Fostering Students' Listening Comprehension Skill through Metacognitive Strategies Instructions: An Action Research Study

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ARTICLE INFORMATION	ABSTRACT
	This study sought to provide a nuanced understanding of how can metacognitive strategies can be implemented for improving students' listening comprehension skill of Eight graders students of Junior High School in Malang. This study employed Classroom Action Research in one cycle. This study was done in eight meetings, in which the preliminary and final tests were done in first and last meetings. Each meeting employed metacognitive strategies and Three-Phase Technique simultaneously; 1) Planning stage with Pre-listening phase, 2) Monitoring stage with Whilst-listening phase, and 3) Evaluating stage with Post-listening phase. The data gathered qualitatively through observation sheets, field notes, students' interview, students' questionnaire. The findings of this study found several trends of MSI that can improve students' listening skill, namely strengthen students' prior knowledge, incorporate process-based discussion, and the importance of teacher's talk in MSI. However, Therefore, for further research in the same realm, it is urged to employ the results of this study as one of references in conducting research in similar field of the study. However, deeper evaluation concerning the findings of this study also need to be taken into account as this study could not be used as overgeneralization context as this study only use small sample.

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As a general fact, many scholars in pedagogy believe that listening is known as a forgotten skill. Listening is broadly seen as a Cinderella skill which is often underrated and gains only a little attention in second language learning educational research (Nunan, 1997). In the research scholars, listening is noticed as a "passive skill," as it only requires the hearer to hear a listening input (references). Contrary, it is an active and complex process that requires not only hearing ability yet also the ability to recognize the differences among sounds, acknowledge vocabularies and grammatical structures, and comprehend the meaning of language input (Serri, et al. 2012). To be fully aware of what the speakers intentionally want to convey, the listeners need to actively optimize their mental process to comprehend the context (Zeng & Goh, 2018). According to Rost (2011), listening is a mental process of constructing meaning from spoken materials. This process requires the listeners to pay attention to the speaker's pronunciation, accent, grammar, and vocabulary to comprehend the meaning of the spoken text.

Regarding its complex process, the majority of learners, especially foreign language learners, believe listening is a demanding skill to be mastered (Goh & Hu, 2014; Gilakjani & Sabouri, 2016; Renandya & Farrell, 2011). Gilakjani and Sabouri (2016) classify several obstacles that might be faced by language learners in listening skills, namely the quality of recorder materials, cultural differences, accents, and length and speed of recording. Furthermore, Renandya and Farrell (2011) identify other potential sources of students' listening problems, namely speaking rate, distraction, unable to acknowledge words they knew, unfamiliar vocabulary and pronunciation, missing subsequent input, anxiety awareness, sentence complexity, and students' background knowledge.

Accordingly, this current study found some similar instructional listening issues as mentioned previously. A preliminary study was conducted through classroom observation and preliminary listening tests which were done during the beginning of 2022/2023 semester. I conducted the preliminary listening test after observing the classroom atmosphere while teaching them. Then, I noticed that they had difficulties following the listening activities and comprehending listening input. During the classroom observation, I noticed that my students were having difficulties following the listening activity. They were frequently unable to understand the instructions for listening activities, such as the urgency of answering the listening task, attitude in listening to the listening input, how many times they have a chance in listening to the listening inputs, etc. All too often, I had to explain the rules of the listening activity more than three times, but some students were asking for another explanation. Additionally, I also acknowledged that the majority of my students were unable to answer simple questions

regarding the listening inputs given during the listening activities, etc. Therefore, to explore more on the potential problems and strengthen my assumption, I conducted a preliminary test on 1st August 2022. The test was specifically done to identify the students' listening problems. Based on the data gathered in the preliminary test and classroom observation, it can be concluded that the students faced some problems in listening (1) high-speed rate recording, (2) paucity of vocabulary size, and (3) lack of homophones knowledge.

The aforementioned problems experienced by the students when they learn listening skill, raised a crucial concern in choosing, designing, and implementing the appropriate teaching strategies to overcome the problem. The problems caused the students could not comprehend listening inputs, thus they cannot perform well in completing listening task. The chosen teaching strategies ideally should guide the teacher to help the learners in maintaining their listening development by encouraging them to take an active role in learning listening through meaningful listening strategy.

Thus far, Metacognitive Strategies Instruction (MSI) has been receiving scholarly attention as a promising choice to use in teaching English. MSI is defined as a teaching strategy that is blended explicitly in the teaching scenario to expand one's knowledge about listening process. This strategy is commonly known as 'thinking about thinking,' which refers to the listeners' ability to recognize one's method of learning listening that involves mental processes in learning. Metacognitive strategy plays important role in maintaining listeners' strategies used in completing listening tasks and when they are encountering some listening problems. This listening strategy directs the listeners to pay more attention to the specific aspects such as discourse markers, content phrases, and main ideas. This current study believes that it will be more significant if the learners become more aware and hold big part in maintaining their comprehension and learning processes rather than only obeying what the teacher asked in the classroom. This mindful paradigm will also lead the students to not only achieve high score in their listening tasks, yet also will involve in enhancing their listening motivation and creating them to be more autonomous learners (Bozorgian, 2014).

