

CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Previous Research

The researcher chose some previous researches which are relevant to this research.

1. “Investigating the Role of Metacognitive Knowledge in English Writing” by Zhang Yanyan. It was a correlation research that involved 120 non-English major of Chinese EFL learners at Wuhan University to complete an English writing task with no less than 100 English words and fill up the self-designed questionnaire on their metacognitive knowledge. The result of correlation analyses showed that metacognitive knowledge positively correlated with English writing ($r=.378$, $p<.01$). It meant that developing students’ metacognitive knowledge could help them increase their writing proficiency.¹

The result of this research encouraged the researcher to use metacognitive instruction to improve the students’ listening skill on TOEFL listening comprehension section. The research tried to develop the students’ metacognitive knowledge about themselves, the demand of the task, and about the strategy use in listening comprehension process that could lead them to have better ability in understanding the spoken English on the

¹Zhang Yanyan, “*Investigating the Role of Metacognitive Knowledge in English Writing*”, *HKBU Papers in Applied Language Studies*, (Vol. 14, 2010), p. 43-44.

conversations and talks of TOEFL listening comprehension section. So, the differences between this research and mine were in the research design, the material, the assessment, the participant and in the language skill that was improved.

2. “Enhancing vocabulary development and reading comprehension through metacognitive strategies” by Feryal Cubukcu. It was a comparative research aimed to examine how Metacognitive strategy instruction affected Turkish students' reading comprehension and vocabulary development in English. The participants were 130 third year students of English language department in Dokuz Eylul University in Turkey. 65 students in the experimental group got five-week metacognitive instruction in learning some reading passages. Two instruments were used in the pre-test and post-test of this study. The first was a 20 item multiple-choice test of vocabulary, which was developed by the researcher. The second was reading comprehension test from TOEFL. The post-test result showed that the mean for vocabulary (41.22) and reading comprehension (121.71) of the experimental group was higher than that of the control group who got 37.07 and 118.86. The result of covariance analyses (sig = 0.003) showed that there was strong evidence of a difference between control and experimental groups regarding vocabulary and reading

comprehension tests. Metacognitive strategy instruction can be said to be effective.²

The differences between this research and mine were in the research design, the material, the participants and the language skill that was improved.

B. Theoretical Review

1. The Concept of Listening

a. Definition of Listening

Oxford Learner's Dictionary defines *listening* as paying attention to someone or something in order to hear them.³ Meanwhile, Collins defines it as the process of receiving, constructing meaning from, and responding to the spoken messages.⁴ So, it can be concluded that listening is understanding the meaning of what the other people say.

b. The Importance of Listening

Although till recently, there are still some people who think that good speaker is valued more highly than a good listener, but in everyday life, people actually do

²FeryalCubukcu, "*Enhancing Vocabulary Development and Reading Comprehension through Metacognitive Strategies*", *Educational Research*, (January/2008), p. 2-8.

³ Ed. Victoria Bull, *Oxford Learner's Dictionary 4th edition*, (New York: Oxford University Press, 2008), p.258.

⁴ Sandra D. Collins, *International Communication: listening and responding*, (USA: Mason OH, 45040, 2009), p.7

measurably more listening than speaking. Whether in the educational, workplace or home contexts, aural comprehension far outstrips oral production in quantifiable of time, number of words, effort, and attention.⁵

Therefore, listening is an important skill that should be acquired by students who are learning English. Because, it can facilitate them to participate well in oral communication, since it cannot take place successfully if the message is not understood.

The important roles of listening skill in language learning process and in the real-life communication encouraged the researcher to conduct this research. Through this research, she implemented metacognitive instruction to improve the students' listening skill, especially on TOEFL listening comprehension section.

c. The Process of Listening Comprehension

According to cognitive psychology view, listening comprehension is an active meaning construction that involves various kinds of processes and knowledge.⁶ The process of comprehending aural information in the students' mother tongue is mostly effortless, and automatic, with little

⁵ H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, (New York: Pearson Education, 2004), p. 119.

⁶ Larry Vandergrift and Cristine C.M. Goh, *Teaching & Learning Second Language Listening; Metacognition in Action*, (New York: Routledge, 2012), p. 8.

conscious attention to what they are doing as they comprehend it.⁷ It is totally different from comprehending the spoken English which needs great effort and attention.

