CHAPTER IV
RESEARCH FINDING AND ANALYSIS

A. Research Findings

In this chapter, the researcher described and discussed the findings of the research. This research was classroom action research on the use of metacognitive instruction in teaching TOEFL listening comprehension section. Its purpose was to improve the students' listening skill on this listening section, especially the second semester students of English Education Department at Walisongo State Islamic University Semarang in the academic year of 2015/2016. In this research, the researcher did a pre-cycle followed by two cycles. The description of each cycle was as follow:

1. Pre-cycle

Before conducting this research, the researcher did pre-cycle on Monday, 14 March 2016. It was conducted in PBI 2B of Walisongo State Islamic University Semarang. The number of students in this class was 31, three of them were absent. In this pre-cycle, the researcher observed teaching learning process done by the lecturer. In the end of the class the researcher gave a pre-test to know their listening skill on TOEFL listening comprehension section and gave a questionnaire to know listening difficulties they usually faced, especially on TOEFL listening comprehension section.

In this meeting, the lecturer began the class by introducing the material. After that, the students had to do TOEFL listening comprehension exercise on their handout. The lecturer gave them 15 minutes to do the exercise and played the audio twice. When the time was over, the lecturer asked students to switch their handout in which they wrote their answers to the student who sat next to them. Then, she discussed the answers together with all students. She also pointed seven students to answer certain questions on the exercise. After the discussion was considered enough, then she mentioned the correct answers of the remaining questions and asked the students to check the answers on the handout. After that, they informed the number of correct answers to the lecturer and gave back the handout to the owner. When the teaching learning process was done, the researcher gave the pre-test to the students followed by the questionnaire.

After checking and analyzing the answers of the students to the given pre-test, the researcher got the following data:

Table 1
Students' Score in Pre-Cycle Test

No.	Students' Code	Score
1.	A-1	-
2.	A-2	-
3.	A-3	-
4.	A-4	55
5.	A-5	50

6.	A-6	35
7.	A-7	50
8.	A-8	80
9.	A-9	55
10.	A-10	55
11.	A-11	55
12.	A-12	35
13.	A-13	50
14.	A-14	50
15.	A-15	50
16.	A-16	65
17.	A-17	75
18.	A-18	70
19.	A-19	45
20.	A-20	60
21.	A-21	70
22.	A-22	55
23.	A-23	50
24.	A-24	50
25.	A-25	50
26.	A-26	45
27.	A-27	50
28.	A-28	50
29.	A-29	80
30.	A-30	45
31.	A-31	50
Total Score		1530
Minimum		35
Maximum		80

$$M: \frac{\Sigma X}{N}$$

Explanation:

M   : the average of the students' score

ΣX : total score

N   : the number of students

$$M = \frac{1530}{28} = 54.6 = 55$$

After getting the average of the students' score, the researcher formulated the result to get the total mean score as follow:

$$Mxt \quad : \frac{\Sigma^{xt}}{S_{max}} \ x \ 100\%$$

Mxt   : the mean of total score
Σx t   : the number of total
S max   : maximum score for listening elements
Mxt   : $\frac{55}{100}$ x 100% = 55%

The average score of the students in the pre-cycle test was 55% . It was lower than the criterion that has been stipulated by KKM (Kriteria Ketuntasan Minimal/ Minimum Passing Grade Criteria) which is 70.

The result of the students' pre-test score analysis showed that most of them tended to choose the answers containing the words used by the speaker in the audio of TOEFL listening comprehension part A. They were mostly tricked by multiple-choice items containing vocabularies, sounds, and types of sentence which had the closest similarity to what they heard. It can be seen from the most incorrect answers they gave to the question number 1, 4, 5, 8, 9, and 10. In question number 1, 4, and 5 that contained negative, double negative and almost negative expression, 72% of them chose the multiple-choice item that had a negative expression too instead of choosing the restatement form of what was stated by the speaker. 72% of them also did the same thing when they

answered question number 6, 8 and 9. These questions contained the expression of agreement, the emphatic expression of surprise and wish. They didn't pay careful attention to the intended meaning of these expressions. In addition, 72% of them could not understand the meaning of idiom used by the speaker.