Due to the importance and benefits of MSI, many researchers have employed the implementation of MSI in other English skills, such as reading (Pinninti, 2016; Sungatullina & Zalyaeva, 2016; Milliner, 2017; Boyraz & Altinsoy, 2017; Chutichaiwirath & Sitthitikul, 2017; Asikcan & Saban, 2018; Wahyuni & Ratmanida, 2018; Sheikh, et al., 2019; Bagci & Unveren, 2020; Ahmad, 2016; Thuy, 2020; Dangin, 2020; etc.), and writing skill (Li-ha, 2016; Sunarno, 2020; Bozorgian 2014; Alamri, 2019). These studies have shown that MSI successfully improved the students reading and writing skill.

Unfortunately, only little attention has been given to the investigation of MSI in listening skills (Rahimi & Katal, 2012; Rahimi & Abedi, 2014; Bozorgian, 2014; Goh, 2014; Rahimirad & Shams, 2014; Maftoon & Fakhri Alamdari, 2020; Unin & Johari, 2017). In this relatively small number of endeavors in investigating the benefit of MSI, several illuminating studies showcase the implementation of MSI can enhance students' listening skill. A study by Bozorgian (2014) indicates that examining the listening activity's metacognitive awareness improves students' listening skills. This study uses the International English Language Testing System listening test which was adjusted with metacognitive awareness to monitor students' listening performance during the research. The notion of metacognitive gives teachers frameworks for guiding the learners to self-discovery in their listening development and listening process (Goh, 2018). By experiencing MSI in listening classroom context, the students also can generate long-term development in listening. Additionally, Goh and Hu (2014) identify that there is a positive correlation between the implementation of metacognitive strategies and students' listening comprehension performance. However, she also suggested some ways to maximize the use of metacognitive strategies in listening activities by incorporating process-based discussion extensively outside the classroom and expanding the scope of pre and post-listening discussion between teacher-students and students-students during the classroom activities.

A study that focus on implementing MSI to improve young learner's listening skill undoubtedly need to be conducted. Majority of the previous studies have used higher level of university students as the participants of the study (Rahimi & Katal, 2012; Goh, 2014; Rahimirad & Shams, 2014; Bozorgian, 2014; Bozorgian, 2012; Maftoon & Alamdari, 2016; Cao & Lin 2020). However, the participants of this study are the middle school students which is still considered as young learners. Cameron (2001) identifies young learners are classified for students at their 10 and 14 years old. Aligns with previous study, additionally, Vandergrift (2002) demonstrates that the implication of MSI is beneficial for your learners. The students this current study implements MSI to junior high learners because implementing MSI to primary school pupils can be also beneficial as much as older learners (Goh, 2006). Young learners can articulate their listening task and strategy knowledge appropriately through explicit teaching strategies by the teacher. Therefore, this present study is necessary because it involves junior level of young learners in local Junior High School in Malang as the participants of the study in which they use English as foreign language.

To conclude this section, it has been shown that implementing metacognitive strategies instruction is critically beneficial to improve students' listening comprehension skill as well to solve the instructional listening problems presented in this current study. Notably, in implementing the strategy, this current study employs MSI along with one of most common listening approach, which is called as Three-Phase Listening.

Metacognition is thinking about thinking. A psychologist first coined the term metacognition, John Flavell (as cited in Goh & Hu, 2013), defines metacognition as one's knowledge concerning one's cognitive processes and any products related to them. Additionally, (Goh, 2018) demonstrates that metacognition is a cognitive process which involves mental activities for

attending input, processing it in human working memory, and keeping the processed knowledge in long-term memory for further use. In L2 learning, metacognition has a significant role in improving students' ability to control their learning process and then develop more effective and appropriate learning strategies (Goh & Taib, 2006).

In regards to the great impact of metacognitive in language learning, this current study is aimed to investigate the employment of MSI in listening. Research on the implementation of metacognitive awareness in listening has gained attention in recent years. Many researchers have acknowledged the implementation of metacognitive as an effective approach for teaching listening. There are growing numbers of recent studies that give significant results that metacognitive awareness has potential effect in improving students' listening comprehension skill (Goh, 2008; Rahimi & Katal, 2012; Goh, 2014; Rahimirad & Shams, 2015; Maftoon & Alamdari, 2016).

