

The Effectiveness of Metacognitive Strategy in Teaching Listening Comprehension on Descriptive Text on Tenth Grader of Senior High School

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Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui efektivitas dan perbedaan signifikan setelah implementasi strategi metakognitif dalam mengajar pemahaman mendengarkan pada teks deskriptif. Penelitian ini dirancang sebagai penelitian kuantitatif pre-eksperimental dan siswa kelas X-B Madrasah Aliyah Negeri 1 Pamekasan sebagai subjek penelitian. Try-out, pre-test, dan post-test digunakan sebagai instrumen untuk mengumpulkan data. Peneliti menganalisis data dengan membandingkan hasil pre-test dan post-test skor menggunakan rumus T-test pada SPSS 20. Hasil penelitian menunjukkan bahwa ada perbedaan signifikan setelah mengimplementasikan strategi metakognitif. Hal ini dapat dilihat dari skor pre-test dan post-test, nilai rata-rata pre-test 51,60 dan nilai rata-rata post-test 82,14. Dapat disimpulkan bahwa skor tes meningkat dan penggunaan strategi metakognitif mampu meningkatkan pemahaman mendengarkan siswa, karena strategi metakognitif dapat membantu proses siswa dalam merencanakan, memantau, dan mengevaluasi pembelajaran bahasa mereka untuk meningkatkan pemahaman mendengarkan mereka.

Kata Kunci: Mendengarkan, Teks Deskriptif, Strategi Metakognitif

Abstract

The aim of this study is to know the effectiveness and the significant difference of metacognitive strategy in teaching listening comprehension on descriptive text. This study was designed as a pre-experimental quantitative research and the students in class X-B of Madrasah Aliyah Negeri 1 Pamekasan were determined as the subject of the study. Try-out, pre-test, and post-test were used as an instrument to collect data. The researcher analyzed the data by comparing the results of pre-test and post-test score using T-test formula on SPSS 20. The result of the study showed that there was significance difference after the treatments given. It can be seen from the pre-test and post-test score, pre-test mean value 51.60 and post-test mean value 82.14. It means that the score of the tests had increased. It can be conclude that the use of metacognitive strategy was be able to improve students' listening comprehension of the students, because Metacognitive strategy can help students' process in planning, monitoring, and evaluating their language learning in order to improve their listening comprehension.

Keywords: Listening, Descriptive Text, Metacognitive Strategy

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INTRODUCTION

Listening skill holds an important role in learning language because listening is as an active process which the listeners construct meaning from oral input (Bentley & Bacon, 1996), and it also could affect reading and writing abilities of learners (Scarcella & Oxford, 1992; Vandergrift, 1997). For foreign language learners, in the process of understanding speech listening comprehension strategies are necessary for developing proficiency, and if the learners could not comprehend what the speaker intends, it might be able to be a cause of

misunderstanding in communication. In other words, listeners must actively process the information (Young, 1997) to acquire knowledge to their long-term memory and create their own interpretations of utterance passage (Murphy, 1985; Mandelsohn, 1994; Young, 1997 cited in Shirani & Yamat, 2010).

Listening comprehension is a process in which individuals concern on particular audio input that the meaning is constructed and related to schemata (O'Malley, Chamot, & Küpper, 1989). The English learners are demanded to be able to be active participants by recalling the information in the listening

comprehension activity. While listening, a learner may realize that he or she does not understand what is being said by the speaker. At this point, some learners give up or get caught in a monologue trying to translate a specific word in their mother tongue. They may lose their self-confidence and conclude that they are not able to understand spoken English well and get frustrated. According to Vandergrift & Goh (2012), apart from having to deal with anxiety, learners also face the challenge of not knowing how to listen when they receive an aural input.

In this research, the researcher chooses the descriptive text as a material in order to apply metacognitive strategies to teach listening comprehension on tenth grader of senior high school. It is based on KD 4.4.1 in Permendikbud No. 24, 2016. Based on teaching-learning of the writer's experience when did PPP (Field Teaching Practice), listening is quite difficult for students to master, especially for listening descriptive genre. The fact shows that there are some problems faced by learners in listening, most of them are not able to hear the recording well and grasp the meaning of words or sentences conveyed. It means that their listening skill is still inadequate. It mostly happens in the listening activities. Generally, they have difficulties to understand the utterances of what the speaker said, it happens because they do not use effective strategy while listening process occur. In short, by using metacognitive learning strategies the learners get an understanding about their thinking and ability in listening comprehension materials as well.