On the analysis of the students' answers in Part B and C showed a better result. It showed that 50% to 90% of them could successfully got the detail information needed to answer the questions.

From this analysis, it can be concluded that the students' skill to understand the spoken text in TOEFL listening comprehension part A was still less than that in part B and C. Because, the listening questions in Part A required them to carefully understand the implied meaning of what the speakers said and to find the correct restatement of it. They should not be influenced by the vocabularies, sounds, and structures which were similar to what the speaker used in the conversation. Instead, they must be able to understand its meaning or its idea and not rely on the literal meaning of the words used in the conversation. The questions in part A also required them to make an inference for understanding the meaning of unfamiliar word or idiom they found.

Meanwhile, the questions in part B and C mostly required students to understand the information which was

clearly and literally stated by the speakers in the conversation and talk. Therefore, it was easier for them to answer the questions. But, the length of the conversation and talk became the challenge for them. Because, to get the necessary information, they should be able to keep their concentration well when listening to the audio. It also required them to be careful in storing and recalling the information they got during the listening process.

After analyzing the pre-test result, then the researcher analyzed their response to the given questionnaire. The result showed that 81% of students who became the subject of this research considered listening as the most difficult language skills compared to the others. The result also revealed that they often faced some difficulties when they listened to the spoken text. The extent of the difficulties based on the number of students who answered "Yes" to each questionnaire item ranging from the least to the most problematic one was 50% of them felt difficult to make a mental representation in their mind, 69% of them felt difficult to recognize the words they actually knew, 75% of them felt difficult to understand the implied meaning of the speaker's utterance, 81% of them didn't understand what the speaker said in the audio because he/she spoke so fast, and 89% of them often missed the next part of the text because of thinking about the meaning of the previous word they heard.

Chart 1.
The Students' Listening Difficulties
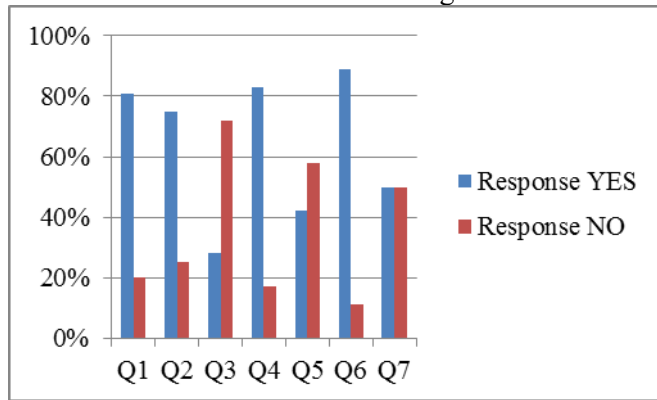
All these problems would absolutely make students difficult to comprehend the spoken text well. It even caused a greater problem if they encountered them when listening to short conversation in part A. Because, it only consists of two lines. If they did not understand or miss a word, then they lost the whole idea because the information is limited in these short lines. On the other hand, in conversation and talk of part B and C, they had chance to try to understand the unfamiliar words they met. They might also recall and make conclusion of the lost information by listening to the next sentences.

Therefore, in order to improve their listening skill on TOEFL listening comprehension section and to minimize the above problems, students should have more practice to listen and to use some strategies to help them understand what they hear. Being familiar with the topics, vocabularies, expressions,

and structures that are frequently used in this section is really necessary too.