There are many perceptions about types of listening strategies that have been proposed by scholars. One common form that is used by this current study is metacognitive strategies proposed by Vandergrift (2007). He identifies three main phases in MSI, namely planning, monitoring, and evaluating. Firstly, planning phase refers to the early stage in which the listeners acknowledge their listening process and develop the awareness of what should be done to complete a listening task. In planning phase, the learners were asked to predict the type of text, receive probable information or keywords, and identify the purpose of listening activity. Notably, this phase is crucial for learners as it gives broad opportunities for the learners to prepare themselves before listening to the listening inputs (Bozorgian, 2014). To support the effectiveness of MSI in improving students' listening skill, this current study employs another metacognitive strategy, namely directed attention (Vandergrift et al., 2006). Directed attention refers to the strategy to help the learners focus on the listening task and try to back on track whenever they are being distracted (Lu, 2022).

Furthermore, monitoring phase refers to listeners' ability to check and comprehend the listening task. During this phase, the learners are asked to listen or watch listening inputs (audio and video listening inputs) for the first time to assess their prediction about the topic based on probable keywords given in the planning phase. In optimizing the phase, this study also emerges monitoring phase to align with mental translation (Rahimi & Abedi, 2014; Rahimirad & Shams, 2014). Mental translation is associated with learners ability in distinguishing the meaning of words form target language. By implementing the mental translation, the learners are assigned to avoid translating words by words repeatedly (Bozorgian, 2014).

Lastly, evaluating phase is aligned with the ability to acknowledge the results of the planning and monitoring stages, whether they have accomplished specific goals they have set and how to reflect it. During this phase, learners are asked to assess their listening development and evaluate the results of their listening efforts (Bozorgian, 2014; Rahimi & Abedi, 2014). During the evaluating phase, the learners can increase learners' confidence level as they constantly evaluate their outcome of the listening task. Rahimi and Abedi (2014) proclaim that learners with higher awareness of evaluating strategy are more likely to achieve higher listening self-efficacy. Thus, to maximize this phase, following metacognitive strategies of strategic evaluation and performance evaluation are combined in the evaluation phase.

Regarding the background of the study mentioned previously it can be concluded that the objective of this recent study is to describe how metacognitive strategies instructions can be implemented in enhancing students' listening comprehension skills of eighth graders of Junior High School in 2022/2023 academic year.

Regarding the background of the study, this recent study is expected to employ the metacognitive strategies as a tool to solve the instructional listening problems. Therefore, as a way to follow up the purpose of the study, a research question is addressed as follows: *"How can metacognitive strategies instructions be used to enhance students' listening comprehension skill?"*

METHOD

This study employs Classroom Action Research as the research design. Classroom Action Research was selected in this study due to its practical function in focusing on employing particular learning strategy which was expected to tackle the instructional listening problems based on preliminary study data. This study found several instructional listening problems based on the data in preliminary study as mentioned in previous chapter. Therefore, CAR was chosen to help English teacher to improve their own teaching and learning process. This is aligned with Latief (2016) claims that CAR is practically used by the practitioners due to its main function as the way to develop particular innovative instructional strategies that suit learner's styles and needs to solve certain instructional learning problems in listening class. Based on the data gathered in preliminary study, this study derived a conclusion to implement metacognitive strategies instructions as the learning strategy to solve the instructional listening problems.

MSI was chosen as the most appropriate listening strategy to solve the instructional problems based on some circumstances. First, MSI provides learners with abundance opportunities to improve their listening comprehension. Implementing MSI in listening classroom significantly improves students' listening comprehension (Bozorgian, 2014). Moreover, generating MSI with process-based discussion in listening activity can also expand the scope of students' ability in comprehend the listening input as much the listening task to achieve optimal listening comprehension skill. MSI helps the students to comprehend the listening input through several strategies, namely *planning, monitoring,* and *evaluating*. By the help of these strategies the leaners can acknowledge, maintain, and achieve their listening development systematically based on

organized teaching scenario. With respect to implement MSI appropriately, this study employed and adapted a practical Classroom Action Research coined by Kemmis and Taggart (1998). Nevertheless, without changing CAR principal, this current study adapted the stages of this method to suit its traits. Therefore, the stages of CAR in this study are consisted of preliminary study, planning, acting, observing, and reflecting stages. Each step is employed cyclically in some following cycles based on the result in reflection stage.

This study was conducted at a Junior High School in Malang. This school was chosen as the setting of this current study because I teach at this school as the English teacher. The subjects of this study were eight graders of middle school in the early period of odd semester of the 2022/2023 academic year. The participants of this study are one class of eight graders. The participants are selected based on the result of the preliminary study conducted. Another personal reason of choosing this class is due to the flexible access as I personally teach this class as the English teacher. The subjects of the study are 32 students which are consisted of 16 female and 16 male students. All the students were included in all meetings, form preliminary test to final test. This study was carried out for eight meetings in total. The first and last meetings were used to conduct preliminary test and final test. Meanwhile, the rest of six meetings were employed to implement MSI in listening activity.