Gary Buck states that:

The difference between mother tongue and foreign language listening is not the processes that are fundamentally different in any way, but only that the knowledge needed to understand it is often inadequate for the listener.⁸

Learning how to listen and knowing the processes they do when they are trying to comprehend the spoken English can give a positive influence to their listening skill. By knowing those processes they can find out in which phase they usually meet some difficulties. After they find them out, they will be encouraged to implement some strategies for solving them.

Anderson divides listening comprehension process into three interconnected cognitive phases:⁹

⁷Charles W. Kreidler, *Introducing English Semantics*, (New York: Routledge, 1998), p.7.

⁸Gary Buck, *Assessing Listening*, (New York: Cambridge University Press, 2001), p. 51.

⁹Larry Vandergrift and Cristine C.M. Goh, *Teaching & Learning Second Language Listening: Metacognition in Action*, (New York: Routledge, 2012), p.21-23.

1) Perception

During this phase, listeners try to recognize the incoming sounds of the language, then hold them in their short-term memory. After that, some analyses of the language code may begin and encoding process may convert the text into meaningful representations.

2) Parsing

During this phase, they parse the phonetic representation of what was retained in short-term memory and begin to activate potential word candidates from long-term memory which are related to the context or topic. Meaning is often the principal clue in this segmentation that will be integrated to the other propositions to form a more comprehensive understanding of the text.

3) Utilization

In this phase, listeners relate the meaningful units to the information sources in their long-term memory in order to interpret the meaning. They use pragmatic and prior knowledge and any relevant information in the context to elaborate the newly parsed information.

This cognitive processing works neither independently nor in a linear fashion. Each level can influence and be influenced by the results of cognitive

processing that precedes or follows. They occur simultaneously as new speech is processed.

d. Students' Listening Skill

Oxford Advance Learner's Dictionary defines skill as a mental or physical capacity, power, or ability to do something well. So, the student's listening skill can be defined as their ability to comprehend spoken input well.

A listener's skill to comprehend listening materials and to accomplish the tasks is not only supported by his knowledge on English, but also by the ways he processes the spoken text he heard, so called strategies, and the ways he uses the result to complete the task. The ability of using strategies to comprehend the aural input is not only the innate ability owned by a skillful listener, but it can also be learned by others through some intensive practices.¹⁰

So, it can be concluded that the difference between the successful and less successful listeners is successful listeners can use the appropriate strategies to process the information automatically, unlike the less successful ones who tend to consciously struggle to implement them. However, they can gradually reduce the struggle after repeatedly use it until it becomes part of procedural knowledge stored in their long-term memory.

¹⁰J. Michael O'Malley and Anna UhlChamot, *Learning Strategies in Second Language Acquisition*, (New York: Cambridge University Press, 1995), p. 2.

According to Weir, there are some listening sub-skills that students need to acquire. They are:¹¹

1) **Direct meaning comprehension**

It includes students' skill to listen for gist, for main idea or important information, for specific detail, and for determining a speaker's attitude or intonation toward a listener or a topic.

2) **Inferred meaning comprehension**

It includes students' skill to make inferences and deductions, to relate utterances to their social and situational contexts, to recognize the communicative function of utterances, and to deduce meaning of unfamiliar lexical items from contexts.

3) **Listening and taking notes**

It includes students' skill to extract salient points to summarize the text and to select relevant key points

In this research, the sub-skills that the researcher intended to improve were students' skill in listening for specific details, for main ideas and gists, as well as for making inferences and deductions to understand the speaker's utterance. By improving them, they would be able to understand the implied and the stated meaning of the speaker's utterance in TOEFL listening comprehension

¹¹Gary Buck, *Assessing Listening*, (New York: Cambridge University Press, 2001), p. 54.

section. They would also understand its content although they do not know one of the vocabularies or miss some parts of it.

e. Listening Difficulties

Understanding the lecturers' talk is far easier for students than understanding the native speakers'. It happens because they share the same phonological aspects with the lecturers whose first language is the same as them. Conversely, the phonological aspects of English used by native speakers are unfamiliar for them, so that they are difficult to recognize the words especially when some phonological modifications occur. The common difficulties faced by students during the listening comprehension processes are:¹²

- 1) In perception phase, they are difficult to recognize the words they actually know, neglect the next part of the text when thinking about the previous words' meaning, unable to adjust their processing with the speed rate of the input.
- 2) In parsing phase, they often quickly forget what has been heard, are unable to form a mental representation of the utterance, and do not understand the subsequent parts because of what was missed earlier.

