

Meta-Cognitive Strategies in Teaching Listening in Higher Education

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Abstract

Student's ability to learn more effectively is based on their ability to develop metacognition, which is particularly important in the listening domain. Examples of metacognitive processes that may be used include planning, monitoring, and evaluating. This project aims to improve hearing education by learning about metacognitive strategies, learning more about the approaches for using a metacognitive strategy in listening teaching, and the benefits of doing so. The lecturer and 14 students from the Listening II course participated in the event. It was observed that the researchers used two different types of instruments: observation and interview. The findings indicated that students' reactions to instructional tactics might assist them in expanding their knowledge and making it more straightforward for them to undertake listening activities when they have gained the necessary abilities. The implication of this study supports the previous study on the positive outcome resulting from the use of Metacognitive Strategy in improving Listening Skills.

Keywords: *Meta-Cognitive Strategy, Teaching Listening, Lecturer's Strategy.*

INTRODUCTION

Listening is a process in which the listener plays a passive and active role with cognitive, affective, and psychomotor skills (Anderson & Lynch, 2008). According to Barker (1971), the definition of listening is "hearing, attention, understanding, and remembering." While Underwood (1989) defines listening as "the activity of paying attention to and trying to get meaning from something we hear." Zhaowen & Yuewu (2020) concluded that the narrow definition of listening is how the listener comes to interpret the stream of speech. The broad definition of listening also includes using those interpretations for the purposes intended by the listener.

In the Indonesian context, Zuhairi and Hidayanti (2016) claimed that while some strategies were uncorrelated, others exhibited positive and high intercorrelations, according to the intercorrelation of strategy use. When it comes to improving listening skills, the results revealed that there was no statistically significant difference between the two groups' learning strategies. This contradicts Arono et al. (2022), who found that the development of a student's digital literacy abilities and learning style coincides with their metacognitive listening approach.

Morley (2001) stated that in our daily lives, listening is used much more often than other skills, such as speaking, reading, and writing. Listening is one of the essential communication skills. In learning and teaching English, listening is a skill that learners learn on an equal footing with another skill (Maulida et al., 2022). Since one of the purposes of language is communication, listening plays a vital role in language. This means that listening is one of the English language skills that English language learners must master (Sarita, 2019).

Listening skills did not gain popularity as much as speaking skills in terms of difficulty level among EFL learners; however, due to the importance of listening roles in communication and the strong relationship with speaking skills, listening activity is also quite challenging. According to Diora and Rosa (2020), factors that make listening comprehension difficulties are related to three categories: listening materials (such as grammatical complexity, unfamiliar vocabulary, and topic); the listener (such as anxiety and inability to concentrate); physical settings (such as poor tape and other equipment quality); and the speaker of the audio (such as unfamiliar accents and speaking too fast). Due to a lack of concentration in listening skills at school, as evidenced by the small number of listening materials presented in a textbook, students find it more challenging to learn and improve their listening comprehension skills. To overcome this, students must find solutions to continue to develop their skills well, even in such situations. For example, a strategy is one of the most popular approaches to problem-solving in learning (Handrianto et al., 2020). It is widely acknowledged as the most critical factor in second language acquisition. According to Oxford (1990), language learning strategies are specific actions a learner takes to make learning more effective, faster, more enjoyable, self-directed, efficient, and adaptable to new situations. Therefore, a learning strategy is a way or method a learner uses to learn something comfortably but will definitely give outstanding and satisfying results.

According to Chamot & O'Malley (1990), three main learning strategies are cognitive, metacognitive, and social/affective. Cognitive strategies are then divided into two groups: top-down cognitive strategies wherein understanding the message, the incoming input is used as the basis, and bottom-up cognitive strategies wherein understanding the message, the background of knowledge is used (Sulistyowati, 2019; Ibrahim et al., 2021).

Goh and Vandergrift (2012) stated that cognitive, social, and affective relationships are critical aspects of L2 learning. Learning to listen is more crucial than any other language skill

because listening is a largely unseen process that makes it a difficult skill to teach. O'Malley & Chamot (1990) claimed that socio-affective strategies could help listeners manage feelings, motivation, and attitudes when a speaker has some interactions with another speaker to achieve the listening task and maintain language learning (Rahman & Ja'afar, 2018; Nengsih et al., 2022). Language learners use socio-affective strategies to question the teacher for clarification or apply specific techniques to lower anxiety to cooperate with classmates (Bidabadi & Yamat, 2011; Sarte et al., 2021). Learners can use the self-talk technique to reduce anxiety in learning activities. The learners can also imply cooperation with their peers in solving particular problems, gathering information, or receiving feedback from certain learning activities.