Besides getting data from pre-test and questionnaire, in this pre-cycle the researcher also collected data by using observation technique. The result from this observation would be compared with the result from the first cycle in which the researcher implemented metacognitive instruction. The observation resulted in the following data:

Table 2
Observation Score in Pre-Cycle

No	INDICATORS	None 0%	Few <20%	Many 20%-40%	Half 50%	Most 60%-80%	All 100%
		0	1	2	3	4	5
1	Students pay attention to the lecturer's explanation.				√		
2	Students ask question to the lecturer or their peers to clarify their understanding.		√				
3	Students accomplish their task.						√
4	Students are involved in class discussion.		√				

Score = $\dfrac{\text{Total Score x 100\%}}{\text{Maximum Score}}$

Score = $\dfrac{\text{10 x 100\%}}{20}$

= 50%

The result of the observation scheme was 50%. It meant average. The researcher concluded that the students' involvement and activeness was not too high. When the lecturer explained the material, some of students did not really pay attention and there were also students who talked to the other one who sat beside them. Moreover, when the lecturer conducted class discussion, there was no half of them who were involved actively in the discussion.

Based on the observation in the whole learning activity, the students had difficulties to do TOEFL listening exercise. After analyzing all the data from pre-cycle, the researcher decided to implement metacognitive instruction in teaching-learning process of TOEFL listening comprehension section in this class. It was aimed to improve the students' involvement in learning activity and to improve their listening skill on this section.

2. The First Cycle

The first cycle of this research was done on Monday, 21 March 2016. In this cycle, the lecturer together with the researcher implemented metacognitive instruction in teaching-learning process of TOEFL listening comprehension section. Because this research was classroom action research, so the following four steps were done consecutively:

a. Planning

In planning step, the researcher arranged the lesson plan and prepared the attendance list of students as well as the observation scheme to know their engagement and activeness during learning activity. The researcher also prepared the learning source that included the material and the audio of TOEFL listening comprehension section, the students' worksheet, transcription of the audio, and the form of metacognitive instruction stages used to guide them in implementing metacognitive strategies when they were learning to listen to the conversations and talks in TOEFL listening comprehension section. The test to assess their listening skill in this cycle was also prepared by the researcher.

b. Acting

In this step, the researcher and the lecturer conducted the teaching-learning process based on what had been planned. As the acting, the lecturer began the class by praying together, checking the students' attendance and informing the scores they got on the pre-test. She told them that the result of their scores was not good enough and it did not reach the KKM

After that, the lecturer informed the objective of learning and the objective of using metacognitive instruction in this meeting. Then, she brainstormed the topics,

vocabularies, and expressions which were frequently found in TOEFL listening comprehension section along with the students. They also brainstormed some strategies they usually used to comprehend the spoken texts on TOEFL.

After that, the lecturer explained the whole material related to the TOEFL listening comprehension of part A, B, and C. She also explained the strategies the students could use. Then, she gave the example to each of the parts. As they listen to each example, the lecturer guided them to know what important part they needed to pay attention to, and what they needed to do to comprehend the idea of the speakers' utterance, to understand the gist of the conversations or talks, and to get the detailed information. Then, the researcher explained the stages of metacognitive instruction that the students should follow to accomplish the given TOEFL listening exercise.

The students worked in pair to do the exercise. The researcher gave one form of metacognitive instruction stages to each pair and guided them to implement the stages. Then, they did the given excercise by following five stages of metacognitive instruction; planning/predicting, first, second, and third listen and verification, as well as the reflection and goal-setting stage. Pair discussion for making the plan/prediction, for monitoring their comprehension, and for solving the difficulties they found was done by students in

the first to the third stage of this instruction. Meanwhile, class discussion as the final verification and problem-solving was done in the fourth stage. When they had done all of that, they wrote their reflection on what they needed to do to improve their listening skill. In the end of the class, the researcher gave them test in order to know the improvement of their listening skill on TOEFL listening comprehension section after being invovled in this metacognitive instruction.

c. Observing

In this stage the researcher and the collaborator observed the students' activeness during the whole learning activity, especially when they were involved in all the stages of metacognitive instruction. The score of observation in this cycle was:

Table 3
Observation Score in the First Cycle

No	INDICATORS	None 0%	Few <20%	Many 20%-40%	Half 50%	Most 60%-80%	All 100%
		0	1	2	3	4	5
1	Students pay attention to the lecturer's explanation.					√	
2	Students ask question to the lecturer or their peers to clarify their understanding.			√			

