcher, so the researcher able to finish this thesis. Peace and salutation will always be addressed to the Prophet Muhammad Shallallahu Alaihi Wasallam, as the final messenger of Allah and the most influential person in the history of humanity also the biggest role model of every muslim on earth including the researcher.

The researcher finished this thesis entitled “**Student Metacognitive Strategy To Improve Listening Skill**”. This thesis is presented in order to fulfill the requirements for the degree of strata 1 in English study program of IAIN Curup. In the process of compiling this research, researchers get support, guidance, assistance, contribution and motivation from all the people. In this chance, the writer would like to express the deepest appreciation to:

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Finally, the writer believes that this thesis is still far from being perfect. So, the constructive, suggestion for the improvement of it still need for better. Hopefully, the result of this research can give a useful contribution especially for readers especially for students' and lecturers in English Study Program.

Wassalammualaikum Warrahmatullah Wabarakatuh

Curup, February 2023

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MOTTO

**“WHOEVER TAKES A PATH UPON
WHICH TO OBTAIN KNOWLEDGE,
ALLAH MAKES THE PATH TO
PARADISE EASY FOR HIM”**

`Prophet Muhammad Shallallahu Alaihi Wasallam`

DEDICATION

THIS HUMBLE WORK OF MINE IS DEDICATED SOLELY
TO MY PARENT WHO ALWAYS KEPT MY NAME IN THEIR PRAYERS
TO MY BELOVED FAMILIES
TO MY ENGLISH STUDY PROGRAM
TO ALL MY AMAZING TEACHERS AT IAIN CURUP
TO ANYONE OUT THERE WHO IS STRIVING
IN THE WAY OF ALLAH

ABSTRACT

Irhash Akbar Ahmadi, 2023: “Students Metacognitive Strategy to Improve Listening Skill”

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A brief interview was conducted with some of the IAIN Curup English Study Program students who claimed to have implemented a learning strategy to improve their listening skills, where the author discovered the strategy to be identical to a metacognitive strategy, which includes processes such as planning, monitoring, and evaluation. This led to the focus of the research being on metacognitive strategy. Based on the data that the author collected from the English study program students, it shows that they are experiencing hard times and problems during their online listening class. However, some of the IAIN English Study Program students are still able to improve their listening skills despite all of the issues they encountered during their listening online class, for which the author conducted a qualitative descriptive study in order to comprehend this phenomenon. Based on the results of this research, the author came to the conclusion that implementing planning, monitoring, and evaluation as processes of a metacognitive strategy in online class is effective in improving students' listening skill.

Keywords: Metacognitive strategy, Listening Skill

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CHAPTER I

INTRODUCTION

A. Background

Communication is a very crucial part of human life as a social creature. Because, in order to exchange information and shared understanding with others, people engage in communication.¹ Humans communicate with their interlocutors in order to exchange information. A chat or a dialogue will almost probably be a part of our everyday communication. There will always be a speaker and a listener in any discourse or conversation. Where communication occurs, as previously mentioned, information is exchanged between the parties. As a result, both the speaker and the listener have a crucial role to play in a conversation. Since the conversation will fall apart if any of them fails to perform their respective responsibilities (as a speaker or listener) successfully, the information that was meant to be shared between the speaker and listener will never be properly communicated.

Consequently, the speaker and listener roles in communication are crucial. In the present study, the researcher will focus specifically on listening skill. Because listening skills are often looked down, although listening appears to be straightforward and easy on the surface because all we have to do is listen. At the end of the day, listening skill is more complex than what we thought it is.

¹ Lunenburg, F.C., (2010). Communication : The Process , Barriers , And Improving Effectiveness. P. 1-11

There are a various processes which involved in listening skill, and each processes requires the listener to be focus, calm, and collected. Where this statement of the author is in line with Sadiku's explanation of what listening skill is, "listening skill is more than a simple hearing, it's a crucial skill that requires you to be able to receive, comprehend, and interpret each word and sentence that is spoken to you in order for you to participate and cooperate in the communication process".²

As was mentioned in the passage above, listening skills are extremely difficult and crucial because they are connected to other English learning skills like speaking skill. For instance, when we have mastered our listening skills, we will be able to listen to other people's pronunciation, intonation, and word stress more accurately, which will make learning speaking skills easier.

Judging by the steps or processes in listening skills stated by Sinha and Singh, which include receiving, understanding, remembering, evaluating, and responding,³ where in receiving the students required to concentrate to the spoken messages, then comprehend the meaning of the messages, memorize the important information of the messages, finding the value of the messages, and finally giving a feedback based on the received messages, for this reason, the author assert that listening skill is a skill that necessitates our concentration, comprehension, and attention in order to be able to acknowledge and understand the messages which the speaker has expressed. In the current era,

² Sadiku, L. M., (2015). The Importance of Four Skills Reading, Speaking, Writing, Listening in a Lesson Hour. *European Journal of Language and Literature*.

³ Sinha, P. & Singh, S. (2020). Accessed in 27 June 2021

where technology has been advancing quickly, no one will ever find it difficult to learn or exercise their listening skills. There are several tools available when it comes to improving the listening skills, including tape recorder, DVDs, CDs, and YouTube videos that can be utilized at home or in the classroom.

However, students can't just rely on their skills to get them through situations, attempts, or even the learning process, they need to plan it out and come up with the best strategy that will make it easier for them to complete their learning activities, especially listening. As an illustration, a lecturer might use conversation videos without subtitles so that the students can listen and comprehend the conversation's topic. The listening abilities, comprehension, and subject-matter understanding of the students will be honed and improved through this testing method. As a result, we can draw the conclusion that using strategies will boost students' chances of success. In line with Protheroe and Clarke claim.⁴

Moreover, a strategy will help everyone to work more effectively in every situation. Because, a strategy is a plan with a certain objective in mind, meaning that a learning strategy helps students or lecturers in effectively achieving their learning or teaching objectives. Students will receive guidance and direction to complete their learning objectives by having or planning a learning strategy in advance. Lecturers may employ strategies to make their

⁴ Protheroe, N. & Clarke, S. (2008). Learning Strategies as a Key to Student Success. P.33–37.

lessons more efficient and understandable for their students, and students must also use strategies to allow them to study effectively rather than arduously.

We shall discuss the strategy the researcher focused on in this research now that we are aware of its significance in the learning process. There are many different learning strategies, including the metacognitive strategy and the socio-affective strategy. Socio affective strategy is a strategy that let students plan their way to learn by interacting with each other, for instance by how to collaborate with other students in learning and how to approach lecturers in regards to ask their guidance.⁵ Based on this explanation, the author learned that socio-affective strategy will provide the students with steps and guidance regarding on how to socialize with the others in the school environment.

Thus, it is clear that socio-affective strategies are those that support students in social interaction. While metacognition is the process of controlling our own thought, it also refers to the awareness of and ability to do so.⁶ Meaning, by using metacognitive, students will be able to recognize the extent or limit of their knowledge. Self-evaluation and self-management are two key components of metacognition.⁷ Self-appraisal refers to how a student evaluates their knowledge and skills as learners, whereas self-management refers to mental processes that help students develop pre-task strategies, learn how to adapt as they go along, and evaluate themselves post-task. Therefore, one can

⁵ Virdaus, V. V. (2018). The Strength of Socio-Affective Strategy With Skype Video Call in the Teaching Speaking.