Vandergrift and Cross (2018) stated that the goal of socio-affective strategies could be transactional or maintaining social relationships because these strategies are usually used in the social interactions of listeners. How the speakers deal with comprehension problems will depend on several affective variables, such as willingness to take risks, fear of losing face, assertiveness, and motivation. These strategies also discuss age, gender, language proficiency, and power-relationship (boss-employee); these interactions often make interactive listening a situation where the disadvantaged listener feels weak (Handrianto, 2013; Arwin et al., 2022). This secondary position affects listener comprehension due to the increased anxiety and the degree to which listeners feel encouragement to clarify comprehension to keep their dignity. Furthermore, when listeners have real-life interactions (face-to-face), these require the listeners to give non-verbal signals such as furrowed eyebrows, body language, and cultural gestures that can add or change the meaning of utterances.

Metacognitive strategies are those used to manage, plan and evaluate the use of cognitive strategy. In other words, they ask the listener to make a learning plan, think about the learning process, monitor the production and comprehension dynamically, and evaluate the learning upon the finish of an activity (Jie-Zheng, 2018; Utami et al., 2021). Goh (2008) suggests that metacognitive listening instruction can be beneficial in that learners tend to be more confident, more motivated, and less anxious. It also seems to affect listening performance, benefitting weak listeners positively. In other words, metacognitive strategy instruction enhances learners' self-efficacy, broadly defined as a belief in one's ability to carry out specific tasks successfully and listening performance (Graham, 2011; Handrianto et al., 2021).

Metacognition plays a crucial part in improving student learning, especially in listening. For example, reflecting on our ideas can help us adopt more effective learning strategies when learning a language (Adam et al., 2022; Pernantah et al., 2022). This is how Metacognition helps students to be aware of improving themselves. Following this, in recent years, some studies like Goh (2008), Goh and Taib (2006), Jie-Zheng (2018), Vandergrift (2003), and Vandergrift and Tafaghodtari (2010) have started to highlight the value of a strategic and process-oriented approach to listening, issues related to challenges of used Metacognitive strategy in teaching listening and the concept of metacognitive strategy instruction concerning teaching listening comprehension still need to be explored. However, according to what has been reviewed in the literature, few studies have investigated the facilitating effects of metacognitive listening strategies on academic lecture listening comprehension (Rahman et al., 2022a). The present study attempts to fill this gap and shed more light on the inherent challenges of this process by explicitly addressing the following research questions: (1) What are the procedures of metacognitive strategy in teaching listening? Moreover, (2) What are the advantages of metacognitive strategy in teaching listening?

Conceptualizing Metacognitive

Metacognition, according to Anderson, is defined as "thinking about thinking." In other words, because metacognitive methods give a context for interpretation, they can help listeners choose their goals, monitor their progress, and evaluate their learning outcomes. They can help listeners improve their listening performance or establish self-regulated learning. Metacognitive methods activate one's thinking and improve overall learning performance (Anderson, 2002; Ramadhani et al., 2021). Rahimirad (2014) states that metacognitive strategies refer to the "conscious management and regulation of the learning process, including planning, concentrating and monitoring." Rahimirad & Zare-ee (2015) stated that one of the most popular research areas in listening strategy teaching is metacognitive strategy instruction, which introduces students to five aspects of metacognitive knowledge: planning, evaluation, problem-solving, and focused attention, mental translation, and personal knowledge. These variables can help students acquire self-control and provide context for interpretation.

Meanwhile, metacognition is critical for boosting student learning, particularly in listening. John Flavell defines metacognition as "knowledge and cognition about cognitive phenomena" (Flavell, 1979). Knowledge and regulation comprise two essential elements (Flavell, 1979; Arafani et al., 2021; Hafnidar et al., 2021). Metacognitive knowledge refers to people's belief in themselves and others as learners and the learning process's prerequisites (Flavell, 1979). Person knowledge (cognitive and individual knowledge of oneself and others), task knowledge (personal knowledge to execute a task), and strategy knowledge (understanding of the strategies that an individual employs to complete a task) are three different types of metacognition knowledge that can affect a person's output (Flavell, 1979).