3	Students are involved in all the stages of metacognitive instruction.				√		
4	Students accomplish their listening task.						√

$$\text{Score} = \frac{\text{Total Score x 100\%}}{\text{Maximum Score}}$$

$$\text{Score} = \frac{14 \text{ x } 100\%}{20}$$

$$= 70\%$$

The result of the observation was 70%. According to this result, there was an improvement on the students' activeness and engagement in learning activity compared to the pre-cycle. It meant good. They paid attention to the explanation, asked some questions, and did pair and class discussion to monitor their comprehension, to discuss their difficulties and to solve them together.

By being involved in metacognitive instruction, they figured out that listening was not always a solo activity. But, it could also become pair and group activity that gave them chance to help and support one another in comprehending the text and in learning to use the appropriate strategy to get the necessary information.

d. Reflecting

After conducting the first cycle, the researcher found some problems that needed to be solved in the next cycle. The problems were are follow:

1) Because the results of the observation checklist was 70%, the lecturer and the researcher discussed about the activity that could improve the students' activeness and engagement during pair and class discussion.

2) When the material was explained, some students who sat in the backside did not pay attention to the explanation well. They made some noise by talking to the friend next to them. Moreover, the condition of the class which was hot made them difficult to focus when they listened to the audio.

3) When the activity was in progress, the researcher found some students were passive in pair discussion. Besides, in reflection stage some of them only wrote the problem they faced without writing the plan to make it better. In fact, as the goal-setting stage they had to plan it well with their pair, so that they could implement what they had planned and could comprehend the spoken text better in the next session.

After the whole activity had finished, the researcher assessed the students' listening skill. The result of the test was as follow:

Table 4
Students' Score in the First Cycle Test

No.	Students' Code	Score
1.	A-4	65
2.	A-5	75
3.	A-6	65
4.	A-7	70
5.	A-8	75
6.	A-9	50
7.	A-10	70
8.	A-11	90
9.	A-12	65
10.	A-13	70
11.	A-14	70
12.	A-15	55
13.	A-16	65
14.	A-17	70
15.	A-18	65
16.	A-19	75
17.	A-20	85
18.	A-21	80
19.	A-22	60
20.	A-23	75
21.	A-24	75
22.	A-25	70
23.	A-26	60
24.	A-27	65
25.	A-28	60
26.	A-29	65
27.	A-30	65
28.	A-31	65
Total Score		1920
Minimum		50
Maximum		90

M: $\dfrac{\Sigma X}{N}$

M   : the average of the students' score
ΣX : total score
N   : the number of students

M= $\dfrac{1920}{28}$ = 68.5

After getting the average of the students' score, the researcher formulated the result to get the total mean score as follow:

Mxt   : $\dfrac{\Sigma^{xt}}{S_{max}}$ x 100%

Mxt   : the mean of total score
Σx t   : the number of total
S max   : maximum score for listening elements
Mxt   : $\dfrac{68.5}{100}$ x 100% = 68.5%

The average score of the students in the first cycle test was 68.5%. It was higher than the result on the pre-cycle test. But, it still had not reached the criterion stipulated by KKM.

From the analysis of the students' answers it could be concluded that in part A, they still had difficulty to understand the implied meaning of the speaker's utterance and to find the correct restatement of it. While, in part B and C, they were still difficult to recall the numerical data needed for answering the detailed questions. Therefore, the researcher decided to conduct the second cycle.

3. The Second Cycle

　　　　The second cycle was done on Monday, 28 March 2016. The lecturer and the researcher implemented metacognitive instruction in teaching-learning process of TOEFL listening comprehension section for the second time. In this cycle, planning, acting, observing, and reflecting step were done consecutively as follow:

a. Planning

　　　　In this step, the researcher prepared the attendance list, observation scheme, material and audio of TOEFL listening comprehension section, transcription, form of metacognitive instruction stages, and the students' worksheet. The researcher also arranged the lesson plan and prepared the test.