⁶ Hidayat, A. (2014). Students' Metacognitive Strategies In Learning English.

⁷ Louca, E. (2003). The concept and instruction of metacognition. *Teacher Development*, 7(1), 9–30.

come to the conclusion that metacognitive ability is the capacity for individuals to use their own thinking (cognitive) to independently develop strategies and plans to address whatever tasks or difficulties they are up against.

Given the horrible phenomenon, circumstance, and state in which we currently find ourselves. Forced everyone to work from home, especially students who must learn to adapt to a new method of learning called online learning. Prior to the epidemic, students in the class received direction, help, and feedback from the lecturer in person as well as good quality listening tools and equipment. Unfortunately, the online learning environment will not provide any of that for students. There is a lack of guidance, support, and feedback for students in online learning systems because it is transmitted indirectly from the lecturer through a learning application (Zoom, Google Meet), where many issues can arise, including poor internet connections and inadequate learning tools (handphones, laptops, computers, etc.), and in addition where students have never been given any instruction on how to use an online learning application beforehand.

It is then proven by the data that the author collected, which shows that the 2018 English Study Program students are indeed experiencing hard times and problems during their online listening class. Thus, given this occurrence, it should not be surprising if students' listening skills are declining. However, despite all of the shortcomings they have encountered in online learning systems, some students English study program students in IAIN Curup, are still able to develop their listening skills.

Prior to the current research, the author interviewed some of IAIN Curup's 2018 English study program students to find out what kind of learning strategy they used to improve their listening skills in the online listening class. The results of the brief interview were that all of the interviewed students claimed to have implemented a learning strategy in improving their listening skills, which the author found identical to a metacognitive strategy where the strategy involves processes such as planning, monitoring, and evaluation. Thus, the author motivated to learn and understand more deeply and in detail on how exactly the students carried out each of the processes of the metacognitive strategy in order to improve their listening skills in an online listening class

The use of metacognitive strategy in the learning process has been the subject of numerous past researches. For instance, Ch'ng Looi-Chin, Norseha Unin, and Aiza Johari conducted a study.⁸ Where they studied students' metacognitive awareness strategy to enhance listening comprehension and were able to draw the conclusion that it would be helpful for ESL teachers to encourage students to adopt strategies like planning, monitoring, and evaluation. However, since the study above demonstrated the significance of metacognitive awareness strategy, solely metacognitive strategy will be the focus of this research.

⁸Looichin, C. et al., (2017). Metacognitive Awareness Strategies For Listening Comprehension

B. Research Question

1. How is the process of metacognitive strategy implemented by the EFL students in improving their Listening skills ?

C. Objectives of the Research

2. To understand the processes of metacognitive strategy implemented by the EFL students in improving their Listening skills

D. Significance of the Research

1) For the Students

This study aims to increase students' knowledge of using their metacognitive to develop a strategy that will help them in the learning process, particularly the listening process..

2) For the Teachers

The study's findings are helpful to teachers in developing listening strategies for students based on the cognitive theories of the teachers, therefore the teachers profit from this study.

CHAPTER II

LITERATURE REVIEW

A. Listening skill

Listening skill is an ability that help the students to consciously fathom the verbal or audio messages delivered to them, in line with Rubin's expression of listening skill which is the ability to listen actively that involves choosing and interpreting information from verbal, oral, or visual cues.⁹ One of the most important tasks in a conversation or a discourse is listening. A dialogue or conversation is a process in which two or more people exchange one or more pieces of information. At least two people or participants are involved in this process of exchanging information; one person delivers the information while the other listens and processes it.

When we talk about the process, listening is a complex skill. Despite the fact that they are somehow connected, it differs from hearing ability. However, Tyagi argues that hearing is a passive process and that people spontaneously employ their hearing abilities.¹⁰ This means that unlike listening skills, where active processes like understanding and responding are present, hearing skills are not. In contrast, the listener actively and consciously chooses to use the listening skills. The listener receive, comprehend, analyze, remember, and respond to all of the information they heard.

⁹ Rubin, J. (1994). A review of second language listening comprehension research. *Modern Language Journal*, 199–221

¹⁰ Tyagi, B. (2013). Listening: An important skill and its various aspects. *The Criterion International Journal in English*.

Thus, it is safe to say that the ability to listen allows anyone who uses it to be able to focus and concentrate their attention toward any information that was delivered through a conversation or information that was delivered in the form of audio through a television, phone, radio, and other devices.

B. The Importance of Listening Skill

According to Howatt and Dakin, listening involves being able to grasp and absorb all of the information that is communicated through verbal communication or audio, including a speaker's pronunciation, word stress, intonation, vocabulary, grammar, and meaning.¹¹ Based on the Howatt and Dakin explanation, the author may assure that we should not underestimate our listening skills because they are the ones that decide how good we are at speaking and many other skills. Furthermore, Sadiku claimed that listening skill is essential and recognized as one of the four language abilities that are the pinnacle of language learning and are essential to learning any language, leading to success.¹² Therefore, listening skill is necessary in helping students to be succeeded in their language learning.

However, the fact that listening is an input skill, makes it more crucial than the other language abilities for students' language development. According to Gilakjani and Sabouri's findings from their study, listening is crucial for learning a language since it provides the students with input, and they are

¹¹ Howatt, A. & Dakin, J. (1974). *Language Laboratory Material, Techniques in Applied Linguistics* London: Oxford University Press

¹² Sadiku, L. M. (2015). The Importance of Four Skills Reading, Speaking, Writing, Listening in a Lesson Hour. *European Journal of Language and Literature*, 1(1), p. 29.

unable to learn anything else until they can understand and interpret the input.¹³ Because listening skill is an input skill, developing them will help students acquire many useful vocabulary, grammar rules, and other things that will aid them in their output skill (speaking skill). Therefore, developing listening skill helps students develop other skills as well.

In addition to being crucial for speech, listening skills are also crucial for educational development. A student's ability to listen will allow them as an EFL student to effectively follow the learning process in the classroom, in other words, it will help them to comprehend and process the information that is taught verbally by the teacher. As was already mentioned, listening skills enable students to focus and direct their attention solely on the teacher. This also fosters a calm, comfortable environment in the classroom, which increases students' comfort with learning.

All of the explanations above, bring us to the conclusion that learning listening skill is a necessary for academic success as well as for our social relationships in which we exchange information with other people, as its advantages will help students to enhance their learning generally.

C. Listening Process

There were many processes that made up the listening skill which designed to assist students or anybody else using it in understanding and responding to information. As stated by, DeVito, there are several processes that take place

¹³ Gilakjani, A. P., & Sabouri, N. B. (2016). The Significance of Listening Comprehension in English Language Teaching. *Theory and Practice in Language Studies*

when using listening skills, including receiving, understanding, remembering, evaluating, and feedback.¹⁴

1. Receiving

The receiving process occurs when the audience concentrates on the speaker's messages while tuning out all other sounds. The listener should purposefully focus their attention on the information during this process, even if it may not be easy to do if, for instance, there are many distractions and loud noises nearby. It would simply make it more difficult for the audience member to participate in the discussion or learning process. Therefore, in order to perform better when focusing and paying attention to a particular issue or information, the listener need to practice the receiving process frequently.