On the other hand, Metacognitive regulation refers to the conscious control of cognitive and emotional processes (Flavell, 1979). In 1990, Oxford created a picture of the metacognitive strategy system. His metacognitive technique has three parts: concentrating on learning, ordering, planning, and evaluating. The first step, called centred learning, is watching and associating with what they already know, paying attention, and deferring speech output so you can concentrate on listening. The learner learns about language learning, organizes, sets goals and objectives, determines the purpose of a language task, plans for a language task, and seeks practice opportunities during the organizing and planning process. Self-monitoring and self-evaluation are included in the final section, evaluating.

Abdullah (2010) stated that Metacognitive strategies do not only help to learn in general but also have a lot to offer to listen to comprehension. Students with metacognitive abilities, according to Wenden (in Coskun, 2013), appear to have the following advantages: 1) they are more strategic learners; 2) their rate of progress in learning, as well as the quality and speed of their cognitive engagement, is faster; 3) they are confident in their abilities to learn; 4) they do not hesitate to seek help from peers, teachers, or family when needed; 5) they provide accurate assessments of why they are successful. Many studies have discovered that teaching can improve metacognitive awareness (Goh & Taib, 2006; Vandergrift & Tafaghodtari, 2010). Furthermore, some researchers claim that metacognitive awareness and academic achievement are linked. In a correlational study of 150 high school students, Sonowal and Kalita (2017) discovered a strong positive correlation between metacognitive awareness and academic achievement. In their study, which included 386 Grade 10 Jordanian students, Al-Alwan, Asassfeh, and Al-Shboul (2013) discovered an excellent link between listening and metacognitive awareness and recommended

metacognitive awareness be emphasized in listening classes. Learning activities are facilitated by metacognitive listening methods, which are learning strategies that activate the thinking process to develop learning plans, monitor the learning process, and assess learning outcomes (Khairunnisa et al., 2022; O'Malley & Chamot, 1990). Because each student is different in their learning styles and demands, various students will use different learning tactics. Students must be aware of their learning styles to utilize suitable learning strategies to improve their listening skills effectively. Students who are unaware of their learning styles will be unable to apply and develop the learning strategies best suited to them, obstructing their learning progress (Kristiandi, 2019).

However, it is thought that several factors influence the employment of the metacognitive approach. We should not overlook these aspects. Regarding students from the same cultural background, the following criteria significantly impact their use of metacognitive strategies. The first consideration is the learner's command of the target language. According to specific qualitative analyses, practical foreign language students intentionally approach a subject, assess their comprehension, and successfully employ their prior knowledge while working on a task (Chamot, 1990). The work requirements are the second factor to consider. The frequency of strategy use is connected to the complexity of a language. When a language activity is challenging, learners frequently employ metacognitive strategies to succeed. Individual differences among learners, such as attitude, motivation, age, personality, gender, general learning style, aptitude, etc.; although individual differences among learners significantly impact metacognitive strategies, some of these characteristics are impossible to modify, such as age and gender and learning style, aptitude, and personality. However, most research that examines the impact of motivation has discovered a strong link between motivation and language acquisition performance. Oxford and Nyikos (1989) find that motivation correlates best with strategy. Increased motivation and self-esteem lead to the more successful application of appropriate strategy and vice versa (Tiara et al., 2021). As a result, during strategy training, the teacher should make every effort to encourage his students to ensure that their use of metacognitive strategy develops smoothly.

Metacognitive Strategy: Planning in Metacognitive

According to Vandergrift (1999), the learners would explain the objectives of an anticipated listening task. It assists them in comprehending the task and can also attend to specific aspects of language input or situational details for metacognitive planning strategies. According to Mulyadi (2018), developing the metacognitive approach provides students autonomy by planning and selecting the ideal method for acquiring listening skills and figuring out how to solve their listening problems. A cognitive approach is the best option for combining with a metacognitive strategy. The planning stage includes purpose setting, activating background knowledge, and predicting in this first stage (Herlina et al., 2021).

Bao and Guan (2019) stated that planning is the process of becoming aware of what has to be done to complete a listening activity. While Tanewong (2019) claimed that to collect hypothesis information in the planning/prediction stage, students are asked to watch the video or photo, predict what they will hear, and answer the questions they will be given. This can be done individually, in pairs, in small groups, or discussed with the class. The vocabulary and topic are given with assistance from the teacher.