Metacognitive strategies refer to methods used to aid the way of learners' comprehension in learning process; in other words, it means that methods have been designed for learners to get understanding about their thinking. On the other hand, metacognitive strategies is emphasized on the students' own strategies in which teaching learning process the teacher only as a facilitator and good model. Therefore, it is expected that the materials are be able to listen effectively by the students after the implementation of metacognitive strategies. Metacognitive strategies involving planning, monitoring, and evaluating comprehension (Peterson, 2001). However, According to Vandergrift's (1997) point of view, planning stage has four strategies; advanced organization, directed attention, selective attention, and self-management. In monitoring stage, there are three kinds of monitoring stage, comprehension monitoring, auditory monitoring, and double-check monitoring. Evaluation stage can be distinguished into performance evaluation and problem evaluation.

Planning

Planning is the first stage of the process in metacognitive listening comprehension that teachers must attempt. It is a systematic process of prioritizing the skills and thinking in problem solving. The stage of planning helps to create solutions. This also helps to understand more about the problem itself. This process leads the learners to rethink or string back the problems.

In planning stage teacher has to attend some strategies. First, advanced organization, can be used as an instrument to introduce the lesson topic and exemplify the association between what learners are about to learn and the information they have already acquired. In this stage, the teacher must write a topic on the board and ask learners the importance of listening to this type of announcement, it means that the objectives of a specific listening must be decided by the learners. The second strategy of planning is directed attention. In this case, teacher is allowed to ask the type of information which is supposed to be heard by students when teacher sets up a listening task. To acquire a general understanding of what is listened in a listening task, learners must pay attention to the main points of what they listen to. In selective attention, before listeners listen a second time to a recording, they must pay attention to details in the listening task, while the teacher sets specific types of information for them to listen for. In self-management, learners have to organize their own motivation for a listening task. On the other hand, the teacher make a conversations with the learners in the second language before setting up the listening task, so that they get their mind frame about listening to the second language (Vandergrift, 1997).

Monitoring

Monitoring is the stage of collecting and analyzing information process systematically on learning activities. Therefore, corrective action can be conducted to improve future activities. According to Vandergrift (1997) there are three ways of monitoring that can be applied, those are comprehension monitoring, auditory monitoring, double-check monitoring.

Comprehension monitoring is a process in which learners conclude whether they understand or do not understand of what they have listened. It means that learners are checking their understanding and monitor in stages of task that requires, so that the final part is easily understood. Auditory monitoring, the teacher asks learners' perception of spoken text using the first language. For example, the teacher asks learner to listen to a tape and decide how the characters feel. Then learners make decision as to whether something sounds "right" or not. In double-check monitoring, learners

should be checking one's monitoring across the task and at the end of task, listeners' previous knowledge should be reviewed by the teacher.

Evaluating

Evaluating is the process of assessing the achievement of performance goals and disclosure issues to provide feedback for improvement of the quality of the performance itself. Skill evaluation is required by learners in learning activities.

There are two kinds of evaluating stage that can be used as an instrument of evaluation, performance evaluation and problem evaluation. In performance evaluation, the teacher focuses on a technique used to encourage students' critical thinking about their individual performance. For instance, by asking how many percent learners' understanding of what they have comprehended. Next, how well their performance task will be judged by the others. Problem identification strategy directing the learners to decide the obstacles that still exist preventing listeners to complete their task successfully. On the other hand, the teacher asks learners' identification of any part of the text that was difficult to comprehend, after completing a listening task.

In this study, metacognitive strategy is implemented to the listening processes. Listening processes are used in the teaching-learning process which several listening processes have been developed by the researchers. According to Holden (2004) the sequence of listening process is divided into three stages, those are pre-listening, task-listening, and post-listening. Those are the mainstay in the teaching of listening comprehension. It serves to direct learners toward a consistent approach to planning, monitoring, and evaluating learners' comprehension.