¹²Larry Vandergrift and Cristine C.M. Goh, *Teaching & Learning Second Language Listening: Metacognition in Action*, (New York: Routledge, 2012), p.21-22.

3) In utilization phase, they tend to understand the words but not the message and get confused.

Meanwhile, the difficulty found in particular when they listen to TOEFL Listening comprehension exercises is mostly in understanding short conversations of part A. It is based on a descriptive research done by Rainy, Ikhsanudin and Sumarni entitled “Analyzing Students’ TOEFL Listening Comprehension Test Performance” in FKIP Tanjungpura University.¹³

Through the use of metacognitive instruction in teaching TOEFL listening comprehension section, the researcher hoped that the students would be able to manage their listening process, identify their listening problems and learn to implement the more appropriate strategies that help them to cope with those problems.

However, unlike memorizing grammatical rules, being accustomed in implementing an appropriate listening strategy is an example of procedural knowledge that needs more time to be mastered.¹⁴ So, in order to improve their listening skill in doing TOEFL listening comprehension

¹³ Rainy, Ikhsanudin and Sumarni, “*Analyzing Students’ TOEFL Listening Comprehension Test Performance*”, (Published research: Tanjungpura University), p. 18.

¹⁴J. Michael O’Malley and Anna UhlChamot, *Learning Strategies in Second Language Acquisition*, (New York: Cambridge University Press, 1995), p. 20.

exercises, they must repeatedly practice to listen to them by following the stages of metacognitive instruction that can help them learn better on how to listen before and while the listening activity occurs and after the activity ends.

f. TOEFL Listening Comprehension Section

Listening material that becomes the focus of this instruction is TOEFL Listening Comprehension Section taught in the intermediate listening course of English education department students at Walisongo State Islamic University Semarang. It is an important material that they should learn well for passing the course and passing the TOEFL test that becomes a requirement to register for comprehension examination.

In addition, TOEFL score is also one of requirements for taking master and doctoral degree both in many universities in Indonesia and overseas. It is also really necessary for those who want to participate in short course or student exchange program to the other countries and to apply for scholarship or even for a job.¹⁵ Thus, it is important for students to understand and to be familiar with kinds of text, typical questions, necessary information, strategies and other materials used in TOEFL listening comprehension part A, B, and C.

¹⁵ Slamet Riayanto, *Test Strategy for Listening Comprehension*, (Yogyakarta: Pustaka plelajar, 2007), p. 2.

TOEFL Listening Part A contains short conversation between two people followed by a question. It is aimed to know the students' ability in understanding conversations on common everyday topics that occur in most public places and to measure how well they may be able to function in the daily life of English speaking country.¹⁶ The structures and expressions that commonly used in this part as well as the strategies to deal with them are as follow:¹⁷

1) Restatement

Most of the speaker's utterance in part A are restated using different words in the available multiple-choice items. It may use the synonym or the antonym of the word, or use a different type of sentence like restating an affirmative sentence using a negative one or vice versa.

The strategies that can be used by students to understand it are: listening to the idea or the content of the conversation and think of the possible restatement, then repeating what they had understood in their mind as they read the multiple choices. Therefore, students have to be careful of the similar vocabularies and sounds used in the speaker's utterance and in the multiple-choice

¹⁶ Eli Hinkel, Ph. D., *TOEFL Test Strategies 3rd Edition*, (Ciptat: Binapura Aksara, 2005) p. 19

¹⁷ Deborah Phillips, *Longman Preparation Course for the TOEFL Test; Skills and Strategies*, (New York: Pearson Education, 2003), p. 12-55.

items. They should focus their attention to look only for similarity in meaning.¹⁸

2) Drawing conclusion on Who, What, and Where

In part A, sometimes the information needed to answer the question is not clearly stated in the conversation. Students should pay attention to the information presented in the conversation that can be the clues to figure out who the speaker is, where/when the conversation takes place and what the speaker will do next. They have to find the key word that indicates the correct answer of the question. In other word, students should be able to make an inference for answering the question.¹⁹

3) Passive Sentence

Passive voice is one of structures usually used in TOEFL listening part A. If the speaker uses a passive sentence in the conversation, the answer to the question is often an active sentence or otherwise.