Kemmis and McTaggart (1988) propose several main steps of CAR; planning, implementing, observing, and reflecting. However, before implementing the lesson plan of metacognitive strategies in listening activities, I did a preliminary study to identify the listening problems by conducting an online classroom observation and giving the students a listening preliminary test.

Preliminary Study

The preliminary study was conducted before employing metacognitive strategies to improve students' listening comprehension. This current study decided to conduct a preliminary study to clarify my assumption and acknowledge in-depth information related to the listening problems. The preliminary instruments used were unstructured interview, unstructured classroom observation and preliminary test. The preliminary test was conducted on Monday, 1st August 2022., as it is shown in table 3.1, it was proven by their unsatisfied preliminary listening score, which were only 9 out of 32 students who obtained score above 72. In the preliminary test, the highest score was only 80. The data shows that majority of the students had low score in listening test which indicates there was an instructional problem within their listening skill. Therefore, there should be an innovative instructional listening strategy to improve their listening comprehension skill.

Referring the data of unstructured interview and researcher's observation, I devoted to conduct a preliminary listening test. The test was held on 1st August 2022. In addition, the listening comprehension questions were constructed based on students' level. In constructed the listening tasks, I took inspiration from the other listening tasks form different audio in British Council website. For instance, in constructing the multiple choices questions, I considered cognitive listening elements, such as listening for detail information. The preliminary test was consisted of two kinds of listening task types, multiple-choice and fill in the blank. In multiple-choice, the students were asked regarding main idea and details information related to the recording.

As respond to the preliminary test, a final test was also urgently needed to be conducted. The final test was done on Thursday, 1st September 2022. The final test was conducted after six meetings of implementation of metacognitive strategies instructions in listening classroom. The result of final test is used to check whether this study has accomplished the criterion of success and can be classified successfully implemented or not. By comparing the results of students' preliminary and final test, this study could see whether the strategy was successfully implemented or not. The final test was the same as the preliminary test because this study uses the comparison of students' preliminary and final scores as its criterion of success. Therefore, it is more practical to use the same test format for both preliminary and final listening tests.

Planning

After collecting the preliminary data, I had clear vision regarding the strategy in solving the listening problems. This study employed metacognitive strategy instruction to solve instructional listening problems; speed rate recording, unfamiliar vocabulary, and lack of homophones knowledge. This stage was consisted of five steps; designing a lesson plan, preparing research instruments, preparing materials and media, and setting criterion of success.

First, designing a lesson plan is crucial as it is the basic guidelines to run systematic listening activities based on the metacognitive strategy instructions as the grounding theory in this study. The lesson plan was constructed to lead the students to be able to acknowledge the essential of metacognitive strategy instruction and how it was implemented in their listening activities in order to solve their listening problems. Thus, this study also implemented the Three-Stages of listening which are Pre, While, and Post listening method as its teaching and learning steps. The lesson plan was constructed based on the Basic Competence 3.3 about suggestions and prohibition (should and must) and 3.4 about asking and giving permission. The materials were taken from *Silabus MGMP SM-MTs Bahasa Inggris* which is used generally by all the English teachers in Indonesia.

Second, preparing the research instruments. The research instruments have been developed to collect the data about the implementation of the metacognitive strategies on students' listening comprehension. The data have been collected and analyzed through mixed-method data analysis. Therefore, this study uses some research instruments, namely students' listening tasks, field notes, and students' listening scores throughout the process.

In this study, I used three types of listening tests; preliminary/final listening test and daily listening tasks. The first listening comprehension test is preliminary test. Another listening test was used in this study is daily listening tasks. The daily listening test was distributed in each meeting to check students' progress throughout the meeting. All of the daily listening tasks were developed based on two main basic competence, namely 3.3 about asking and giving information about suggestions and obligation *(should and must)* and 3.4 about asking and giving permission *(may I?)*.

During implementing the strategy, I worked collaboratively with the collaborator. The collaborator used two kinds of instruments; observation sheets and field notes. Observation sheets will be used to gather information related with students' activity during the implementation of the strategy. The focus of observation sheets was on the students' interaction between the classmates and teacher within the employment of the strategy and how far the students are able to employ the metacognitive technique proposed by the teacher. The collaborator acted as the observer during the teaching and learning process by filling out the instruments that have been prepared. The data was used as the supporting data to see the strengths and weakness of the study in every meeting.

Furthermore, the collaborator also expected to fill another instrument; field notes. The collaborator gave feedbacks and comments regarding the listening activities in every meeting. The field notes were constructed to focus on how the strategy was implemented and the students' attitudes during the implementation. The data of field notes was used to collect more specific information that might not be obtained by only using observation sheets. This instrument is important as one of researcher's supporting data to improve and observe her listening activity while implementing the strategy.