The preparation to know what they are going to hear and do and how the task is done is one of the component of pre listening activity that should be done. The learners must concern that their schemata relevant to the content, background, and goals or purpose of the task that learners are going to hear. The purpose of listening should be created based on required information. This can be ways in which the task can be understood before listening begins.

Pre-listening process will help the learners to determine the purpose about what to listen and their attention while listening. Pre-listening task can consist of a variety of activities which will enable the learners to acquire knowledge that is necessary for listening process, it will also give the learners confidence for successful listening. In the while listening stage, Learners should be encouraged to be aware of their level of comprehension and compare the input that they got with their assumption

in the pre-listening stage. Then they have to determine the appropriate strategy that can be used. Post listening activities give a chance for learners to evaluate their level of comprehension. The simple way to encourage learners can be done by comparing and discussing strategies and reflecting on alternative approaches.

According to the previous study by Birjandi & Rahimi (2012) entitled "*The Effect of Metacognitive Strategy Instruction on the Listening Performance of EFL Students*" reveal that the use of metacognitive strategies has a positive effect on the listening performance of the learners. The aim of the study is to find the effect of metacognitive strategy instruction on the listening performance of EFL university learners. The result shows that it improves the metacognitive knowledge of the learners in listening comprehension performance. Moreover, another previous study by Lowry & Debora (2013) entitled "*Metacognitive Strategies to Enhance Students' Listening Comprehension Ability*" which the aim of the study to find out the enhancement of students' listening comprehension ability using metacognitive strategies on SMAN 1 Parongpong. The result of the study shows that there was insignificant difference, and it is effective to enhance students' listening comprehension ability. Metacognitive strategies have given an increase in students' listening comprehension.

Based on the previous studies, the researcher would like to conduct further research by investigating the effectiveness of metacognitive strategies on students' listening comprehension by using descriptive text. The use of metacognitive strategies in this research because it becomes one of their focused materials, and it is based on the curriculum of the tenth grade students of senior high school. On the other hand, the researcher wants to know the result of applying metacognitive strategies for tenth graders of senior high school students will be success or not as the previous studies did, where English is taught as foreign language in Indonesia. Hopefully, by using metacognitive strategies in the listening comprehension process in tenth graders of senior high school will be able to get the learners understand and develop English proficiency as well in their listening comprehension performance to enhance listening skill.

Based on the explanation which has been discussed above, the researcher formulates research question: "*How is the effect of using metacognitive strategy to teach listening towards students' listening comprehension achievement?*".

The study is focused on the implementation of "Metacognitive Strategies" as a technique in teaching listening comprehension and the effects on the students' listening skill. This research follows the Peterson (2001) in which metacognitive strategies have three sets of

strategies; planning, monitoring, and evaluating and those strategies would be applied in listening activities which have three sections, pre-listening, while-listening, and post-listening. The effect of the use metacognitive strategies can be found on their pre-test and post-test result. The limitation of the study is about the effectiveness of metacognitive strategies by investigating the significance difference in listening comprehension process between students who use metacognitive strategy and who do not.

METHODOLOGY

As the research question presented on chapter 1, pre-experimental research was chosen as the research design since one group pre-test and post-test as the most appropriate design to answer the research question (champhell, 1963). In this design, the research was conducted by choosing one group where the results of the pre-test and post-test were compared to examine the effectiveness of the treatment. There were three steps that was conducted. The first step was that the sample group was given pre-test to measure the capability of listening skill before given treatments. The next step was implementing the treatments to the sample group. The last was conducting the post test to measure the students' listening skill achievement after the treatments given.

To answer the research question, the results of the pre-test and the post-test were analyzed quantitatively to see the effectiveness of the treatment and the significance. The design of the research is clearly shown below:

Sample Group	Pre-test	Treatments	Post-test
Class A	X1	Y	X2

The table above shows that the research was conducted in three steps and the effectiveness and the significance of the treatments were generated by comparing the variable X1 and X2.