　　　　However, the lesson plan arranged in this cycle was different from the previous one, because the lecturer and the researcher tried to solve the problems they found in the first cycle. In this cycle, the lecturer gave more attention to the students, especially those who sat in the backside in order to make them focus more on the given explanation.

　　　　Besides, the lecturer gave more motivation to encourage students to improve their listening skill and to be more actively participate in the whole learning activity. The lecturer also gave more explanations and examples on the parts that students still found them difficult to understand.

b. Acting

As the acting, the lecturer began the class by praying together, checking the students' attendance, announcing their scores, and motivating them to have strong willingness to improve their listening skill. She motivated them to be more actively involved in learning activity, especially in pair and class discussion. The researcher also gave more explanation on the implementation and the purpose of metacognitive strategy they used in this instruction.

Then, the lecturer reviewed the materials along with the students and gave them chance to ask the material that still made them confused. She gave more explanation and example on that part. It included understanding the meaning or the idea of negative and almost negative expression, emphatic expression of surprise, wish, and idiom used by the speaker in part A as well as choosing the correct restatement in the available multiple choices. Meanwhile, what still made them difficult in part B and C was comprehending and recalling the numerical data presented in the conversation and talk.

In order to solve the problem in part A, the lecturer played some short dialogues containing those structures and expressions and asked all students to make the possible restatements of them. Then, the researcher gave an opportunity for them to make their own examples by asking

a question to their classmates and restating the answer. In this session, there were five students who voluntarily made question to their friend, then the one who answered it pointed another student to restate his answer by using different words. Some of them even gave comments or gave different restatement when they thought that the restatement made by their friends was too far from the meaning of the original sentence.

Students did this activity enthusiastically. Because, they had known their classmates well, so they could ask a question which was related to their behaviors or suitable with their characteristics.

After that, the lecturer gave more explanation and example of conversations and talks to accustom students get the detailed information, especially the numerical one. She gave the alternative strategy like note-taking and visualizing that could students use to help them recalling the numerical information .

Then, when the students had understood the material, they worked in pair to do TOEFL listening exercise by following the stages of metacognitive instruction as like in the previous cycle. But in this cycle, the researcher gave more attention to the students who had not actively involved in doing all the stages and who made some noise by calling their name, approaching them, or by asking if they had some

difficulties when doing the given exercise or during the discussion stage with their pair. When all the activities had done, the students did the test to know the development of their listening skill on TOEFL listening comprehension section.

c. Observing

In this cycle, the researcher also used an observation scheme to monitor the students activeness and engagement during learning process. The result of the observation was as follow:

Table 5
Observation Score in the Second Cycle

No	INDICATORS	None 0%	Few <20%	Many 20%-40%	Half 50%	Most 60%-80%	All 100%
		0	1	2	3	4	5
1	Students pay attention to the lecturer's explanation.					√	
2	Students ask question to the lecturer or their peers to clarify their understanding.				√		
3	Students are involved in all the stages of metacognitive instruction.						√
4	Students accomplish their litening task.						√

$$\text{Score} = \frac{\text{Total Score x 100\%}}{\text{Maximum Score}}$$

$$\text{Score} = \frac{17 \text{ x } 100\%}{20}$$

$$= 85\%$$

Based on the observation result above, there was a great improvement on the students' activeness and engagement in learning activity compared with the previous cycles. It meant excellent. Almost all students joined the learning activities actively. They paid attention to the lesson well, involved in class discussion enthusiastically, worked in pair cooperatively when following all the stages of metacognitive instruction, and actively even voluntarily asked questions or answered their friends' questions.

They even responded to the inappropriate examples and insufficient arguments from their friends. They also consulted their problems to and asked for suggestion from the other students and from the lecturer or the researcher when they did the reflection and goal-setting stage. The stages of metacognitive instruction helped them to learn how to listen and to comprehend the TOEFL listening comprehension section.

d. Reflecting

After evaluating the implementation of metacognitive instruction in the second cycle and analyzing all the collected data, it could be concluded that the

problems found in the first cycle had been solved. The condition of the class was better and the students's activeness in the whole activities improved. They also understood the material more and took part in the activities more than before.