This current study utilized students' interview to collect the qualitative data. In addition, this study used two types of students' interview; preliminary interview and post interview. Both of the data were gathered to get deeper understanding regarding the issue in this current study. Preliminary interview was conducted during preliminary study along with the other data collected; preliminary test and classroom observation. In order to gather the data, I interviewed small number of the students randomly. In this regard, the young learners were allowed to express their opinions through Indonesian language to avoid bias and facilitate them in stating their feelings straightforwardly.

This study used questionnaire to collect the data. The questionnaire was distributed in the last meeting of the study. This instrument was used to see students' attitudes toward the implementation of the strategy in which whether they feel that this strategy was essential in improving their listening comprehension skill or not. By noticing students' attitudes, I could picture the strong and weakness of this strategy.

The questionnaire was adopted from Metacognitive Awareness Listening Questionnaire (MALQ) by Vandergrift et al., (2006). The questions were distributed to know students' attitude regarding some strategies being used in this study. The questionnaire was constructed based on 21 questions which represents each metacognitive strategy. The first to seventh questions represent *problem-solving* as the first factor in the questionnaire. Problem-solving factor describes a group of strategies used by the listeners to guess and monitor the interferences which cause the issue in comprehending the listening task (Vandergrift et al., 2006). The second factor (*planning-evaluation*) was illustrated in questions number eight to eleven. The listeners to prepare themselves to be ready before they listening to the listening input, monitor their listening process, and evaluate the results of their listening efforts used these strategies. Moreover, the third factor of *mental translation* is described in questions number twelve to fourteen. The ability to translate words form target language to their own language is being observed through these items. Another factor (*directed attention*) was represented through questions number fifteenth to eighteenth. These items were designed to acknowledge students' perceptions towards their strategy to concentrate and stay on the listening task. The last factor is *person knowledge* was represented through questions number nineteenth to twenty-first. Those four items were described to see listeners' perception concerning the difficulty in the listening input and listening task.

Subsequently, this study used certain criterion of success. The use of criterion of success in this study is essential in order to define whether this strategy is successfully implemented or not. This study is considered to be successful based on the result of their final listening test score. If all of the students received 10 points higher on their final test compared to their preliminary test, means that this study is successfully implemented.

Implementation

During this stage, I employed the metacognitive strategy instructions to enhance students' listening comprehension skill. As this study focuses on the strategy, the teaching planning played important role in this study. The lesson plan was constructed based on metacognitive strategy instructions theory (see Appendix 6 to 11). I acted as the teacher during the teaching and learning, meanwhile the collaborator observed the teaching and learning activities by filling out the observation sheets and field notes. The use of those instruments as the supporting data of the action. I developed or change her lesson plan if during the implementation of cycle 1 could not achieve the criterion of success as it have been defined previously. Those data are also essential as the standard in revising lesson plan on Cycle 2 if it was needed.

Data collection and observation

The data collection was done in the observing stage. This study used both quantitative and qualitative data related to the criterion of success targeted in the research to answer the research problem. The quantitative data was in the form of two kinds of students' listening scores; preliminary and final listening tests and daily listening scores. Meanwhile, the qualitative data was gathered from classroom observation, field notes and semi-structured interview after conducting the strategy which recorded the classroom atmosphere and students' attitude regarding the employment of the strategy to solve the research problems. After collecting the data of students' listening problems, another data related to the implementation of metacognitive strategies were gathered. By the help of collaborator, all the data collection were done during the implementation of MSI in the listening class.

Data analysis and reflection

The analysis and reflection phases were done after observing the action. The data analyzing was done through reflection step. In this step, the data was analyzed to determine how far the data have proven to show the success of the strategy in solving the listening problems. During this stage, the data were analyzed quantitatively and qualitatively to consider whether the implementation of the strategy is successfully implemented or not. I examined the data with the criterion of success that have been defined previously. The result of observation sheets and field notes were analyzed originally by the collaborator and me to see students' listening atmosphere progression.

RESULTS

In regards to answer the research question of how MSI can be implemented to improve students' listening skill, it was decided to elaborate trends that were found during the implementation of MSI to enhance students' listening skill. In describing the trends, this section illustrates the findings with excerpts and quotation from qualitative analysis. Based on the data evaluated in this study, several significant trends were found in influencing the successful of this study. The explanation of each trend obtained from the data analysis can be seen as follows.

MSI strengthen students' prior knowledge in listening

Implementing MSI in listening stimulates students' prior knowledge of listening process. In planning stage, the students were provided with abundance of background information regarding the listening topic given to build students' prior knowledge. Providing sufficient prior knowledge has significant impact in assisting the students to understand the listening inputs and task more efficiently. In addition, in the planning stage, students were given prompt questions to stimulate their readiness before listening to the listening inputs. The results from semi-structured interview exposed that implementing MSI in listening skill enable the students to be more driven in comprehending the listening inputs and listening task effectively. As narrated by respondents 1 and 3:

"...planning strategies helps me in visualizing what is the audio or video about." R1
"...pre-discussion also help me to acknowledge some probable keywords that will be appeared frequently during the listening inputs." R3

A common view amongst interviewees was that MSI could improve students' vocabulary mastery. Exposing the students with sufficient probable keywords in earlier stage is proven in encouraging students' vocabulary size in many ways. As narrated by respondent 2.