In quantitative experimental research design, variables are the characteristic which consists of dependents variable, independent variable and manipulation variable (Ary et al. 2010: 266). These variables were considered based on the purpose of the research. In this research, there are two variables, they are independent variable and dependent variable. Independent variable is a variable which is observed. It influences and give effects in dependent variable. The independent variable was the treatment which was the use of metacognitive strategy in teaching English. The dependent variable was the students listening

comprehension achievement which influenced by the independent variable.

Population is all members of people, events or objects in which they take to be observed (Ary et al, 2010). The populations of this study were all classes of tenth graders of Madrasah Aliyah Negeri 1 Pamekasan. There are 180 students of tenth grader divided into six classes which each class consists of 30 students. A sample is taken from population as a small portion (Ary et al, 2010). The sample of this study was two classes from the population. The researcher took two classes, those are class XA which was consisted of 30 students as a trying-out class and XB which was consisted of 28 students as a sample group. It was based on the recommendation from the English teacher of Madrasah Aliyah Negeri 1 Pamekasan that the class was chosen randomly. It means that classes' selection of tenth grader was students who had good or moderate intelligence. The three steps of the research which were pre-test, treatment and post-test was conducted on the sample group class.

In this study, some tests were used as an instrument to collect data in order to answer the research questions. The test consists of two parts; multiple choice questions and true-false questions. There were three kinds of test, those were try out, pre-test and post-test. Pre-test and post-test were used to measure the students' listening comprehension achievement to make a judgment. First, the test was checked the validity and the reliability by analyzing manually. The reliable and valid test were used in conducting pre-test and post-test to see the hypothesis of the study was correct or not that was by comparing the results of the pre-test and post-test to see the effectiveness and the significance of the treatment. The researcher used a try out as the instrument to the trying-out class, it was given before pre-test and post-test were conducted to examine the validity and the reliability of the test. The test was adjusted to the students' level whether the test was too easy or too difficult for the students. The validity and the reliability of the test are considered based on some measurements which are the validity inferences of the test's scores and the degree of the consistency (Ary et al, 2010:239). The validity of the test shows the appropriateness of the test with the materials given by the teachers. This considered whether the test is suitable to the students' level or not. To determine the validity of the test question is using point analysis technique biserial formula. Reliability is the degree of consistency of the test which it measures and whatever it is measuring (Ary et al, 2010: 236). The measurement of the reliability was done by using Spearman-brown formula.

In this study, the data were collected through the following steps; at first meeting, the researcher gives try-

out test to the trying-out class in order to know the validity and reliability of the test. At the second meeting, the researcher gives pre-test to the sample group class. The pre-test given is listening descriptive text conducted to know the students prior-knowledge in listening descriptive text. At third and fourth meeting, the treatment is given to the sample group by the English teacher. It means that the treatment was given twice. At the last meeting, the researcher gives post-test to the sample group class. The post-test given is the same as the pre-test but in different interval in order to know the significant difference of students' result after treatment given.

The data analysis is conducted by comparing the results of pre-test and post-test score using T-test formula on SPSS 20. This is purposed to examine the effectiveness of the treatments and the significant difference of the treatments. The effectiveness of the treatment is determined if the p value of the T-test result is less than .005. Then, the significance difference of the treatments is measured by using the eta squared formula. The effect size of treatments is interpreted using the guideline proposed by Cohen (1998:248) which is presented below:

Size of Effect	Effect Size (d)
Low effect	$.02 \leq d < 0.5$
Medium effect	$.05 < d < 0.8$
High effect	$d \geq 0.8$

The guideline above helps the researcher to determine the effect size of the treatments whether the treatments have big or small contributions towards students' listening comprehension achievement.

RESULT AND DISCUSSION

Result

The result of try-out was calculated manually. In analyzing the questions, researcher needed to know whether the questions were valid or invalid by creating tables of r-table. R-table is a coefficient table which identifies the correlation "r" moment product. The r-table used was the limitation indicator or the r-table of the try out result is 0.396 while the correlation among those questions are analyzed which is named, r-value. R-value is used to explain the percentage of one variable's contribution to another. The researcher needed to compare r-table and r-value from each question, the researcher found that there was or not the correlation between the questions. However, r-value should be higher than r-table if the question is valid. When the condition between r-

table and r-value is opposite from previews condition, the question must be invalid.