Therefore, students need to understand well who or what is doing an action when they are listening to the conversation. They have to identify the subject and the object of the sentence carefully.

¹⁸Eli Hinkel, Ph. D., *TOEFL Test Strategies 3rd Edition*, (Cipitat: Binapura Aksara, 2005) p. 28

¹⁹Eli Hinkel, Ph. D., *TOEFL Test Strategies 3rd Edition*, (Cipitat: Binapura Aksara, 2005) p. 29

4) Negative Expression

Negative expressions are frequently used in the conversation of listening part A. The most common kind of correct response to negative statement is a positive statement containing a word with an opposite meaning. The following charts outline each kind of negative expressions accompanied by some examples.

Table 1
Negative Expressions

Negative Expressions		
Expression	Example	Correct Answer
Negative word: to be + <i>not</i> or <i>n't</i> , <i>nobody</i> , <i>none</i> , <i>nothing</i> , <i>never</i>	Tom is not sad about the results. Nobody arrived on time.	<i>not sad = happy</i> <i>Nobody...on time = late</i>
Prefixes: <i>un-</i> , <i>in-</i> , <i>dis</i>	She was insane .	<i>Insane = not sane = crazy</i>

5) Double Negative Expression

It is possible for two negative ideas to appear in one sentence and the resulted meaning can be positive. So, when students encounter such sentence in the conversation, they should try hard to comprehend the resulted meaning.

6) Negative with Comparatives

A sentence with a negative and a comparative has a superlative or a very strong meaning which is

commonly indicated by some words like *the most, strongly, extremely, absolutely, very, really*, etc.

7) Almost Negative Expressions

Certain expressions in English have almost negative meanings. A sentence that contains an almost negative expression (e.g. *hardly, barely, scarcely, only, rarely, seldom*) does not have a negative meaning, so students should avoid choosing multiple-choice items that have negative meaning.

For example, if the speaker says “I barely passed Math Exam this morning”, it means that he passed the exam but with a low score. The low score that he got almost make him unable to pass the exam.

8) Expression of Agreement

Some of expressions used in short conversations of listening part A, like *you can say that again* or *I'll say* may be unfamiliar for the students, because the expressions like *I agree with you, me too, so do I*, or *neither do I* tend to be more frequently used in their daily conversation. They have to know those expressions well. So that they will be easier to recognize and comprehend them when they find them in the conversation.

9) Expression of Suggestion

Besides knowing the expressions of agreement, students should also know the expressions used for

conveying suggestions. *Why not..* and *Let's..* are the most common expressions of suggestion used in TOEFL listening part A. Students should listen carefully to what the second speaker says when she/he conveys her/his suggestion to the first speaker.

10) Expression of Surprise

Emphatic expressions of surprise is usually indicated by the strong stress on the auxiliary verbs. It implies that the speaker did not expect something to be true. Therefore, the answer for this kind of question is the one that has the opposite meaning with the second speaker's utterance.

11) Wish and Conditional Sentence

The important thing to remember when students encounter them is that they imply the opposite meaning. So, the typical answer is the one that expresses the opposite meaning to what the second speaker said.²⁰

12) Two- or Three-Part Verbs and Idioms

Idiom and two or three-part verb is a group of words that has a meaning different from the meaning of the individual words included in the group.²¹ When students encounter an unfamiliar idiom or two- or three-

²⁰Betty Schramper Azar, *Understanding and Using English Grammar 2nd Edition*, (New Jersey: Prentice Hall Regent, 1989), p. 348-349.

²¹Eli Hinkel, Ph. D., *TOEFL Test Strategies 3rd Edition*, (Cipitat: Binapura Aksara, 2005) p. 20.

part verb in the conversation they should try to understand them by paying attention to the context and the other words used in the conversation.

For TOEFL Listening Comprehension Part B, there are two long conversations followed by a number of questions. The topic of the conversation is often about school life, general living, or about topics currently in US news.²² Meanwhile, part C consists of three talks or monologues talking about university orientation sessions for new students, description of course, assignments and examinations, shortened lectures, etc. The emphasis of talks is to know students' ability in comprehending oral academic presentations.²³

The strategies used for comprehending the conversation and talk and for answering the questions in these parts are generally the same. The strategies are:²⁴

1) Before listening

Before listening to the audio, it is particularly helpful to look ahead at the multiple-choice items of each question in order to know

²² Deborah Phillips, *Longman Introduction Course for the TOEFL test*, (New York: Pearson Education, 2004), p. 30.