"...I found planning strategy is enjoyable for me because it provides many options of probable keywords to help me enrich my vocabulary mastery." R2

Additionally, one interviewee specifically argued that he could be more aware of distinguishing homophones in listening inputs. Previously, majority of the students often misinterpreted speech words and written words. Thus, they often made mistakes while completing the fill in the blanks activity in earlier meetings. For instance, large number of students had crisis in differentiating words "*flower*" and "*flour*" which both of them have same pronunciation but different spelling and meaning.

Exposing adequate background knowledge, subsequently, also enhances students' topical knowledge regarding the listening inputs. Before conducting the strategy, the students feasibly were unaware of how significant enhancing their topical knowledge to help them in understanding the listening input and listening tasks. Far before acknowledging MSI, they only focused on translating words-by-words they heard in the listening inputs. Thus, listening activity, previously, was merely only about vocabulary mastery. Therefore, MSI is designed to promote students' topical knowledge to help them in comprehending listening input effectively. Topical knowledge refers to one's knowledge familiarity about certain topic related to the audio or video (Goh and Taib, 2006). It was shown from the result of the interview. As mentioned by one interviewee.

"... I often correlate the topic that I knew based on teacher's explanation in the planning stage to make bridging comprehension regarding current audio that I listened. Thus, it helped me to understand the context and answer the listening task." R1

The above interview result was triangulated with post-questionnaire result point 2: '*as I listen, I compare what I understand with what I know about the topic.*' Over half of those surveyed students (72%) strongly agreed toward the statement and none of them disagreed. Moreover, point 5 also conveyed similar perspective: '*I use the general idea of the text to help me guess the meaning of the words that I don't understand.*' Of the 32 students who completed the questionnaire, nearly more than half (59%) of the students claimed strongly positive attitudes toward the statement. The activities in planning stage triggered students' perception towards the listening topic effectively. Those results indicate that majority of the students positively believed that sufficient prior knowledge, keywords, and topical knowledge significantly improve their listening comprehension.

MSI incorporates process-based discussion

As regard to process-based discussion, apparently, the implementation of MSI enhances students' motivation and confidence in listening activity. In fact, when the students have proper amount of background information they eager to convert listening task apart from decoding critical words and phrases. Moreover, they were also given time to share what they had obtained from their listening tasks and discussed it within the classroom-discussion in the evaluation stage. Respondent 3 conveyed her feelings with regard to collaboration activity. She claimed that this activity could enhance her to be more confident after sharing her thoughts especially when her friends had the same perspectives as hers. She mentioned:

"...my favorite activity is when we have classroom-discussion after listening to the audio or video. During that discussion, I could share my thoughts about the listening tasks. When I had same opinions as my friends', my confidence level was increasing as well." R3

Field note 6 could be seen as further validation to the interview result afore stated.
Field note 6
Apparently, there is a significant improvement on students' motivation, confidence level and classroom atmosphere compared to previous meetings.

Subsequently, through process-based discussion, MSI also encourages students' willingness to continue to listening to the audio or video during monitoring stage. Since from the third meeting, the students were asked to do listening activity collaboratively within their peers and groups. This was proposed by the collaborator after observing listening activity in the first meeting. She then suggested to corporate peer or group-based collaboration during monitoring stage. This was suggested due to insufficient results of the first and second meetings. She narrated in field note 2 as follows:

Field note 2
In the first and second meetings, the students had difficulties in comprehending the listening context and received low marks in their listening tasks afterward. Therefore, it is urged to ask them to work collaboratively with their peers or groups.
Teacher's talks in MSI

As narrated by respondent 1, he stated that teacher's talk holds significant influence for him to comprehend the listening input and listening task.

"...it is easier for me to understand how to do the listening tasks based on my teacher's explanation. While giving the instruction, my teacher explained them so well. For instance, I had to focus on the detailed information while completing my multiple-choice questions. Thus I can complete the listening tasks effectively." R2
"... when I listen to teacher's talk, it is easier for me to understand the instructions because she explained it to us in slower pace so we can understand them well based on our level." R3

Field note 4 was found in the same vein with interview results expressed above.
Field note 4

It is better to optimize teacher's instructions while describing listening inputs and explaining the listening tasks. It is useful for the students so they can obtain better comprehension to the listening activity.