Based on the try-out result, there are five questions which are invalid because t-value for each numbers is less than 0,396. Those are number 2 (r-value= -0,443), number 3 (r-value= -0,22), number 6 (r-value= 0,095), number 10 (r-value= -0,145) and number 18 (r-value= 0,349). Thus, the questions are eliminated in the pre-test and post-test. After knowing the validity, the researcher found the reliability in order to know whether the test is suitable with the students' ability in listening descriptive text. The reliability of test is $r_{11} = 0,675$ (see appendix 2.3). As the test is valid and suitable for the students' capability, when conducting the pre-test and post-test, the questions test were the same with the try-out.

The result of the pre-test was shown that the minimum score of the students is 35.00 while the maximum is 70.00. Furthermore, the mean score calculated was 51.5071. The result of post-test, it is found that the minimum score of the students is 70.00 and the maximum score is 95.00. There is an increasement from pre-test and post-test score which can be seen clearly from the mean score result. There is a significant difference between pre-test and post-test from the sample group. The mean of pre-test is lower than post-test which increased from 51.6071 to 82.1429.

In analyzing the improvement the sample group, the researcher need to conduct and compare the statistical analysis between the result of pre-test and post-test. Therefore, the researcher used paired sample t-test to know the comparison from two variables of one subject. The result shows that there is a progression of the sample group. The results between pre-test and post-test are not equal which are indicated by p value = 0.00 the mean is -30.53571 and the t value is -32,510. However, it is found that the result is negative as the first result is lower than the second. Thus, the improvement of the sample group increases significantly, it can be seen based on the mean scores. The effect size of pre-test and post-test is very high size (eta squared = 0.97).

However, the hypothesis should be proven in some evidences related to the context to know whether the hypothesis is correct or not. There are two hypothesis including alternative and null hypothesis. As a result the alternative hypothesis which stated that there is a significant difference from the students' result, is accepted. On the other hand, the null hypothesis which stated that there not significant difference from the students' result, is rejected.

Discussion

The data showed that there were still some students who have very low score in the test. The score of the students are not equal which were caused because there were some students who found the difficulty in finding the information from the recording. The mean of the class is not too bad but also it is not too good but the result shows that the minimum score of the students increased. Based on the students' score, the researcher also found that the students listening comprehension has been improved even though the treatments are given twice, it can be seen that the sample group mean score increases significantly. The improvement can be seen from the both the result that showed the difference of the mean (M). Therefore, the researcher concludes that the metacognitive strategy improves the students listening comprehension. Based on the data result this strategy is very effective to help the students in increasing the listening comprehension especially for descriptive text. The treatment section was given by the teacher. It consists of three parts containing metacognitive strategy, those are planning, monitoring, and evaluating.

In the planning stage, the teacher as a guide that encouraged the students to use metacognitive strategy (advanced organization, directed attention, selective attentions, and self-management). The teacher introduced the lesson topic by showing a picture on LCD. Then, the teacher checked their prior knowledge of the lesson topic by asking what information they would hear based on the pictured showed. After that, the teacher gave a metacognitive pedagogical sequence sheet (proposed by Vandergrift 2004 & 2007) to each student to fill in. Then, the teacher was supposed to ask the students to write down the ideas that came to their minds when listening to the title of the activity. While the teacher asked the students to predict what information they would get based on the picture showed by making a group consists of five members. By making a group, it could be an opportunity for the students to discuss and share each other about the kind of information they wanted to find about. It would create their self-management for listening task.