2. Understanding

Through this process, the listener is able to understand the spoken message on which they have been concentrating. Simply concentrating is insufficient, the listener also needs to be able to understand all of the information that was provided. The listener must be able to understand the meaning of each word and each sentence said, as well as how they relate to one another to produce the overall meaning of the message, in order to comprehend the information. The listener can only convey the true meaning of the message by understanding the words and sentences.

¹⁴ DeVito, J. A. (2015). *The Interpersonal Communication Book*. New York. Pearson. p. 170.

3. Remembering

This procedure is extremely important since it allows us to determine whether or not the audience is actually paying attention to the speaker's messages. Students are expected to memorize the information that has been presented to them by their teachers in addition to understanding it, which is a process that is of utmost importance in the educational context. It is a common thing in the educational process for students to be required to memorize their learning material. By keeping in mind the lesson material, students will memorize crucial knowledge and be able to recall it whenever they want, which will speed up their learning process and raise their academic achievement. Thus, the ability to recall spoken messages indicates that the audience paid close attention.

4. Evaluating

Based on their personal understanding or experiences with the particular messages, the listeners determine the value of the messages. For instance, only after evaluating the material, the listeners will discover whether it is important or not. In order to determine whether the information is based on fact or a hoax, it would also be helpful for the listener to examine and research the source of the information.

5. Feedback

The final step in developing listening skills is responding or giving feedback. This procedure enables the listener to express their ideas and opinions after hearing the speaker. Based on the outcome of the evaluating

process, the listeners provide feedback about what they have heard, whether it is positive or negative.

D. Metacognitive strategies

According to Mc Elwee, metacognitive skills include knowing what we know and how we think, as well as being able to use and control our thinking while working on a task.¹⁵ Therefore, we may affirm based on Mc Elwee's statement, that metacognitive is an ability of a student in understanding and measuring their own knowledge and finding a solution to a problem that they faced during the learning process

According to the definition of metacognition given above, it can be said that people who possess this skill may use their own thinking to independently come up with strategy and plans to complete any tasks or solve any difficulties they are currently facing.

Self-evaluation and self-management of mental processes are two characteristics of metacognition. Self-appraisal is the way in which a student evaluates their knowledge and skills as learners. Self-management refers to mental processes that assist students in formulating their pre-task plan, learning how to adapt as they go along during the learning process, and post-task evaluations.¹⁶

Self-appraisal is a mental process whereby students appraise their own abilities, traits, and knowledge as learners. It also aids them in determining what, why, and how to learn a subject. They would become aware of their

¹⁵Elwee S.M. (2009). Metacognition for the Classroom and beyond

¹⁶Louca, E. (2003). The concept and instruction of metacognition. *Teacher Development*, 7(1)

personal evaluation of themselves and their academic strengths and flaws. Self-management is, in other words, a mental process that aids students in understanding how to plan their learning, how to assess their comprehension while they are learning, and how to evaluate their learning afterward.

The previous two metacognitive characteristics are crucial because they complement one another in that self-appraisal will help students recognize their strengths and weaknesses and self-management will help them develop a learning strategy. By carefully examining these two characteristics, students can develop a learning strategy that is suitable and appropriate for them. For instance, if students are aware of how much they know and comprehend about a certain subject, they might design a suitable learning strategy to learn that subject.

E. The Significance of Learning Metacognitive Strategy

Iftikhar's research suggests that teachers should include metacognitive strategies in their lesson plans since they can aid students in improving their comprehension skill.¹⁷ Therefore, it is a skill that everyone should be able to perform, especially students whose daily activities are constantly rooted in the cognitive domain. Furthermore, according to Zhang and Goh, "students who are able to employ their metacognitive strategies are aware of their learning process and will choose appropriate ways to plan, monitor, and assess their

¹⁷ Iftikhar, S. (2015). The importance of Metacognitive Strategies to Enhance Reading Comprehension Skills of Learners: A Self-directed Learning Approach. *Journal of English Language and Literature*, 2(3), p.191

learning."¹⁸ To put it another way, students must be aware of their thoughts, comprehend them, and be able to use them to develop and implement a learning strategies.

The following illustration shows a situation where students are thought to be able to use metacognitive techniques while learning:

The assignment is to write a narrative piece in English for students A and B. Student B starts writing the text right away by applying the grammatical and structural elements of narrative texts that have been taught to them, however student A finds it exceedingly challenging to even write one phrase. When Student A attempts to consider what is confusing him, he eventually pinpoints the problem as being a lack of knowledge of the fundamental language elements and structural elements of narrative texts.

Student A therefore, starts learning about the text's structure. Then he tries to remember or recall the narrative texts of Indonesian legends and stories that he has heard before and compares them to the text's structure that his lecturer had previously taught him in class. Student A discovered that identifying other narrative texts that were comparable to his own and using them as examples to guide his own writing was the most efficient method for studying narrative texts.

Additionally, student A decides to look for narrative texts with similar traits, such as those of Indonesian legends, because he thinks that each work has a particular vocabulary complexity. The example above demonstrates student A's

¹⁸ Zhang, D., & Goh, C. C. (2006). Strategy Knowledge and Perceived Strategy Use: Singaporean Students' Awareness of Listening and Speaking Strategies. *Language Awareness*, 15(3), p.199–119

capacity for employing metacognitive learning strategies, showing how he can recognize problems, discover solutions, reflect on his learning, assess it, and develop a strategy for writing narrative texts in the future.

F. Metacognitive Strategy Processes

A.P. Gilakjani, an assistant professor at Islamic Azad University in Iran, divided the metacognitive strategy into three distinct processes or elements in 2016, which is planning, monitoring, and evaluation.¹⁹ Although, the scholars' opinions have changed and diverged throughout the years about what exactly constitutes a metacognitive strategy processes. Still, numerous scholars agree with Gilakjani's theory regarding the processes of metacognitive strategy which must consist of planning, monitoring, and evaluation. Hence, Gilakjani's metacognitive strategy processes were chosen by the researcher as a result for the current study.

The planning process, planning for how we should approach the learning process, monitoring our understanding while we are learning, and evaluating the outcome after learning are all included in the metacognitive strategy.

The three processes of metacognitive strategies as follows:

1. Planning

Determining what they need to learn, how to approach the content, how to study the specific material, preparing the learning tools, and setting goals are all things that learners should do while planning their lessons. In accordance with Rustiadi's opinion about planning which is , the act of

¹⁹ Gilakjani, A. P., & Sabouri, N. B. (2016). The Significance of Listening Comprehension in English Language Teaching. *Theory and Practice in Language Studies*

figuring out what will be obtained in the future and figuring out the steps that must be taken in order to accomplish a specific goal.²⁰ Therefore, by engaging in these activities, the students will be well-equipped to complete their assignments

a. Points to do in the planning process :

1) Establishing goals

The aim or objective that each student is attempting to achieve must be determined.

2) Managing the plan

Once the objective has been determined, students should put the plan into order to make it more structured

3) Preparing the strategy

Students may prepare the plan to be implemented once the goal has been established and the plan is organized in the proper manner.