Selamat and Sidhu (2011) argued that students were given pre-listening questions to discuss during the re-listening stage. The pre-listening exercises included language item review and presentation and planning and preparation for the next stage's activity. Students conducted exercises or assignments focused on practising strategies and developing abilities throughout the listening stage. Each lesson began with a quick review, including dialogue or other audio activities. The lecturer gave demos and examples when introducing a new method so students could see it in action. Questions also are provided by the instructor. Finally, students were given strategy practice assignments following the listening stage. They got more practice consolidating, extending, and reviewing the strategies. This is either in a different context or to accomplish a result, such as filling out worksheets or writing a summary. The instructor constantly used prompting, questioning, modelling techniques, and strategies to improve students' awareness at each stage. This was done to show, discuss, and assist pupils in reflecting on what they had done, how they had done it, and how well they had performed.

In a previous study by Mulyadi (2018), students are required to have pre-listening activities at this stage. In the pre-listening, the students were taught how to manage the goals of the listening class and were asked to activate their background knowledge. It included listening to specific information and getting the main idea from speech, long conversations, news, and short movies for setting purposes.

Mulyadi et al. (2017) stated that to activate the background knowledge, the students were asked about their opinions about the topic and speech speakers, discussed the vocabulary used, and predicted the possible answers and responses related to the pre-listening task. Alhaisoni (2017) claimed that strategy training aims to increase learners' awareness about making decisions concerning the strategy used to do their language tasks. Defining goals means that learners can take charge of their learning, and this means the key to successful learning is to nurture learners' metacognition.

According to Öztürk (2018), the metacognitive strategies students can use are applied after listening. In this context, it was discovered that the use rate of strategies such as checking whether the goal is met after listening, comparing whether pre-listening predictions have similarities with what is learned after listening, and assessing the suitability of students' listening processes and strategies used after listening is relatively low. However, when compared to pre-listening and while listening, additional strategies were used post-listening, with the most frequently used strategies being summarizing what they listened to in their own words, expressing the subject and main idea of the passage they listened to, and indicating which part(s) of the text they listened to they focused on the most (Banseng et al., 2021).

In a previous study conducted by Oztürk (2018), he used a "Metacognitive Listening Strategies Opinion Form" with the five options of frequency 1) Never, 2) Very rarely 3) Sometimes, 4) Regularly, and 5) Always. The question form was applied to 20 Turkish educators one week before the lesson started. The first seven items are used for pre-listening. It was predicted that strategies help students ensure they remember preliminary information on the subject they will listen to by requiring students to predict the content based on the title of the text or images, focusing on the material to be listened to, and setting their listening goals and ensuring that they take notes on them. It turned out that those strategies that can be used for pre-listening are mostly "rarely," when "always" and "frequently" are low. The first seven items are: (1) I ensure that students remember the preliminary information about the topic they will listen to in the listening training; (2) I guide students to determine their listening aims before listening; (3)

I ensure that students take notes of their listening aims before listening; (4) While pre-listening, I guide students to plan what they need to do while listening; (5) I ask students to express their predictions about the content by telling me the text's title to which they will listen; (6) By showing them visuals related to the text they will be listening to, I ask students to make predictions about the content; and (7) I tell students to focus on the text they will listen to before listening.

Metacognitive Strategy: Monitoring in Metacognitive

One of the metacognitive strategies in understanding listening is monitoring strategies. After the learners have prepared an approach, they use monitoring strategies to measure their effectiveness while working on the task. In planning, learners can activate their background knowledge about incoming input, set goals before listening, and suggest some questions. While monitoring, it maintains awareness of what was previously set and tracks the information if it meets the questions and tasks.

Self-monitoring is essential for students to monitor their learning in listening. It can encourage them to take note of their difficulties in listening and seek a way to eliminate them. They can also track the cause of their problem with listening. They can assess their listening comprehension using a checklist and journals. This strategy can help them assess their progress in learning (Elfi, 2015; Sicam et al., 2021).