²³ Eli Hinkel, Ph. D., *TOEFL Test Strategies 3rd Edition*, (Cipitat: Binapura Aksara, 2005) p. 33

²⁴ Deborah Phillips, *Longman Preparation Course for the TOEFL Test; Skills and Strategies*, (New York: Pearson Education, 2003), p. 59-78.

what information to listen for and to limit the choices while they are listening to the audio.

2) While listening

a) Determine the topic

The topic of the conversation and talk is usually asked in part B and C. The information for answering such question is not directly stated. So, students must listen carefully to the first and the second line of the audio since they generally talk about the main topic of the text.

b) Draw conclusion on Who, What, When, Where

When listening to the conversation or talk, make a conclusion about who is talking, what the speaker is talking about, when and where the conversation takes place.

c) Listen for answers in order

The information used for answering detailed information questions is usually delivered in order and mostly stated clearly in the conversation or talk. Students can merely focus on listening to the audio while it is being spoken to comprehend the whole content. After that, they start to read and

choose the available answers or they can also read along with the answers while they are listening to the audio. By doing so, they can try to determine the correct answer based on the information they are listening to in the audio. They can choose one of these ways based on their preference.

d) Guess the meaning of the unknown words

If students do not know the meaning of a certain word, try to understand it using the other words that they have known and using the context of the conversation or talk.

The Example of long conversation in part B:²⁵

Listen to a conversation between two students.

The conversation is about an exam.

- (Man) Did you understand when the professor explained about the final exam? I'm not sure I understood the first part about what types of questions would be on it.
- (Woman) She said that there would be several different types of questions on the exam.
- (Man) I heard her mention multiple-choice questions.
- (Woman) Yes, there will be 50 multiple-choice questions, and there will also be 50 true-false questions.
- (Man) Fifty multiple-choice questions and 50

²⁵ Deborah Phillips, *Longman Introduction Course for the TOEFL test*, (New York: Pearson Education, 2004), p. 388.

true-false questions? That's a lot of questions.

(Woman) And that's not all. In addition to that, there will also be one essay question.

(Man) An essay in addition to the 100 other questions? That's going to be a really long exam!

(Woman) The professor said that we had no more than two hours to finish the exam. And today's Tuesday, so we only have three days to prepare for it.

Questions:

1. What are the man and the woman discussing?
2. On what day will the exam be given?
3. How many total questions are on the exam?
4. How many different types of questions are on the exam?
5. How long will the exam last?

The Example of talk in part C:²⁶

Listen to a talk by a librarian.

Hallo and welcome to the library. I'm Ms. Martin, the assistant librarian, and this is the library orientation tour for new graduate students in the business department.

Now, let's get started. The library is open for extensive hours, from 07.00 a.m. until midnight seven days a week, so that you'll have access to the library research facilities almost anytime. During final exam week, the library is open twenty-four hours a day and there are library staff members available to help.

²⁶ Deborah Phillips, *Longman Preparation Course for the TOEFL Test; Skills and Strategies*, (New York: Pearson Education, 2003), p. 596.

During this tour, we will be concentrating on two areas of the library. The first area is the computerized search facilities, which are located in the second floor of the library. On the floor above the computer area are reference materials devoted specially to business. Now that we have completed this little introduction, we are ready to start the tour.

Questions:

1. What is the topic of this talk?
2. What are the library's hours in final exam weeks?
3. What two areas will the tour concentrate on?
4. What are the students probably going to do next?

g. Listening Strategy

Across a wide range of domains, the term “strategy” assumes conscious control, intention and goal-directedness for reaching a goal in an optimal way, quickly, efficiently and with low cost”.²⁷ While, strategies in term of learning to listen are: special ways of processing information that enhance comprehension or retention of the information.²⁸

The role of strategy use in listening comprehension process is to make explicit what may occur without students' awareness during the processing of information. They may

²⁷ Joanna Anckar, *Assessing Foreign Language Listening Comprehension by Means of Multiple Choice Format: Processes and Products*, (France: University of Jyväskylä Press, 2011), p. 48.