2. Monitoring

According to Christine Goh Chuen Meng, monitoring is the process of assessing and confirming how well someone comprehends the input or oral/audio signals that have been presented during listening (learning process).²¹ Monitoring, also known as comprehension monitoring, is the process by which students voluntarily assess their own understanding and knowledge of the listening assignments.

²⁰ Rustiadi, et al. (2011). Perencanaan dan Pengembangan Wilayah. Crestpent Pres dan Yayasan Pustaka Obor Indonesia, Jakarta. p: 339

²¹ Goh C.C, (1998). How ESL learners with different listening abilities use comprehension strategies and tactics, Language Teaching Research.

A learner who keeps an eye on their understanding of all the material they are receiving and their own knowledge will recognize their own capacity for learning and find it easier to overcome challenges that arise during the learning process.

a) Point to do in monitoring process :

1) Examining the input

Students examine the assignment that has been provided to them

2) Examining own understanding

Students then evaluate their own knowledge and comprehension.

3) Checking the result

When the students have completed the two mentioned tasks, they can review the outcome of their work.

3. Evaluating

Recognizing one's strength and weaknesses is done through evaluation, the students will be able to design their next strategy in the learning process more effectively and efficiently if they are aware of those strengths and shortcomings.²² Therefore, students should aware of their strengths and weaknesses in order to create a better strategy in the future and also become better people who understand their own capability in learning when they identified the strengths and weaknesses of the strategy they had implemented as well as their own strength and weakness.

²² Hidayat, A. (2014). *Students ' Metacognitive Strategies in learning english*

Thus, we can attest that evaluation is indeed just as crucial to the learning process as any other factor. In order to improve as a person in both school and society, learners must utilize evaluation not only in their academic work but also in their personal lives.

a. Reviewing own's performance after finishing the task

After finishing the assignment and class, students reflect on their performance to identify their strengths and areas for improvement in their learning practices.

b. Evaluating every strategy used during the task

Then, based on their strengths and weaknesses, the students evaluate the strategies.

G. Review of Previous Research

The author discovered a number of past studies or research projects that focused on the same topics as the current study, specifically listening skill or comprehension and metacognitive strategy. The related earlier studies are presented below.

Karim did a research in the area of metacognitive strategy with a particular emphasis on enhancing students' speaking abilities through the usage of such strategies. There were six high achievers who were recruited by the researcher from the English department of a private university in North Maluku, Indonesia (two males and four females). The study's findings show that high achievers

become conscious of adopting metacognitive strategies while learning to speak.²³

In order to enhance reading comprehension, Usman did a related metacognitive technique study. The participant was comprised of 75 students from SMP Unggul in Pidie Jaya, who were split into the Experimental Group and Control Group. And the study's findings showed that EG students become more attentive to the reading contents as a result of using metacognitive strategy.²⁴

Additionally, a lot of research has been done in the area of metacognition. For instance, Bozorgian explored the effects of metacognitive instructions on listeners' abilities in his research. He used 28 adult Iranian male students from high-intermediate level English language courses who were between the ages of 17 and 24 for this study. According to the study's findings, less-skilled listeners improved more than higher-skilled listeners, and they profited more from metacognitive suggestions. He also discovered that listeners may determine the method of listening input with the help of metacognitive teaching.²⁵

Hayati conducted the investigation into the relationship between listening comprehension skills and metacognitive awareness among Sriwijaya University students enrolled in the English education study program. The participants were sixth-semester English Education Study Program Sriwijaya

²³ Karim, I. H. (2019). Enhancing the Speaking Skill Using Metacognitive Strategy (a Case Study on High-Achiever Students in a Private University in North Maluku) Introduction. *J-ELLiT (Journal of English Language, Literature, and Teaching)*, 3(1), 12.

²⁴ Usman, B. (2017). Improving Reading Comprehension Using Metacognitive Strategies. 634.

²⁵ Bozorgian, H. (2012). Metacognitive Instruction Does Improve Listening Comprehension.

University students in the 2017–2018 academic year. Where the researcher comes to the conclusion that listening comprehension benefits from metacognitive awareness.²⁶

In their study on the metacognitive domain, Farahian and Avarzani concentrated on the metacognitive awareness of both skilled and less-talented EFL authors. The researcher selects 538 individuals who are English teaching, translation, and literature majors at Iranian universities. The general metacognitive awareness writing score revealed that the skilled authors outweighed the less-skilled writers.²⁷

Cross conducted a study in 2011 to determine how metacognitive education affected the advanced listeners among Japanese adults. Twenty female students who were taking an intermediate English language course, ranging in age from 22 to 55, were listening. In order to improve their understanding of television news, they took part in a listening comprehension test using a pedagogical cycle. According to the study's findings, less-experienced listeners who used a pedagogical cycle saw a significant improvement in their ability to understand what they were hearing compared to more experienced listeners.²⁸

The researcher's present research also focuses on metacognition for academic purposes, but the researcher is more focusing in the strategy of

²⁶ Hayati, R. (2016) The Correlation Between Metacognitive Awareness And Listening Comprehension Achievement Of The Students Of English Education Study Program, Sriwijaya University Indralaya.

²⁷ Farahian, M., & Avarzamani, F. (2018). Metacognitive awareness of skilled and less-skilled EFL writers. *Asian-Pacific Journal of Second and Foreign Language Education*, 3(1).

²⁸ Cross, J. (2011). Metacognitive instruction for helping less-skilled listeners. *ELT Journal*, 65(4), 408–416.

metacognitive itself in improving students' listening abilities in online learning.

The purpose of this study is to identify the metacognitive processes that students utilize to improve their listening skill.

CHAPTER III

METHODOLOGY

A. Kind of The Research Design

Descriptive research is a type of study that, in the words of Sukmadinata, "aims to describe the existing phenomena, both natural and man-made phenomenon, which might include activities, changes, and features."²⁹ The existing phenomenon that the author attempted to describe is the improvement of listening skills of IAIN Curup 2018 English Study Program students despite experiencing issues in their listening online class.

The Quantitative methods addressed the question of "how many or how much," whereas qualitative methods address the questions of "what," "how," or "why" on a phenomenon."³⁰ Hence, the author chose a qualitative approach in order to understand how exactly the students were able to improved their listening skills by implementing metacognitive strategy processes.

The descriptive qualitative method was chosen as the study methodology because, in accordance with Moleong, it helped the researcher to comprehend a phenomenon that is occurring or a phenomenon that the research subjects are experiencing, and described it in the form of narrative or writing.³¹ According to Moleong's statement above, descriptive qualitative research allowed the

²⁹ Sukmadinata, Nana Syaodih. (2017). *Metode Penelitian Pendidikan*. Bandung : PT Remaja Rosdakarya.

³⁰ McCusker, K., & Gunaydin, S. (2015). *Research using qualitative, quantitative or mixed methods and choice based on the research*. Perfusion.

