

**THE USE OF METACOGNITIVE INSTRUCTION TO
IMPROVE STUDENTS' LISTENING SKILL ON
TOEFL - LISTENING COMPREHENSION SECTION
(A Classroom Action Research at the Second Semester Students of
English Education Department of Walisongo State Islamic
University Semarang in the Academic Year of 2015/2016)**

THESIS

Submitted in Partial Fulfillment of the Requirement for Gaining
The Bachelor Degree of English Language Education



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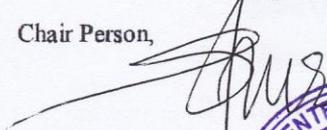
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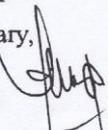
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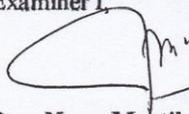
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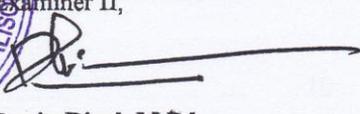

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ABSTRACT

Title : The Use of Metacognitive Instruction to Improve Students' Listening Skill on TOEFL Listening Comprehension Section (A Classroom Action Research at the Second Semester Students of English Education Department of Walisongo State Islamic University Semarang in the Academic Year of 2015/2016)

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Keyword: Metacognitive Instruction, Listening skill, TOEFL Listening Comprehension Section.

This research was aimed to describe the students' response to the implementation of metacognitive instruction and to improve students' listening skill on TOEFL listening comprehension section at the second semester students of English Education Department of Walisongo State Islamic University Semarang in the academic year of 2015/2016. The design of this research was classroom action research that was conducted in two cycles. The researcher did planning, acting, observing, and reflecting in each cycle. Pre-cycle was also done before this research was conducted. The result of this research showed that using metacognitive instruction could improve students' listening skill on TOEFL listening comprehension section. This was proved by the improvement of their test result in every cycle. In pre-cycle, the average of students' score was 54.6 and the observation of their activeness was 50% which meant average. In the first cycle, the average of their scores was 68.5 and the observation of their activeness was 70% which meant good. The average score was higher than that of the pre-test, but it had not reached the KKM yet which was 70. Whereas In the second cycle, the average of their score was 78.5 and the observation result of their activeness was 85% which meant excellent. The average score had reached the KKM. There were some improvements from pre-cycle up to the second cycle. Therefore, it could be concluded that the use of metacognitive instruction to improve students' listening skill on TOEFL listening comprehension section was effective.

DEDICATION

This thesis is dedicated to:

- ❖ My beloved father and mother (Bapak Mulyana and Ibu Musonah), who always devote their affection and give advice till the writer finished arranging this thesis. Thank you for giving the writer spirit.
- ❖ Honorable, Dr. KH. Fadlolan Musyaffa' Lc., MA., Ibu Nyai Fenty Hidayah, S.Pd.I., and the big family of Ma'had Al-Jami'ah Walisongo Semarang, who have become my guardian and family in Semarang. Thank you for the guidance and the support.
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All praises be to Allah *Azza wa Jalla*, Who has given me mercy and blessing until this thesis entitled “The Use of Metacognitive Instruction to Improve Students’ Listening Skill on TOEFL Listening Comprehension Section (A Classroom Action Research at the Second Semester Students of English Education Department of Walisongo State Islamic University Semarang in the Academic Year of 2015/2016)” can be completely finished as the requirement for the Bachelor Degree of Education in English Education Department.

The researcher realizes that she cannot complete this thesis without the support, cooperation, help and encouragement from a lot of people. Therefore, in this occasion the researcher would like to give her sincere thanks to all of them, especially to:

1. Dr. H. Raharjo, M. Ed. St. as the dean of Education and Teacher Training Faculty Faculty.
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The researcher realizes that this thesis is still far from perfection, so that constructive suggestion and criticism from all sides for the perfection of this thesis project are always expected.

Finally, the researcher expects that this thesis would be useful for the further study.

Semarang, June 7th, 2016
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