²⁸J. Michael O'Malley and Anna Uhl Chamot, *Learning Strategies in Second Language Acquisition*, (New York: Cambridge University Press, 1995), p. 1.

receive new information by unconsciously applying inappropriate strategies that result in incomplete comprehension. By making this mental process under their awareness they can try to manage it by themselves.

In detail, the roles of listening strategy in facilitating comprehension and overall listening development are:²⁹

1. helping to process and interpret information;
2. observing the way information is processed;
3. taking appropriate steps to manage these cognitive processes;
4. managing anxiety and the focus of attention;
5. involving other people to assist comprehension and learning.

There are various strategies that can be used when learning to listen to the spoken English. But, the one that becomes the main strategy in metacognitive instruction used in this research is metacognitive strategy. It is a strategy for thinking about our own learning, and it includes:³⁰

²⁹Larry Vandergrift and Cristine C.M. Goh, *Teaching & Learning Second Language Listening; Metacognition in Action*, (New York: Routledge, 2012), p. 90.

³⁰Larry Vandergrift and Cristine C.M. Goh, *Teaching & Learning Second Language Listening; Metacognition in Action*, (New York: Routledge, 2012), p.106-107.

1) Planning/Predicting

Listeners make a plan and prediction on what and how they will hear by using their background knowledge of the topic, the possible speaker, the relevant cultural and contextual information. They also determine what to listen to based on their listening purpose and the demands of the task in order to direct their attention. All these activities will prepare their mind and make them easier to recall the necessary information.

2) Monitoring

Listeners continually check what they have understood, check for consistency with their predictions, verify progress in their comprehension of the desired information and necessary details, and determine whether the strategy used to understand the text is working or not.

3) Problem-solving

Listeners explicitly identify the aspect of the task that hinders its successful completion. Then they try to cope with it by learning the necessary material further and activating more appropriate strategies as required, for example, revising predictions, adjusting their inferences to reflect new possibilities, or deducing what they had not got from the information they have confidently understood.

4) Evaluating

Listeners check the outcome of their listening comprehension process, reflect on difficulties encountered; what went wrong, and why, reflect on the success of problem-solving efforts, then arrange a plan for making their listening skill better.

Meanwhile, the other strategies that are usually used in during listening process are cognitive strategy which focuses on learning how to think. It includes note taking, imagery, summarization, transfer, inference, and elaboration.³¹

Metacognitive strategy was the main strategy used to improve the students' listening skill in this research. This strategy was the base of metacognitive instruction that the researcher used to conduct teaching-learning process of TOEFL listening comprehension section in the class. During teaching-learning process, students should use planning/predicting, monitoring, problem-solving, and evaluating in processing the spoken input and in accomplishing the given TOEFL listening exercises.

³¹ J. Michael O'Malley and Anna UhlChamot, *Learning Strategies in Second Language Acquisition*, (New York: Cambridge University Press, 1995), p. 119.

2. The Concept of Metacognitive Instruction

a. The definition of Metacognitive Instruction

According to Larry Vandergrift, metacognitive instruction refers to “pedagogical procedures that enable students to increase their awareness toward listening process by developing richer metacognitive knowledge about themselves as listeners, the demands of listening task, and strategies for listening”.³² It is a listening instruction that explicitly elicits and enhances students’ knowledge about learning how to listen as well as teaching them some strategies for supporting their comprehension and overall development of their listening skill.

Metacognition itself is defined as “our ability to think about our own thinking, by extension, to think about how we process information for a range of purposes and manage the way we do it”.³³ Students with high metacognitive awareness will become self-knowing, self-directed, and self-managed in their learning that can lead them to be a better listener.

³²Larry Vandergrift and Cristine C.M. Goh, *Teaching & Learning Second Language Listening; Metacognition in Action*, (New York: Routledge, 2012), p.37.

³³Larry Vandergrift and Cristine C.M. Goh, *Teaching & Learning Second Language Listening; Metacognition in Action*, (New York: Routledge, 2012), p. 84.

Larry Vandergrift and Cristine C.M. Goh also explained that students store three kinds of knowledge about their cognition: person, task, and strategy knowledge.³⁴ First, person knowledge includes what students know about themselves as listeners and the beliefs they have about what leads them to success or failure in comprehending listening materials. It determines their self-concept. For example, if they often face difficulties in listening to TOEFL listening section, they will tend to believe that they are poor listeners. This belief affects their motivation. But, most of language teachers and researchers believe that it can be changed by means of creating positive classroom experiences.³⁵

Second, task knowledge. It is the knowledge about the purpose and demands of the listening task including knowing how to approach and to complete it. The last is strategy knowledge. It is students' knowledge about strategies that can be used to accomplish a specific goal. It includes the awareness of when and how to use specific strategies to achieve comprehension goals.