Taken together, these results provide important insights into indication of significant impacts of MSI in improving listening comprehension based on above interview and questionnaire analysis. Majority of the students confirmed that they enhanced their listening comprehension through MSI. Notably, significant trends were found through qualitative analysis, namely MSI improves students' background knowledge, incorporates process-based discussion, and the important of teacher's talk in MSI. However, despite the positive issues outlined above, negative issue also needs to be taken into account. When the interviewees were asked which activity of MSI they found most encouraging to them during the listening activity, the majority commented that planning and evaluating stages were outstanding for them because it provides discussion process in both stages. Monitoring stage, however, might be seem neglected, yet for some students it is still meaningful for them. When I asked them personally during classroom discussion, which of the stage they liked the most, approximately small number of the students (21%) chose that monitoring still be their favorite.

DISCUSSION

The result of this current study is aimed to give an empirical support to the body of knowledge in the implication of metacognitive strategies instructions in improving students listening comprehension skill. Based on the data, it was proven that the implementation of metacognitive strategies instruction merged in teaching scenario in listening activity successfully improved students' listening comprehension. The finding in this current study supports previous studies which proclaim that metacognitive strategies instructions has meaningful impact on improving students' listening skill. It is in line with Goh (2008), Rahimi and Katal (2012), Goh and Hu (2013), Goh (2014), Rahimirad and Shams (2015), Nosratinia, Ghavidel, and Zaker (2015), Maftoon and Alamdari (2016), Nurhidayah and Ma'mun (2016), Goh (2018), Faradisa (2021), Robillos and Bustos (2022), Bozorgian and Shamsi (2022), Bao (2022). Those previous studies indicate that a metacognitive strategy is significant in improving students' listening comprehension skill.

Therefore, this section set out how MSI is implemented to improve students' listening skill generally by emerging it with listening teaching scenario based on the data from the findings. Subsequently, the findings also found several trends of MSI that specifically influence to the improvement of students' listening skill, namely enhancing students' background knowledge, promoting process-based discussion, and the importance of teacher's talk in MSI.

MSI is proven in improving students' listening skill by enhancing their background knowledge in listening. This finding is in line with Rahimirad and Shams (2015) which claim that the exploration in the planning stage leads to the improvement of student' self-esteem. This stage requires the students to develop their background knowledge based on some keywords given previously in the whole class discussion (Faradisa, 2021). This activity gives them a sense of confidence and support in dealing with the listening input as they had been showered by meaningful background knowledge so they are more prepared in listening and completing the tasks.

Additionally, Wallace (2020) examines one of emerging factor that is influenced by the sufficient of students' prior knowledge is topical knowledge. During the planning stage, my students were trained to familiarize to the common topics, expected vocabularies, expression, grammatical structure, and given some questions to stimulate their background knowledge. In this stage, they were also introduced to the listening journal which focusing on the planning section. There were also asked to write down what kind of information they have known and they wanted to know before listening to the listening input. This stage was meaningful to prepare them to be ready before listening to the listening inputs and make them easier to recall the information in the monitoring stage.

Subsequently, this strategy is essential in helping them to comprehend the listening input and do the listening tasks by promoting process-based discussion. The metacognitive instruction helps the students to monitor the listening comprehension, such as ability to listen for detailed information, comprehending the main idea, or for the gist of the speaker's utterance. In accordance with Nurhidayah and Ma'mum (2016) emphasize the advantage of pair and group discussion during the monitoring process. During this stage, the students used their background knowledge to comprehend the listening input and pay attention to answer the listening test given. They worked in-group and pair to discuss those problems. Additionally, through pair work and group-discussion, they also shared various information about what was typically become the important keywords, how they use those keywords to solve the problems, what kind of information most used to answer the questions, and what was the most appropriate strategy they could use in listening to the listening input.

The impact of process-based discussion also can be seen during evaluating stage. In this stage, the students were required to be able to reflect on their performances during the monitoring stage through post-discussion. This activity trained the students to acknowledge their own strengths and weaknesses or obstacles in listening skill within their peers or groups. In line with Goh (2018), she mentions that metacognitive strategies instruction can help the learners to acknowledge the mental processes in the listening comprehension, recognize some features of spoken language that influence how they comprehend the word and improve their listening performance by implementing some strategies suggested. Implementing MSI in listening activity has shifted the idea of learning from focusing only on the listening product (product-based) to gain more attention on the listening process (process-based) (Rahimirad & Shams, 2015; Robillos, 2022).

Additionally, it is undeniably true that there might be other aspect that has significant role in influencing the succeed of this current study. Yet, this current study also derives another aspect that necessary to be discussed is the utilization of the listening input. Based on the result of the finding, it was found that this study has utilized two kinds of listening inputs while implementing the strategy; audio and visual listening inputs. As expectedly, their listening score on the daily test were higher when it comes to use the visual listening input rather than the audio ones. Although the score difference between both listening inputs were not that high, however, it is still proven that the help of visual cues is important in this current study. It is in accordance with the study by Wottippong (2014) and Stivani and Hayati (2012) which claim that the existence of visual cues lead the student to comprehend the listening input more effectively rather than audio input only. By utilizing videos, the students could comprehend the meaning of the video visually. They could interpret the clues by correlating its language spoken, how it is described within the pictures, and the subtitle given to some videos.