³¹ Moleong, Lexy. J. (2016). *Metodologi Penelitian Kualitatif Edisi Revisi*. Bandung: PT. Remaja Rosdakarya.

researcher to investigate and understand the phenomenon that had taken place as well as to portray and describe the phenomenon in the form of narrative writing. Thus, the author chose the descriptive qualitative method to comprehend and describe the phenomena that the 2018 IAIN Curup English Study Program students experienced, regarding the improvement of their listening skills by implementing a metacognitive strategy in the listening online class.

B. Subject of the Research

The 2018th IAIN Curup students enrolled in the English Study Program are the focus of this study. Purposive sampling is the methodology chosen by the researcher to select the subjects because according to Patton, purposive sampling is widely used in the qualitative research as to obtain a rich information from a limited sources.³² Several standards or requirements are taken into consideration when the purposeful sampling method is employed. The first requirement is that sixth-semester students chosen as the study's participants. Second, the subject finished courses 1 through 4 of listening. The third requirement is that the subject achieved the required grade, score, or proficiency in the listening class. The fourth requirement is that the subjects be only those who gladly chose to take part in the study.

Five students of the IAIN Curup English Study Program were chosen as the research subjects for the current study. Previously, ten subjects were scheduled to take part in this study. Unfortunately, due to a variety of factors,

³² Patton, M.Q. (2002). *Qualitative research and evaluation methods*. 3rd Sage Publications; Thousand Oaks.

one of the most significant factor was that the condition did not permit a face-to-face interview due to pandemic regulations that prohibit all group activities. Therefore, only five students were able to participate in this study.

C. Techniques of Collecting Data

The researcher used an interview technique to obtain the research data.. The in-depth interview technique was used to gather information pertaining to the research question..

1. Interview

For the purpose of gathering information that will be used to address the research question, the researcher choose to employ the in-depth interviewing technique. To ensure that the interview is thorough, "deep," and allows the respondent to respond freely, the researcher opts for an in-depth type of interview. This will help to diffuse any awkward or tense situations during the interview and allow the subjects to respond to the questions at hand without feeling compelled or under pressure.

D. Instruments

Research instruments are crucial since they served as the researcher's tools for carrying out the research methodologies throughout the investigation. The researcher then used an interview guide based on the technique of data collection.

1. Interview Guidance

The researcher was able to ask relevant questions during the interview and collect relevant data with the use of this instrument, which answered the research question.

The author formulated the questions for the in-depth interview below based on Gilakjani's theory of metacognitive strategy processes, which include planning, monitoring, and evaluating. All of the in-depth interview questions that were used to collect data relevant to the research question were derived from each of the processes.

Table 3. 1 Interview Guidance Table

NO	Indicators	Sub-indicators	Questions
1	Planning	1. Establishing goals	1. How do you determine your learning objective in listening? 2. What targets or goals are you trying to accomplish in studying listening skills? 3. What resources do you require for the achievement of listening learning objectives??
		2. Plan management	4. How do you manage your plan in studying listening skills?

		3. Preparing the materials	5. What kind of preparation do you have before the listening class started? 6. How do you prepare the plans to be implemented in learning listening skills?
2	Monitoring	1. Examining the input 2. Examining own understanding 3. checking the result	7. How do you examine the listening tasks ? 8. How do you measure your own understanding and knowledge during the listening task ? 9. How do you examine the result of your listening task ?
3	Evaluating	1. Reviewing own's performance after finishing the listening task	10. How do you recognize your own strength and weaknesses in the listening task ? 11. What are your strengths in listening ? 12. What are your weaknesses in listening ? 13. How do you resolve your weaknesses in listening skill? 14. How do you improve your listening skill after reviewing your performance ?
		2. Evaluating strategy	15. How do you evaluate your metacognitive strategy that was implemented during the listening process ?

E. Technique of Data Analysis

The Miles and Hubermann data analysis model was chosen by the researcher for the current research. Data reduction, data display, and drawing and conclusions are the three sequential operations, according to Miles and Hubermann.³³

1. Data Reduction

Data reduction is the process of choosing, focusing, simplification, abstracting, and transforming the data collected from field notes or recordings. The researcher sorted the relevant data at this point by choosing and eliminating the less important or pertinent data..

2. Data display

Simply defined, this is where the researcher synthesized all of the findings from the field and displayed them in narrative text form. All the data were exhibited in this part of the process so the researcher could comprehend and manage the data.

3. Conclusion drawing and verification

The final steps in data analysis include reaching a conclusion and validating the data. In order to arrive at a solution to the observed occurrence, this technique aimed to understand the meaning of the acquired data by examining its connections, similarities, and differences.

³³ Miles, M.B. & Huberman, A.M. (1984). *Qualitative Data Analysis: A Sourcebook of New Methods*: California

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

After performing the research in IAIN Curup on December 10th, 2022, the researcher's findings regarding the Student Metacognitive Strategy in Improving Listening Skill were compiled in chapter four. Five 2018th English Study Program students were chosen by the researcher as research participants. These students were chosen through a purposive sample procedure after passing all standards and prerequisites.

With the use of an in-depth interview, the researcher attempts to respond to the research question in this chapter. The researcher also discusses the research findings about the metacognitive strategy used by students to improve their listening skill.

1. Metacognitive Strategy Processes

According to the second chapter's explanation, a metacognitive strategy is made up of the following three crucial processes, which work best when combined. Planning, monitoring, and evaluating. Each process is made up of a variety of actions, including :

a) Planning

- a. Establishing goals
- b. Managing the plan
- c. Preparing the strategies

b) Monitoring

- a. Examining the input
- b. examining own understanding
- c. checking the result

c) Evaluating

- a. Reviewing own's performance after finishing the task
- b. Evaluating strategy

In order to explore and discover how the five students utilized their metacognitive strategy to improve their listening skill, the researcher used the identical questions to interview all five of them. The researcher asked the question based on the interview guidelines.

a) Planning

- a. Establishing goals
- b. Managing the plan
- c. Preparing the strategies

Table 4. 1 Planning Processes Table

Subject of the Research	Planning		
	Establishing goals	Managing the plan	Preparing the strategy
1) First subject	The first subject established his learning goals by analyzing the value of the English	In order to manage his learning plan correctly, the first subject stated that	In preparing his strategy, the first subject should ensure that every requirement and

	language skill. For example, he believes that speaking and listening skills are the most important, so he made them as the goal of his learning	he needed to determine his learning goals first	piece of equipment for learning is available, such as a notebook, a dictionary, and internet data to assist him in his online listening class
2) Second subject	To determined his learning goals. The second subject usually pick any of the listening skill or ability that he enjoyed using as his learning goals. He stated that he loves and enjoyed learning speaking. then his learning objective is to improve his speaking skill.	Based on the second subject answers, he has to prepare the learning objective beforehand and the next is he properly manage and taught the learning approach to create an organized learning plan	The second subject prepares the necessary tools in assisting him in his listening online class. such as, speaker, laptop, tape recorder, headphones, notebooks and notepad
3) Third subject	By recognizing the benefits of the listening skill, it will help her to formulate learning goals.	In managing the plan, the third subject would ascertain the learning objective and then determine how to approach the learning	By preparing the textbooks, notebooks, and dictionary, allows her to make notes on any significant points throughout the listening class
4) Fourth subject	To formulate a learning objective, the fourth subject conveys that understanding the advantages of listening skills	The fourth subject claimed that when managing the plan, he has to make sure that the most	His method for preparing his strategy involves gathering the necessary tools, such as internet

	would be enough to make him conclude what his learning goal is.	important aspect of the plan (the learning objective) is established first. Without the objective, the plan will become meaningless. Hence, having a learning objective is very crucial to learning	data, gadget, and relevant books
5) Fifth subject	Finding his favorite skill in the English language and also recognizing his weaknesses is the way to determine what his objective in learning is	When managing his plan to learn listening skills, he usually prepared a lot of native-speaker audio to help him get ready for the learning process.	According to the fifth subject, the most important aspect of online learning is internet data. Therefore, he ensures that he has a reliable connection and plenty of internet data

b) Monitoring

- a. Examining the input
- b. examining own understanding
- c. checking the result