The second strategy which is monitoring, the teacher drilled the listening descriptive text with the average speed speech. In doing that, the students should focus to find out the information from the recording by checking notes. The teacher asked the students to find out whether their predictions were accurate or not and take notes of additional information they did not consider in the planning stage by playing the recording for the first time. The teacher asked to the students that it was supposed to be done individually at first. After recording played, the teacher asked whether they got the specific information of the text or not, but most of students asked

to play the recording for the second time. Before second listening process occurred, the teacher gave a chance to compare notes, modify information, and decide on the important details that still require special attention. After the second recording played, the students verified points of earlier disagreement, made corrections and wrote down additional details. Then, a class discussion was taken place with guidance from the teacher, in which all class members contributed to the reconstruction of the text's main points and details, interspersed with reflections on how learners arrived at the meaning of certain words or parts of the text. Then, the teacher asked about additional information of the text that they got and did not mentioned in planning stage and verified those information by playing the piece of recording related to.

While listening to the recording for the third time, the teacher asked them to evaluate their performance by assessing the information they heard by checking for accuracies, merits, and consistencies. After all of groups shared and discussed their results, the teacher asked the students to review what they have learned by asking the students to write down in the last part of a pedagogical sequence sheet which aspects of the text they had to concern before listening to the recording, and how to determine ways to achieve the information in listening task.

The last strategy is evaluating, in this case the students should reconstruct the information that they got by creating a new text without closing any information and meaning. The teacher asked the students' obstacle and how many percent their understanding of what they have comprehended. To identify the any part of the text that was difficult to comprehend. The teacher reviewed about descriptive text based on what they had learned in the previous stage. The teacher asked to each group the importance of the text, what they had to concern in descriptive text, and the generic structure of descriptive text. In order to reviewed the information that they had heard from the recording. The teacher made table of generic structured of Descriptive Text on a board and asked the students to write detail information they get. Then the teacher discussed the text until the students understood and got all information in the text.

To help students in identifying the problem and they faced in listening, the teacher also made a table of problem solving on board, and asked the students to write their problem. After that, they discussed it together to find the solutions.

In this study, the students faced lots of difficulty including the difficult word which were caused because they were unfamiliar with the words. This made the students confused, however by implementing the metacognitive strategy, the students were allowed to take

some notes and create the text without considering the grammatical error. Besides, they were also given a list of questions that ease them to create a new text that is suitable with the information of the recording.

The result of the study showed that metacognitive strategy improved the students listening comprehension for descriptive text. It is in line with Peterson (2001) statement that stated metacognitive strategy can make the students understand about the recording well. In addition, the students can learn some new words which increases the vocabulary in order to improve the students listening comprehension in their real life.

However, most researchers had already used this technique but for different language skills and different long functional text. Some researchers had been success in implementing this technique. Moreover, their studies showed that metacognitive strategy is the best strategy applied to increase the language skill of the students not only that but also the grammatical and vocabulary as the language components can be achieved.

CONCLUSION AND SUGGESTION

Conclusion

Metacognitive strategy had been the focus of lots researchers, nevertheless it is rare in finding the studies about the metacognitive strategy toward language skill especially listening comprehension. Through this study, the researcher explained the ways of implementing metacognitive strategy clearly. The researcher insisted one research question which is about the effectiveness of metacognitive strategy to teach listening comprehension for descriptive text. The result shows that by using metacognitive strategy the students' listening comprehension increase significantly, moreover, they are able to create a new text without considering any grammatical error.

However, the implementation of metacognitive strategy is an individual learning in which the students are allowed to take notes and reconstruct the text by themselves. While implementing the strategy, it was found some condition that create the difficulty during the learning process including the limitation of time and the limitation of students' background knowledge of spoken text. Fortunately, the students can accept the strategy.

Suggestion

For the teacher, teacher as educator should have lots of creative ideas to attract students' motivation to learn English. Besides, the teacher should also select the best strategy which is suitable with the condition of the students.

Another teachers' responsibility is in selecting the materials. The teachers have to consider the material which should be good enough based on its content and appropriate with students' ability. However, the government nowadays have already prepared the materials in the syllabus in the curriculum 2013. If the teacher teaches a listening skill to the students, it means teacher should select a recording material which has clear voice and the speed must be suitable with the students listening level. In short, the teacher has to provide the appropriate material topic and strategy based on students' interest and condition. Thus, the language learning process can run well as like what the goal of learning language.

For the next researchers want to conduct the study about metacognitive strategy, it is better to consider some aspects including students ability, time usage, and the steps of the metacognitive strategy.

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