Charemot (1999) suggested nine strategies in monitoring that students can apply to listen to comprehension. "Ask if it makes sense" is the first strategy. This strategy motivates students to assess their comprehension of the listening text by observing whether it makes sense. When students listen to a story, they regularly ask themselves if they comprehend what is happening. "Selectively attend" is the second strategy. Students must concentrate on specific information in the listening text to determine the critical information needed to complete the task (Hizriani et al., 2022; Salamah et al., 2022). The third strategy is "deduction and induction." This strategy allows students to apply or understand language rules such as grammar, phonology, and morphology. This should be applied since it helps students monitor their listening comprehension by using their knowledge of language rules. The fourth is "personalize/contextualize". This strategy involves comparing the message from the text with the student's background knowledge to see if it is understandable. It guarantees students that the text is clear for them. The fifth strategy is to "take notes." This strategy involves students writing down the keywords, abbreviated words, or numerical forms when listening to the text. In taking notes, students can write the major information like an outline, making it easier to remember and understand the text. Students can mention the information they got during their listening activity to complete their listening tasks.

The sixth monitoring strategy is to "use imagery." Because constructing pictures is a technique to verify if the information makes sense, this strategy encourages students to create images to assist them in representing information in listening tasks. It is also quite helpful for recalling knowledge. "Manipulate/act out" is the seventh strategy. Students use real things or pantomime scenarios to contextualize language. This strategy works because objects and actions can help students make mental links with knowledge, which helps them learn and recall. "Talk yourself through it (self-talk)" is the eighth strategy. Encouraging phrases like "I can do it" to help students get through challenging assignments is known as self-talk. When students are working on a challenging listening activity, they can tell themselves, "Don't give up!" or "It's

okay if I don't comprehend everything." Students may be able to do more than they thought they could by reassuring themselves when working on challenging projects (Herwanis et al., 2021). Even if they cannot complete the activity precisely, they can probably complete some of it. The ninth and final monitoring strategy is "cooperate." Cooperation entails students collaborating with their peers to perform projects or provide and receive feedback. Working with others allows students to share their abilities and accomplish a better job as a group.

Besides, investigations conducted in listening classrooms that used metacognitive strategy instruction confirm the insignificant results (Mulyadi, 2015). Research conducted by Mulyadi (2015) deals with the effect of metacognitive listening strategy training on English students' listening comprehension. Second-semester students of the Universitas Muhammadiyah Semarang English department show that students' listening comprehension differences between pre-test (57.87) and post-test (64.40) are insignificant. In Mulyadi's study, the monitoring strategies were conducted in the listening activities. Students were asked to listen to keywords from the audio or video they were listening to, make inferences based on the keywords, take notes for listening details, verify predictions and check for inaccurate guesses based on their answers and predictions, and listen again to check their comprehension.

Metacognitive Strategy: Evaluating in Metacognitive

As for the meaning itself, evaluating means looking back at what happened and analyzing it as a foundation to take another step in processing the next piece of information. Evaluating is the final process after planning and monitoring a metacognitive strategy. According to Anderson's (2002) model, when evaluating a strategy, students attempt to evaluate whether what they are doing is effective through self-questioning, debriefing discussions after strategy practice, and checklists of strategies used. All previous stages or strategies are evaluated at this stage.

Generally speaking, students who have explicit general knowledge of the learning process can use the metacognitive learning model to assess their learning experiences and interpret their learning outcomes (for instance, the teacher can ask them: "Which study technique was effective for which reason when taking into account the learning task and yourself as a learner?"). When students are given numerous opportunities for step-by-step practice to observe, analyze, and systematically evaluate their learning experiences, they can learn that specific study and memorization techniques can be helpful. They can experience when particular study and memorization techniques can be successful and develop a general understanding of why particular study and memorization techniques can be effective for particular situations. The observations that can be viewed and used to think about it serve as the foundation for critical evaluation, analyses in which the analyzed components can create a mental picture that provides essential features, and evaluations of one's learning experiences in which the mental picture can provide evidence.

For example, the Learning Evaluation Tool is proposed to assist students in objectively evaluating their learning experiences. The Learning Evaluation Tool is a tool that helps students understand why they might use specific study and memorization techniques for certain learning tasks while still considering themselves active learners.

METHOD

In this study, the focus is on the lecturer's strategy in teaching listening. In this case, the lecturer's strategy is the metacognitive strategy. This study used a qualitative method of

observation and interviews to collect the data. According to Hatch (2002), qualitative research aims to uncover the truth about human behaviour in naturally occurring settings and scenarios. There is no interference in the form of control or therapy to the pupils or the teacher because it is not based on theory. Instead, this research describes and investigates the situation as it is. There are some features of qualitative research need to be examined, according to Alwasilah (2002). The research is concerned with quality, the goal is to describe, locate, and comprehend, and the settings are all-natural. The researcher did not intervene in the teaching of reading in this study because it is the responsibility of the teachers to choose reading strategies. The sample is small and purposive, implying that the participants in data collection do not need to be in great numbers. Still, they are chosen purposively by the investigation's need because the researcher can glean as much information as possible from each account. The researcher's role as the primary instrument indicates that it is the researcher's responsibility to gather data using instruments, regardless of the instrument utilized. The data for this study was gathered through classroom observation and interviews performed by the researcher.