Table 4. 2 Monitoring Processes Table

Subject of the Research	Monitoring		
	Examining the Input	Examining own understanding	Checking the result
1) First subject	In order to examine the input, the first subject focused his attention on the audio and used the dictionary to support him in understanding the context of the listening audio	The first subject claimed that he learned the material that will be covered in the listening online class beforehand and was therefore able to measure and compare his own knowledge to the listening online material	By using the notebook that he prepared before the online class started, he would write down every word that he found confusing and hard to understand. And later, he used the notebook to check and analyze all his answers before submitting the assignment
2) Second subject	He would listen closely and carefully read the listening exercise text in order to comprehend the context of the questions. When he encountered any unknown words while listening, he	The second subject expressed that comparing his understanding to the listening exercise questions was the best way for him to measure how well he comprehended what he had heard	The second subject would double-check his work when he finished answering all the questions.

	would then use a dictionary to help him understand them	while listening. To assess his understanding of the content, he studied all the readings that were related to the listening exercises beforehand.	
3) Third subject	Whenever the third subject encountered a problem, then she would try to focus his attention and carefully reading the listening audio text while utilizing the dictionary	Studying the related material in advance is the key in order to measure her own understanding	She stated that to ensure all the answers were correct, she would double-check her answer
4) Fourth subject	To be able to comprehend the context of the listening audio, the fourth subject stated that he would read the listening questions carefully while receiving the audio input	Preparing his knowledge about the listening exam material in advance will allow him to measure his own understanding of the material.	By checking his answer carefully and thoroughly, the fourth subject would identify any flaws or errors and be able to correct them right away.
5) Fifth subject	When participating in a listening exam that has questions with optional answers, The subject stated that he would read the answers first. After that, he then read the questions and link them with the possible answers available. That way, he is able to comprehend the listening input	To ensure that he was prepared to participate in the listening exam, he did a lot of exercises and tasks that were related to the listening skill	Before submitting his exam paper, the fifth subject would check it from the first number to ensure that he had answered the questions correctly

d) Evaluating

- a.** Reviewing own's performance after finishing the task
- b.** Evaluating strategy

Table 4. 3 Evaluating Processes Table

Subject of the Research	Evaluating	
	Reviewing own's performance after finishing the task	Evaluating strategy
1) First subject	<p>The first subject conveyed that when he recognized his own strengths and weaknesses, he would rather just focus on resolving his weaknesses first.</p> <p>To address his weaknesses, in this case his lack of vocabulary, Then he would put all his efforts into acquiring new words by watching native movies, reading books in English, and utilizing the dictionary</p>	<p>The first subject conveyed that when he recognized his own strengths and weaknesses, he would rather just focus on resolving his weaknesses first.</p> <p>To address his weaknesses, in this case his lack of vocabulary, Then he would put all his efforts into acquiring new words by watching native movies, reading books in English, and utilizing the dictionary</p>
2) Second subject	<p>The second subject asserts that he frequently checks all of his answers that the teacher has graded to determine his strengths and weaknesses.</p> <p>As a result, he can identify his shortcomings and solve the problem by discussing his shortcomings in class or even seeking advice from the relevant teacher.</p> <p>By recognizing his</p>	<p>According to the second subject, if his planning process is organized, the rest of the strategy will operate smoothly, so he will focus on the planning process only rather than all other processes</p>

	<p>weaknesses, the second subject is able to address the issues and ensure the same mistakes won't appear in the future. And to significantly improve his listening skill, the second subject would prioritize it in his learning.</p>	
3) Third subject	<p>When reviewing her own performance, the third subject prefers to use the text book that she prepared beforehand and also by observing her examination results to discover her strengths and weaknesses..</p> <p>To resolve her weaknesses in listening skills, the third subject would create a group study with her friends with the aim of fixing her weaknesses.</p> <p>The third subject expressed that her routine for improving the listening skill is to practice it repeatedly and regularly while also studying numerous books relevant to the skill.</p>	<p>She wrote down every benefit and drawback she encountered while implementing the metacognitive strategy. The notes will be used to assess the overall impact of the metacognitive process she implemented</p>
4) Fourth subject	<p>When reviewing his performance, he would invite his classmates to assess and evaluate their listening results together in order to recognize the strengths and weaknesses.</p> <p>By focusing his time, energy, and attention only on the aspect that he is weak in and discussing it with the teacher, he can resolve his weakness in listening skills.</p> <p>To improve his listening skills, he often watches movies and listens to native-speaker radio and music.</p>	<p>The fourth subject claimed that by reviewing each of the metacognitive processes that were implemented during the learning, He is capable of identifying strategy flaws and correcting them in order to create a better strategy in the future</p>

<p>5) Fifth subject</p>	<p>In order to review his strengths and weaknesses regarding listening skills, the fifth subject would evaluate his performance by observing the results from his exam, prior-study, and TOEFL test.</p> <p>His method for improving his listening skills is by familiarizing himself with the way natives talk and pronounce words.</p> <p>In order to develop his listening skills, his trick is to watch native-speaker movies without subtitles so he can focus his attention on how the speakers verbally pronounce words</p>	<p>He believed that by prioritizing his learning strategy, he could improve his planning as a whole. so that the rest of the processes would flow smoothly.</p> <p>And as for other issues or problems he encountered during the learning process, he would ask the teacher, his classmates, and his friends for assistance.</p>
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B. Discussion

The researcher was able to compile all the necessary information in the research findings obtained through an in-depth interview with five students of 2018th in IAIN Curup and move on with the discussion below in order to respond to the research question regarding on how is the process of metacognitive strategy implemented by the students in improving their Listening skills. All the previous studies mentioned in the chapter II were conducting their research in the same area with the current study, which is metacognitive, but not on the same aspect of a learning system, which is online learning.

1. Metacognitive strategy processes

1) Planning

The success of a strategy depends on the planning process, which is a key component of metacognitive strategy. In the planning procedures, the subjects are questioned on three key points regarding setting goals, managing plans, and preparing the materials.

The subjects will look at the importance of learning English skills as a whole and the kinds of benefits its offer for the future in order to determine their learning objectives which is in accordance with the 3rd subject statement. Understanding the importance and benefits of learning English skills is crucial because it allows students to progress in their education and helps them become ready for the future by allowing them to build their abilities from an early age. His

goal in learning English is to sharpen his speaking abilities, as stated by the 4th subject. Because, in his opinion, there will likely be a lot of opportunities for employment in the future that require individuals with excellent English language skills, particularly in speaking.