³⁴Larry Vandergrift and Cristine C.M. Goh, *Teaching & Learning Second Language Listening; Metacognition in Action*, (New York: Routledge, 2012), p. 86.

³⁵Denise E. Murray and MaryAnn Christison, *What English Language Teachers Need to Know; Understanding Learning*, (New York: Routledge, 2001), Vol. 1, p. 175.

b. The Purpose of Metacognitive Instruction

The purpose of implementing metacognitive instruction in this research was to improve students' listening skill on TOEFL listening comprehension section. In this instruction, students were prompted to use metacognitive strategies to regulate their mental processes during listening activity and to achieve successful comprehension. Besides using metacognitive strategy, this instruction also made use of the advantage of pair work and class discussion. It is supported by Steven Brown and Dorolyn Smith who said that listening in pair will make students help each other by pointing out what they understood rather than worrying about what they missed.³⁶

Yang (2009) supports the idea that teaching the role of metacognition in English listening helps students to approach their listening task more effectively.³⁷ In the following, Larry Vandergrift summarizes the goal of metacognitive instruction in listening class which is aimed to help students to:³⁸

³⁶ Steven Brown and Ddorolyn Smith, *Active Listening Second Edition*, (New York: Cambridge University Press, 2007), p. 1

³⁷ Abdullah Coskun, "The Effect of Strategy Use Training on the Listening Performance of Beginner Students", *Novitas Royal; Research on Youth and Language*, (Vol. 4, No. 4, January/2010), p. 36.

³⁸ Larry Vandergrift and Cristine C.M. Goh, *Teaching & Learning Second Language Listening: Metacognition in Action*, (New York: Routledge, 2012), p. 83.

- 1) understand the challenges of listening to a foreign language;
- 2) think about their learning development individually and collaboratively with others;
- 3) habitually make plans to self-direct and manage their progress in listening;
- 4) use listening strategies appropriately;
- 5) improve their listening skill to process aural input and engage effectively in oral interaction; and, last but not least,
- 6) have greater self-efficacy and motivation.

So, through metacognitive instruction used in this research, students were encouraged to plan for their listening, to keep monitoring their comprehension during the listening process, to identify the difficulties they met, and to cope with them by working together with their partner and discussing the more effective ways that can help them comprehend the text.

c. The Principle of Metacognitive Instruction

There are some common basic principles of metacognitive instruction listed by Veenman:³⁹

³⁹Abdullah Coskun, “*The Effect of Strategy Use Training on the Listening Performance of Beginner Students*”, *Novitas Royal; Research on Youth and Language*, (Vol. 4, No. 4, January/2010), p. 37.

- 1) The implementation of metacognitive instruction should be embedded in the subject matter to ensure connectivity;
- 2) It is necessary to inform the students about the usefulness of metacognitive strategy to make them exert the initial extra effort;
- 3) The implementation should be done in several times in order to make the students accustomed to it.

In this research, metacognitive instruction was used and embedded in teaching-learning process of TOEFL listening comprehension section. Metacognitive strategies were implemented to the students when they listen to the conversations and talks in this section. In the beginning of each cycle, the researcher explained the purpose and the advantage of implementing this instruction in order to make them know its importance for the improvement of their listening skill and eager to participate actively in the class.

d. The Sequence of Metacognitive Instruction

Metacognitive instruction sequence is a sequence of learning activities that integrates metacognitive strategy use with listening input and comprehension activity that offer a structure to help students improve their ability in understanding the content of the text and at the same time become more familiar with metacognitive processes

involved.⁴⁰ These are the stages of metacognitive instruction:⁴¹

1) Planning/predicting stage

Students are guided and encouraged to discuss the topics, contexts, structures, expressions, vocabularies, types of questions and the necessary information that are usually used in TOEFL listening comprehension section. Then, they discuss how they are going to listen and what strategy they are going to use to get the information they need. Then, they preview the available multiple choices on the worksheet to predict the possible question, the needed information, to plan for which parts of the text they need to pay attention to.