The following table showed the students' scores in the second cycle test:

Table 6
Students' Score in the Second Cycle Test

No.	Students' Code	Score
1.	A-4	70
2.	A-5	80
3.	A-6	65
4.	A-7	75
5.	A-8	100
6.	A-9	80
7.	A-10	85
8.	A-11	80
9.	A-12	70
10.	A-13	80
11.	A-14	75
12.	A-15	70
13.	A-16	95
14.	A-17	85
15.	A-18	90
16.	A-19	70
17.	A-20	80
18.	A-21	95
19.	A-22	80
20.	A-23	70
21.	A-24	70
22.	A-25	75
23.	A-26	65
24.	A-27	75

25.	A-28	75
26.	A-29	100
27.	A-30	70
28.	A-31	75
Total Score		2200
Minimum		65
Maximum		100

M: $\dfrac{\Sigma X}{N}$

Explanation:

M : the average of the students' score

ΣX : total score

N : the number of students

M= $\dfrac{2200}{28}$ = 78.5

After getting the average of the students' score, the researcher formulated the result to get the total mean score as follow:

Mxt : $\dfrac{\Sigma^{xt}}{S_{max}}$ x 100%

Mxt : the mean of total score

$\Sigma x\ t$: the number of total

S max : maximum score for listening elements

Mxt : $\dfrac{78.5}{100}$ x 100% = 78.5%

It could be seen from the result above that the mean of the students' score was 78.5%. It had reached the minimum passing grade criteria. In other words, the students' listening skill on TOEFL listening comprehension section had increased although it took some time to surpass the KKM.

B. Research Analysis

The researcher conducted this classroom action research in two cycles. After implementing metacognitive instruction aimed to improve the students' listening skill on TOEFL listening comprehension section, the researcher got the necessary data. Then she analyzed all the collected data carefully in order to figure out the result of this research.

In the first cycle, the researcher and the lecturer implemented metacognitive instruction on teaching-learning process of TOEFL listening comprehension section. However, the result was not good enough. Because, some of students did not pay attention to the lecturer's explanation and did not participate actively in pair and class discussion. Besides, after observing their pair work in the class, the researcher found that in the verifying stage, there were some student who only compared their answers without discussing the reason or the key word that made them chose their answers. In the reflection stage, there were also some pairs who only wrote the problems they met without making a plan for the next listening activity.

In addition, the mean score of students on the first cycle test was 68.5%. Although it was higher than the mean score on pre-test which was only 55%, but it had not reached the stipulated KKM yet. Based on the analysis of their answers, it could be stated that they were still difficult to understand the implied meaning, to find the correct restatement of what the speaker said,

and to get the numerical data they needed to answer the detailed questions.

Therefore, the researcher conducted the second cycle in order to solve these problems and to get a better result. In this cycle, the lecturer and the researcher gave more motivation and attention to the students, especially those who tended to make noise in the backside. The lecturer encouraged and gave them chance to freely ask any parts of TOEFL listening comprehension material they had not really understood. The researcher also gave more explanation of the material and the purpose of using metacognitive strategy before, while, and after the listening activity. Students were also encouraged to make various restatements and did some exercises together to accustom them getting the detailed information.

The result of observation scheme and the students' mean score in this cycle was much better than the previous one. The students' activeness and engagement in learning activity improved from 70% to 85% and so as their mean score which became 78.5%. It had reached the KKM.

In this cycle, the students' activeness and engagement in learning activity was very good. For example, in the explanation session, they asked what they had not understood to the researcher and used different sentences to restate what the speaker said in the short dialogue played by the researcher. Some even voluntarily

made their own examples and gave comments to the inappropriate restatement made by their classmates.

Besides, when they did five stages of metacognitive instruction to accomplish their TOEFL listening task, they supported and helped each other to comprehend the conversation and talk instead of doing it individually and hiding their confusion like in the previous cycle. They shared what they had understood and told the difficulty they found to their pair. Then, they tried to solve it together and set a plan for the next listen and verification stage.