Some of the subjects determine their learning objectives by looking at their areas of weakness. They use their weaknesses as a motivating factor to strengthen those particular weaknesses. For instance, The 2nd subject, for instance, uses his difficulty in understanding speakers' pronunciation to develop a purpose that is to improve his listening comprehension.. The subjects' learning goal will be established before they manage their plans.. According to the 1st subject, he could manage the strategy effectively by defining his goal and objectives.

Developing a strategy involves determining which tools and equipment are necessary for the topic to learn. In this instance, it relates to the online listening course. The subject made the decision to choose tools that would support their online learning, including a loudspeaker, tape recorder, laptop, handphone, and the most crucial tool, internet data. According to what the 5th subject claimed, he frequently had problems and challenges because of the sound disruption or poor sound quality of the loudspeaker he uses, making it difficult for him to follow the listening class activity. Therefore, it

is essential to prepare the equipment and ensure that it is all of high quality.

According to Rustiadi, planning is the act of figuring out what will be obtained in the future and figuring out the steps that must be taken in order to accomplish a specific goal.³⁴ In other words, figuring out the goal of learning and figuring out the steps related in achieving the learning goals. However, based on the research findings of the current study, after figuring out their goals, the subjects were not only formulating steps that specifically related to the objective of the learning, but they were also focusing on preparing the needs that related to the learning system instead, which in this case was an online learning system that required them to have a stable internet connection, a lot of internet data, and devices that aid them in learning online.

2) Monitoring

Monitoring, also known as comprehension monitoring, is the process through which the subject pays attention to, keeps track of, and evaluates their level of understanding as it relates to what they listen during the listening session. The subject in this procedure must be able to comprehend the audio's context. As a result, the subjects must concentrate solely on the audio they are listening to, which is quite difficult. Additionally, to aid in their comprehension of the

³⁴Rustiadi, et al. (2011).Perencanaan dan Pengembangan Wilayah. Crestpent Pres dan Yayasan Pustaka Obor Indonesia, Jakarta. P: 339

situation, the 1st and the 2nd subjects would check dictionaries. All participants were asked questions about three topics during the monitoring process: monitoring the input (listening to audio), monitoring their own understanding, and evaluating the outcome.

The subject must focus on the listening audio and carefully read the listening questions in order to evaluate the input or listening audio. Students' ability to receive and comprehend information will be crucial to the monitoring process. The students' capacity to ignore unnecessary noises, focus on the listening audio, and interpret the meaning of the listening audio will increase as a result of practicing receiving and understanding skills in listening.

The subjects would prepare themselves with prior knowledge that related to the listening material and compare their prior knowledge to the listening questions while evaluating their own understanding. As a result, they are able to measure the extent of their knowledge of the subject, and the outcome of evaluating their understanding will determine if the students can give accurate responses to the listening questions.

The final step in the monitoring process is to review the results. The goal of "double-checking" is to make sure that no questions were left unanswered by carefully observing each question. In accordance with the 5th subject statement, he checked the outcome of his listening, checking every question and answer to ensure that

he had already given the answers to each one. Therefore, after answering all the questions before the time is up, the 5th subject would check his answer sheet to ensure all the questions have been answered.

Meanwhile, the 1st–4th subjects conveyed that during the "double-checking" process, after checking their answer sheet to confirm that all questions were answered, they also read both the question sheet and the answer sheet one more time to verify that the questions were answered correctly.

Stated by Goh, monitoring is the act of students in measuring their knowledge and examining the input (listening audio).³⁵ The author found that while the subjects were concentrating on their listening and comprehension and displaying the act of "double-checking," which was intended to check and ensure that not a single question was left unanswered. However the students also claimed that they "double-checked" their answers not only to check whether they answered all the questions or not but also to verify that they indeed gave the right answer to each question without leaving any mistake or error.

3) Evaluating

As the final step in the metacognitive method, evaluating is just as crucial as the other procedures. After reviewing their performance in

³⁵ Goh C.C, (1998). How ESL learners with different listening abilities use comprehension strategies and tactics, Language Teaching Research

the listening online class, the subjects will be able to identify their strengths and weaknesses in this process, evaluate each procedure, address their flaws, and allow them to improve their listening skills. The subjects were questioned about two crucial aspects of this process, namely evaluating their own performance after completing the listening task and evaluating the strategy.

The subject should evaluate their own performance in order to identify their strengths and weaknesses. The 2nd subject said that in order to identify his strengths and limitations, he frequently analyzes all of the answers scored by the teacher. Additionally, by talking with your fellow students and asking the teacher. The 1st subject, meanwhile, has various opinions on this matter. When given the option to choose between two things and must decide whether to resolve his weaknesses or improve his strengths, he would prefer to resolve his weaknesses because, in his opinion, doing so is more urgent; however, once the weaknesses are resolved, he would still work on improving his listening skills.

The subjects focus on how to resolve their listening skill weaknesses after recognizing them, and then working on their listening skills afterward. By carrying out this performance of evaluation, it helps the subjects in both resolving the issues they encounter during the online listening lesson and improving their listening abilities.

The evaluation of the strategy is necessary to ensure that all stages are proceeding according to the plan. Also to track any mistakes made while implementing the strategy into practice. The 2nd respondent said that whenever he discovered mistakes while implementing a strategy into practice, he would usually make changes to the planning stage. He believes that the planning phase of metacognitive strategies is the most crucial, therefore having a well-organized plan will help your strategy works.

Based on the findings in the chapter IV, the author found that all the research subjects, despite recognizing their own strengths and weaknesses alone, were also evaluating and recognizing the strategy's strengths and weaknesses in order to formulate a better strategy, which is different from Hidayat's opinion regarding what evaluation is, where he claimed that evaluation focuses on assessing and recognizing the students' strengths and weaknesses in order to formulate a better strategy, rather than assessing the implemented strategy.³⁶

According to all of the reports and discussions in Chapter IV, the researcher concluded that the subjects' listening skills could be improved by implementing planning, monitoring, and evaluation as processes into practice in an online class. Therefore, the findings of this study shows that metacognitive strategies are effective in

³⁶ Hidayat, A. (2014). *Students ' Metacognitive Strategies in learning english*

improving students' listening skills in online classes or online learning
(Zoom, Google Meet, Whatsapp).

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The research's findings served as the basis for the conclusion. The five subjects, all of whom are IAIN Curup's 2018th students, improved their listening skills by exercising in all three processes of the metacognitive strategy: planning, monitoring, and evaluating. As a result, it can be inferred from this research that implementing planning, monitoring, and evaluating as part of a metacognitive strategy is effective in improving students' listening skills in online class.

B. Suggestion

1. For the teacher

The lecturer can manage and design a suitable and effective lecture with the support of a metacognitive strategy, which also helps the lecturer recognize the students' learning strengths and weaknesses.

2. For the students

In the learning and growth of students, metacognitive technique is crucial. It gives students the chance to develop more general learning skills, such as creating an effective learning plan, getting more proficient in dealing with learning difficulties, and becoming more conscious of their own strengths and weaknesses.

3. For the other researcher

The findings of this study may provide other researchers with a review of metacognitive strategies for enhancing listening skills. They can also conduct studies that are similar to this one or even employ the same subject but with a different English-learning skill.