They write down their prediction and planning in the form of metacognitive instruction stages. Gradually, the role of lecturer will be relinquished, start from leading to brainstorm the prediction with the whole class, let the students discuss it in pairs, then get them predict and plan for their listening on their own.

⁴⁰Larry Vandergrift and Cristine C.M. Goh, *Teaching & Learning Second Language Listening; Metacognition in Action*, (New York: Routledge, 2012), p. 127.

⁴¹Larry Vandergrift and Cristine C.M. Goh, *Teaching & Learning Second Language Listening; Metacognition in Action*, (New York: Routledge, 2012), p. 110-111.

2) First Listen - First Verification Stage

The goal of the first verification phase is to compare new information they get from the first listen and what they have understood so far to their pair. Then, they explain the strategies used for arriving at their comprehension and determine whether it is working or not. They also identify the parts that cause confusion or the necessary information they haven't got in the first listening.

A further goal of this stage is to set the students up for the second listen. They prepare themselves to monitor their listening processes more carefully during the second listen, to determine the parts of the text that need most careful attention and to use more appropriate strategy to get the necessary information.

3) Second Listen - Second Verification Stage

After the second listen, students begin revising and adding new information to their notes, as required. Once students have updated their understanding of the text, the lecturer leads a class discussion to reconstruct the main points and most salient details of the text that become the correct answer of the questions and to share the appropriate strategies they have successfully used to get those information.

4) Third Listen - Final Verification Stage

The final verification stage begins with the third listen while looking at the text transcription given by the lecturer. It allows students to listen for information that they may not have understood earlier. The lecturer may introduce all or parts of the text transcript so that learners can follow along for the purpose of verifying sound–symbol relationships and recognizing the spoken words. The unfamiliar words or idioms are also discussed in this stage.

5) Reflection and Goal-Setting Stage

During the last stage of this instruction, the lecturer encourages students to evaluate the difficulties they confronted, their strategy use in this activity, and how they were or were not successful in coping with these difficulties. After that, they set plans for what they need to do to avoid themselves from the same problems and to improve their ability to comprehend the text in the next meeting.

3. Frame of Thought on Metacognitive Instruction in Improving Students' Listening Skill on TOEFL Listening Comprehension Section

In this research, the researcher chose metacognitive instruction to improve the students' listening skill on TOEFL listening comprehension section because five metacognitive

strategies that become the base of this instruction can help the students manage their listening process and achieve more comprehension on the conversations and talks they listen to. Those strategies are planning/predicting, monitoring, problem-solving, and evaluating. They are embedded in five stages of metacognitive instruction that the students should follow when they are doing the TOEFL listening comprehension exercise given by the lecturer.

Each of the stages helps and leads the students to be a better listener as described in the following explanation:

1. In metacognitive instruction, students are required to activate their background knowledge related to the common topics, vocabularies, expressions, structures, and types of questions on TOEFL listening comprehension every time they do planning and predicting stage. It can prepare their mind before starting to listen to the audio and can make them easier to recall the information they need to comprehend what the speaker says in the audio.
2. In the second up to the third stage, they are required to monitor their comprehension, to identify their difficulty, and to solve it together with their pair. They are encouraged to determine what kind of information they need to understand for answering the questions on TOEFL listening part A, B, and C and to choose a certain strategy which is effective to get that information. This process can

make the students know more about the demand of the task, whether it demands them to listen for detailed information, for main idea, or for the gist of the speaker's utterance. It can also make them pay attention more on the process they do when they listen to the audio and to be selectively implement a strategy that can help them get a better understanding on the audio.

3. Then in the last stage of this instruction, students are required to reflect on what they had done during the listening activity and to set a plan for the next listening session. It can make the students know more about themselves as a listener because they are always encouraged to evaluate the development of their listening skill as well as the problem they frequently face. By knowing that, they will know what aspects they need to improve or what material they need to learn more in order to make their listening skill better.

So, it can be concluded that the use of metacognitive instruction can direct and help students to listen to the conversations and talks on TOEFL listening comprehension section with the more effective ways that can lead them to get a better comprehension. Moreover, the stages of this instruction do not only help the students to get a better understanding to what the speaker says in the audio, but also to continuously evaluate the development of their listening skill.

C. Action Hypothesis

The hypothesis of this classroom action research was: the use of metacognitive instruction can improve the 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.