Taken together, this study focuses on exploring effective teaching scenario of MSI to improve students' listening skill. Therefore, form those discussions, this study concluded several effective metacognitive strategies (e.g. planning, monitoring, evaluating, directed attention, performance evaluation, and strategic evaluation) that are merged with the teaching scenario to improve students' listening comprehension skill. Meanwhile, the presence of mental translation strategy could not give significant influence in enhancing students' listening skill. Therefore, further evaluation towards mental translation is urgently needed to be done.

CONCLUSION

The results of this current study provide additional empirical support for the body of knowledge that metacognitive strategy instruction is successful in helping the students to improve their listening comprehension skill. This statement was concluded based on the result of preliminary and final listening task that has successfully achieved the criterion of success. This study is considered to be successful based on the result of their final listening test score. If all of the students received 10 points higher on their final test compared to their preliminary test, means that this study is successfully implemented. Therefore, this study has also found that the implementation of MSI could also overcome some listening issues, such as unfamiliarity vocabulary and listening speech rate. After being exposed to MSI program, the students showed positive impact in acknowledging what to do before, during and after they listen to the listening inputs due to the presence of planning, monitoring and evaluating process.

In the planning stage, the students were trained to optimize their background knowledge by the help of predicted clues they received through classroom discussion. Based on the data of semi-structured interview and students' questionnaire, it was found that majority the students chose planning stage as their most helpful stage. It may happen because of the presence of prior knowledge building. During this stage, they were given abundance of expected vocabularies, grammatical structures, topics, contexts and any other related information to the listening inputs to prepare them before listening to the listening inputs. Moreover, this stage also helped them in boosting their mental process and confidence level. Thus, while listening to the listening inputs, the students also is given chance to optimize their comprehension by utilizing their prior knowledge to comprehend the listening inputs and answer the tasks. In the evaluating stage, the students were also able to reflect on their performance by checking whether they have achieved their own learning goals or not. This activity could help the students to acknowledge their own weaknesses and strengths as well as building their autonomous learning ability.

Additionally, this uses the implementation of MSI stages along with Three-Phase Techniques that are pre-listening, whilst-listening and post-listening. However, to support the three main stages and make the listening activity became more efficient, this study also employed another MSI stages, such as directed attention, mental translation and strategic/performance evaluation. In each meeting, the employment of MSI stages and Three-Phase Techniques were described as follow: (1) pre-listening (planning and directed attention), (2) whilst-listening (monitoring and mental translation), and (3) post-listening (evaluating and strategic/performance evaluation).

In spite of all the meaningful impacts that MSI provide to the improvement of students listening skill, it could not be denied that this current study also has some limitations that need to be taken into account. Regarding some limitations, such as relatively small size of sample, limited MSI strategies used and different students' learning style, generalizing the results of this study should be done cautiously. However, since this study carries out a classroom action research, it was barely possible to find a large number of groups of EFL young learners. The major limitation of this current study hinders the small sample size of only one big class which approximately only 32 students. However, learners' individual differences such as attitude, aptitude, motivation, personality, gender, and learning style are potential elements that have to be taken into an account (Zheng, 2018). Finally, it is worth mentioning that this study is worth trying to be implemented in the English program. Therefore, this study recommends some suggestions for practitioners and future researchers who have same interest on conducting research on implementing metacognitive strategy instruction to improve students' listening skill or similar topic.

First, the suggestion is presented to the practitioners. The implementation of MSI in language learning is not limited to listening skill only, yet they can employ the strategy to broader context of language learning, such as speaking, reading and writing. Utilizing the media in listening has beneficial impact to support the listening comprehension through MSI. The students also received broader opportunities to comprehend the listening activity due to the enjoyment of listening media given. If the

practitioners are willing to use audio input, here are some recommendations: British Council (https://www.britishcouncil.org/), TED Talks (https://www.ted.com/talks), ELLO (https://www.elllo.org/), Randall's ESL Cyber Listening Lab (https://www.esl-lab.com/), ESL Kids Lab (http://www.eslkidslab.com/), etc. Furthermore, if the teachers are willing to use visual cues listening inputs, they can visit some education channels provided on YouTube, such as *Easy English (https://www.youtube.com/@easyenglish551) and English SingSing (https://www.youtube.com/@EnglishSingsing/featured)*

Lastly, this study offers some suggestions for the future researchers who are willing to conduct the same or similar research topic. They need to know the focus of their interest. They can also explore to implement this strategy to other language skills, such as speaking, reading, and writing. Furthermore, the future researchers need to explore other potential elements of MSI; those are planning, monitoring, problem solving, directed attention, mental translation, and person knowledge to the body of knowledge to obtain broader and rich results. The future researchers can modify and implement all those components at once to suit their focus and research context.

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