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A P P E N D I C E S

INTERVIEW QUESTIONS

1. How do you determine your learning objective in listening?
2. What targets or goals are you trying to accomplish in studying listening skills?
3. What resources do you require for the achievement of listening learning objectives?
4. How do you manage your plan in studying listening skills?
5. What kind of preparation do you have before the listening class started?
6. How do you prepare the plans to be implemented in learning listening skills?
7. How do you examine the listening tasks?
8. How do you measure your own understanding and knowledge during the listening task?
9. How do you examine the result of your listening task?
10. How do you recognize your own strength and weaknesses in the listening task?
11. What are your strengths in listening?
12. What are your weaknesses in listening?
13. How do you resolve your weaknesses in listening skill?
14. How do you improve your listening skill after reviewing your performance?
15. How do you evaluate your metacognitive strategy that was implemented during the listening process?



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH

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KEPUTUSAN DEKAN FAKULTAS TARBIYAH

Nomor : 677 / Tahun 2022

Tentang

PENUNJUKAN PEMBIMBING I DAN II DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP

- Menimbang : a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
- Mengingat : 1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
2. Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;
3. Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;
4. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;
5. Keputusan Menteri Agama RI Nomor B.11/3/15447, tanggal 18 April 2018 tentang Pengangkatan Rektor IAIN Curup Periode 2018-2022.
6. Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 Oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
7. Keputusan Rektor IAIN Curup Nomor : 0317 tanggal 13 Mei 2022 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.
- Memperhatikan : 1. Surat rekomendasi dari Kaprodi TBI Nomor : B.064/FT.2/In.34/PP.00.9/TBI/2022
2. Berita acara seminar proposal pada hari Jum'at tanggal 25 November 2022.

MEMUTUSKAN :

Menetapkan

Pertama

1. Jumatul Hidayah, M.Pd 19780224 200212 2 002
2. Dr. Paiddi Gusmuliana, M.Pd 19840817 201503 1 004

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A : Irhash Akbar Ahmadi

N I M : 18551028

JUDUL SKRIPSI : Ef Student Metacognitive Strategy to Improve Listening Skill.

Kedua : Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi;

Ketiga : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan;

Keempat : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku;

Kelima : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya;

Keenam : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan;

Ketujuh : Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku;

Ditetapkan di Curup,
Pada tanggal 07 Desember 2022
Dekan,

Hamengkubuwono

Tembusan :

1. Rektor
2. Bendahara IAIN Curup;
3. Kabag Akademik kemahasiswaan dan kerja sama;
4. Mahasiswa yang bersangkutan;



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH

Jln. Dr. AK Gani No.01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax.21010
Homepage: <http://www.iaincurup.ac.id> Email: admin@iaincurup.ac.id Kode Pos 39119

Nomor : /In.34/FT/PP.00.9/01/2023
Lampiran : Proposal dan Instrumen
Hal : Permohonan Izin Penelitian

30 Januari 2023

Kepada Yth. **Rektor IAIN Curup**

Assalamualaikum Wr, Wb

Dalam rangka penyusunan skripsi S.1 pada Institut Agama Islam Negeri Curup :

Nama : Irhash Akbar Ahmadi
NIM : 1855128
Fakultas/Prodi : Tarbiyah / TBI
Judul Skripsi : EFL Student Metacognitive Strategy to Improve Listening Skill
Waktu Penelitian : 30 Januari 2023 s.d 30 April 2023
Lokasi Penelitian : IAIN Curup

Mohon kiranya Bapak berkenan memberi izin penelitian kepada Mahasiswa yang bersangkutan.

Demikian atas kerjasama dan izinnya diucapkan terimakasih

a.n Dekan
Wakil Dekan I,

Dr. Sakut Anshori, S.Pd.I., Hum
NIP. : 19811020 200604 1 002

Tembusan : disampaikan Yth ;

1. Rektor
2. Warek 1
3. Ka. Biro AUAK
4. Arsip



KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : Irhash Akbar Ahmadi
NIM : 18551028
FAKULTAS/ PRODI : Tarbiyah / Tadris Bahasa Inggris
PEMBIMBING I : Jumatul Hidayah, M.Pd
PEMBIMBING II : Dr. Paldi Gusmuliana, M.Pd
JUDUL SKRIPSI : EFL student metacognitive strategy to improve listening skill

* Kartu konsultasi ini harap dibawa pada setiap konsultasi dengan pembimbing 1 atau pembimbing 2;

* Dianjurkan kepada mahasiswa yang menulis skripsi untuk berkonsultasi sebanyak mungkin dengan pembimbing 1 minimal 2 (dua) kali, dan konsultasi pembimbing 2 minimal 5 (lima) kali dibuktikan dengan kolom yang di sediakan;

* Agar ada waktu cukup untuk perbaikan skripsi sebelum diujikan diharapkan agar konsultasi terakhir dengan pembimbing dilakukan paling lambat sebelum ujian skripsi.



KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : Irhash Akbar Ahmadi
NIM : 18551028
FAKULTAS/ PRODI : Tarbiyah / Tadris Bahasa Inggris
PEMBIMBING I : Jumatul Hidayah, M.Pd
PEMBIMBING II : Dr. Paldi Gusmuliana, M.Pd
JUDUL SKRIPSI : EFL student metacognitive strategy to improve listening skill

Kami berpendapat bahwa skripsi ini sudah dapat diajukan untuk ujian skripsi IAIN Curup.

Pembimbing I,

Jumatul Hidayah, M.Pd
NIP. 19780224 200212 2 002

Pembimbing II,

Dr. Paldi Gusmuliana, M.Pd
NIP. 19840817 201303 1 004



IAIN CURUP

NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing I	Paraf Mahasiswa
1	10-12-2022	Teacher's lacks of guidance & assistance in the online listening class		
2	15-12-2022	Metacognitive strategy theories		
3	19-12-2022	Listening Skill Process		
4	26-12-2022	Linking the metacognitive strategy indicators (interview question) to listening skill		
5	01-02-2023	Chapter IV		
6	05-02-2023	Chapter IV		
7	07-02-2023	Chapter IV & V		
8	10-02-2023	Acc Sidang		



IAIN CURUP

NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing II	Paraf Mahasiswa
1	04-01-2023	Specifying the research Phenomenon in the background		
2	04-01-2023	Research Gap		
3	13-01-2023	Specifying or explaining the reason why using qualitative approach		
4	16-01-2023	Subject of the research		
5	23-01-2023	metacognitive strategy process (Planning, monitoring, evaluating) as the interview indicators		
6	06-02-2023	Chapter IV		
7	08-02-2023	Chapter IV		
8	09-02-2023	Acc Sidang		



BIOGRAPHY



Irhash Akbar Ahmadi, is the youngest child of Ahmad Dibul Amda and Ratnawati. He graduated from SDIT Rabbi Radhiyya and enrolled at SMP 01 Curup Tengah, then entered SMA 02 Curup Timur in 2013 and finally graduated in 2016. His college life was started in University of Bengkulu at 2017, unfortunately due unstable health he had to stop his study there. In 2018, He enrolled at IAIN Curup