Participants

The participants, as well as the research site, were involved in this study. A listening II lecturer and a class of students from the university took part in the study. The researcher used random sampling in the research. The lecturer was picked because she is a young lecturer that has been teaching for around three years and is expected to have new techniques in teaching listening. Meanwhile, the 14 students who will participate in this study were chosen from second-semester students of the English Education Department at UIN Antasari of Banjarmasin who took a listening II class.

Data Collection

Observation

The purpose of the classroom observation was to address the first question about the lecturer's strategy, which is a metacognitive strategy. According to Hatch (2002), the purpose of observation is to understand better the culture, location, or social phenomenon being investigated from the participant's perspective. The goal of the observation was to get a sense of what the participants were thinking and feeling by listening to and seeing what they were saying and doing because observation can provide data that cannot be obtained through interviews. As a result, observation can supply adequate data for achieving the research's goal.

Interview

Although observation is considered enough to support this research in achieving the purpose, an interview was administered with the lecturer and the students to validate the findings. The interview for the lecturer was constructed to find out the lecturer's strategy in teaching listening with the assistance of a metacognitive strategy. In contrast, the student interview was constructed to determine the student's perception of the lecturer's teaching strategy in the classroom (Anggraini et al., 2022).

The interview was carried out via Whatsapp. The researchers interviewed both the teacher and the lecturer. The interview consists of five questions for both lecturers and learners. First, the researchers collected all the interviewees' answers, and in the next step, the researchers compared the other statements that the researchers gave to others. Researchers wrote the learners'

statements, and the lecturer's statement was carried out with audiotaping. Both written and audiotaping benefit this research. In those ways, they ensure the reliability of the data.

This study focused on the third category and developed a coding system that may be utilized for semi-structured interviews. The coding uses certain words or phrases to define a given topic. Furthermore, the connected statement must fit under the relevant code category (Newcomer, Hatry, & Wholey, 2015). The first researcher discussed the coding scheme with the second researcher to compare it (helper). Because of several discrepancies, ambiguities, and low intercoder reliability, the coding scheme was revised and refined via debate until an acceptable level of dependability was achieved (Krippendorff, 2004). Drawing conclusions and replying to research questions using a range of categories or subcategories is the last stage of the conclusion.

FINDINGS AND DISCUSSIONS

The findings will be understood and analyzed by comparing the data to the relevant theories. The data findings are related to the lecturer's strategy in teaching listening classes. The data was gathered to address the study's research questions. Lecturers' data techniques for teaching listening in the second semester were investigated using a qualitative descriptive methodology. The data was gathered from the interview and classroom observations to learn more about listening practices. Meanwhile, the interview was also used to collect student responses to those strategies.

The lecturer used some strategies during the lesson, which were delivered during the teaching and learning process. The information was gathered through observations in the classroom and interviews with the lecturer. The strategies employed by the teachers in the class are metacognitive.

The metacognitive strategies include planning, monitoring, and evaluating. According to the observation result, the lecturer conducted the planning strategy during the pre-test activity a week before. While the monitoring was during the teaching and learning process through self-explanation to the students, asking the students to find the answers to the lecturer's questions, demanding the students to present their skills in listening in groups and doing exercises. The evaluating strategy was implemented after the teaching and learning process was done. The lecturer analyzed the scores based on the exercise to measure students' comprehension of listening skills.

From the interview, the metacognitive strategy of planning implemented by the teacher is shown by her statement to the question about whether the lecturer prepare herself or not before the class:

“Before class I always prepare myself. I made a lesson plan even though it isn't too structured. For example about how to do the pre-while-post activity, and the steps to be carried out in class. Then I also review the material that will be taught at each meeting.”