In the fourth stage in which the researcher and all students discussed the answers to the given TOEFL listening task together, they did not only answer the question but also gave the reason or showed the key-word they used as the base of choosing their answer. Some students even gave comment when the answer given by the other pairs was different from theirs or when the reason they conveyed was considered insufficient. In this stage, they also discussed the meaning of the unfamiliar words or idioms used by the speaker and the context in which they commonly used.

Then, in the last stage, they wrote the difficulty they faced during the listening process in this meeting and wrote a plan to make it better in the next meeting. Some of them also consulted their problems to the other pairs or to the lecturer and the researcher in order to get some suggestions on what they needed

to do or what ability they should improve to make their comprehension better.

After analyzing all the data collected from pre-cycle until the second one, the researcher concluded that the students' ability in understanding the conversations and talks on TOEFL listening comprehension section as well as their ability in answering each of the questions had improved. It could be seen from the improvement of their test result.

Figure 1
Diagram of the Whole Test

	Pre-Cycle	Cycle 1	Cycle 2
■ Series1	54.6	68.5	78.5
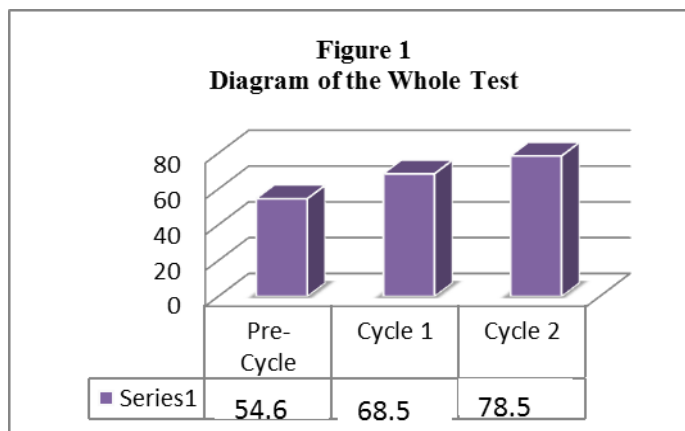
From the diagram above, the researcher concluded that the use of metacognitive instruction had improved the students' listening skill on TOEFL listening comprehension section. Metacognitive strategy used in this instruction was helpful to make the students easier to listen to the TOEFL listening comprehension section. Because, After being involved in metacognitive instruction the students knew what to do before, while, and after they listen to the audio.

By doing prediction and planning stage with their pair, they actually activated as well as getting more background knowledge related to TOEFL listening comprehension section. The repeated practice of this stage made them understand and remember the vocabularies, expressions, structures, topics, contexts, and any other things related to this section more than before. Therefore, it made them easier to recall any necessary information that helped them to comprehend the text.

They also felt the advantage of pair and group discussion they did during the implementation of this instruction. In this stage, they conveyed their confusion in understanding the content of the text or in determining the correct restatement in the available multiple-choice items and tried to solve it together. They learned from their pair and their classmates about what part to be paid attention to, what part that was typically became the important key-word, and what kind of information they needed to answer the questions on part A, B, and C. It also made them understand what strategy they could use when they wanted to get the information. Through this discussion, they shared various knowledge related to the TOEFL listening comprehension section and shared some effective strategies to comprehend the audio.

Furthermore, the reflection and goal-setting that they did in the last stage of this instruction encouraged them to consciously monitor the development of their listening skill. After doing a listening activity, this stage encouraged them to think about some

ways that could make their ability better, instead of just building a self-concept that they were not good listeners.

So, the researcher concluded that the use of metacognitive instruction in this classroom action research was successful in improving the students' listening skill on TOEFL listening comprehension section. Because, this instruction did not merely focus on the outcome of the listening process done by the students, but focused on the process of learning to listen itself. Thus, it guided them to learn how to listen and to understand the conversations and talks in TOEFL listening comprehension section, instead of just testing their listening skill.