Lesson planning is related to the teaching strategy, such as planning the learning objectives, the teaching methods and techniques that suit each material, assessing students' understanding, and many others related to learning and teaching planning. In her case, the lecturer used a traditional teaching method in the first week and task-based learning with discussing models in

the second week. By this means, we are questioning the reasons why she changed her teaching method strategy in the first week and the second week, and she responded:

“Skill is something that must be learned regularly and continuously, this is also related to the TOEFL which is something new for students. Teaching techniques need to be done not only through the teacher's explanation and it is appropriate for students to learn on their own. This is because sometimes when it is explained there are students who pay less attention.”

We also found the monitoring process of the metacognitive strategy that the lecturer implemented through this answer. She thought that learning skills are essential for answering Listening comprehension; therefore, teaching the skills to the students is excellent. The lecturer found that the students should learn the materials by themselves by the first week of teaching using traditional teaching methods. Therefore, the lecturer implemented task-based learning for the next week. We can see the monitoring process by how the lecturer thinks about changing the teaching method according to students' attitudes toward her traditional teaching method (Rahman et al., 2022b).

The last process of metacognitive is evaluation. The evaluation process is shown by relating to her answers about her views of different strategies used in class, supported by her new statement regarding her teaching strategy in the future. She stated that:

“There are many strategies that I want to apply, such as the recent CLT and metacognitive strategies that are by the formative assessment that I applied.”

In this stage, the lecturer seems to have a variety of strategies that she would like to apply or try in the future. This can be shown as a result of evaluating processes in metacognitive strategy. With the previous information, she will evaluate the information and either develop or construct a new plan for the strategy to achieve the desired results. This section of the findings deals with the second study question, which concerns the students' responses to the lecturer's strategies. The interview was used to determine the students' reactions, and it contains five questions covering the effectiveness of metacognitive strategies.

Related to the second study question, we found that students are satisfied with the lecturer's teaching strategy, which means that the metacognitive strategy implemented by the lecturer works. From the interview, the overall students' responses about teaching strategies that are used can improve their knowledge and make it easier for them to do listening tasks after learning the skills:

“Before learning skills in listening, I used to focus on listening to all audio, but after I learned the skills, I can use the techniques and only focus on the keywords in audio such as second-line, synonym, etc.”

“There are so many differences. Before this, I did not know about the skills. I thought the skill was only used in speaking, but now I know how to find the right information using listening skills.”

"I feel like my knowledge is improving after learning listening skills."

Based on the interviews, the researchers also found that most of the students understood the lesson from the lecturer's explanation than by self-learning:

"I prefer the lecturer's explanation to self-learning because I just have to listen and analyze the materials while I have to use my logic in self-learning, and I am not sure it is true."

"I choose lecturer's explanation because, in my opinion, people can easily understand what other people say than self-learning because the lecturer has more experiences and has more knowledge than us."

However, the lecturer also discovered that one student had a different opinion. He stated that self-learning is easier than listening to the lecturer because he knows his limitations, which is challenging. Students who completed a pre and post-test revealed that metacognitive listening practices improved their scores from pre- to post-test. Metacognitive strategies include planning, monitoring, and evaluating. According to the observation, the lecturer employed the planning strategy during the pre-test activity a week previously. Monitoring included self-explanation to students, challenging students to find solutions to the lecturer's questions, demanding students to demonstrate their listening abilities in groups, and engaging in activities while teaching and learning. The assessment approach was employed once the teaching and learning procedures were completed. The lecturer evaluated the exercise outcomes to measure the students' listening comprehension ability. As a result of a previous study on the favourable effects of the metacognitive approach, the current investigation yields comparable results.

CONCLUSION

The main objective of this study was to find out the procedures of metacognitive strategy in teaching listening and to discover the advantages of metacognitive strategy in teaching listening by comparing the test score of pre-test and post-test. Lecturers' data techniques for teaching listening in the second semester were investigated using a qualitative descriptive methodology. The data was gathered from the interview, as well as classroom observations. However, the findings showed that the students who took a pre-test and post-test showed that metacognitive listening strategies gave good results and increased scores from pre-test to post-test. The metacognitive strategies include planning, monitoring, and evaluating. According to the observation result, the lecturer conducted the planning strategy during the pre-test activity a week before. While the monitoring was during the teaching and learning process through self-explanation to the students, asking the students to find the answers to the lecturer's questions, demanding the students to present their skills in listening in groups and doing exercises. The evaluating strategy was implemented after the teaching and learning process was done. The lecturer analyzed the scores based on the exercise to measure students' comprehension of listening skills. As the result of the previous study about the positive effects of metacognitive strategy, this present study also shows similar results.

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