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28,29,30 January 2013
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Indonesia

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Faculty of Teacher Training and Education (FKIP)
English Education Study Program, Bandar Lampung University (UBL), Indonesia

PROCEEDINGS

THE FIRST INTERNATIONAL CONFERENCE ON EDUCATION AND LANGUAGE

ICEL 2013

28 -30 January 2013

Organized by:
Faculty of Teacher Training and Education (FKIP), English Education Study Program
Bandar Lampung University, Jl. Zainal Abidin Pagar Alam No.89 Labuhan Ratu,
Bandar Lampung, Indonesia
Phone: +62 721 36 666 25, Fax: +62 721 701 467
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PREFACE

The activities of the International Conference is in line and very appropriate with the vision and mission of Bandar Lampung University (UBL) to promote training and education as well as research in these areas.

On behalf of the First International Conference of Education and Language (ICEL 2013) organizing committee, we are very pleased with the very good responses especially from the keynote speakers and from the participants. It is noteworthy to point out that about 80 technical papers were received for this conference

The participants of the conference come from many well known universities, among others:
University of Wollongong, NSW Australia, International Islamic University Malaysia, Kyoto University (Temple University (Osaka), Japan - Jawaharlal Nehru University, New Delhi, India - West Visayas State University College of Agriculture and Forestry, Lambunao, Iloilo, Philipine - Bahcesehir University, Istanbul, Turkey - The Higher Institute of Modern Languages, Tunisia - University of Baku, Azerbaijan - Sarhad University, KPK, Pakistan - Medical Sciences English Language Teacher Foundation Program, Ministry of Health, Oman - Faculty School of Arts and Sciences, Banga, Aklan Philippines - Sultan Ageng Tirtayasa, Banten, - Pelita Harapan University, Jakarta - STIBA Saraswati Denpasar, Bali - University of Muhammadiyah Yogyakarta - Ahmad Dahlan University Yogyakarta - Sriwijaya University, Palembang - Islamic University of Malang - IAIN Raden Fatah Palembang - Universitas Diponegoro, Semarang, Indonesia - Universitas Haluoleo Kendari - State Islamic University of Sunan Gunung Djati, Bandung - Tadulako University, Central Sulawesi - Sanata Dharma University - Lampung University and Open University,

I would like to express my deepest gratitude to the International Advisory Board members, sponsors and also to all keynote speakers and all participants. I am also grateful to all organizing committee and all of the reviewers who contribute to the high standard of the conference. Also I would like to express my deepest gratitude to the Rector of Bandar Lampung University (UBL) who gives us endless support to these activities, so that the conference can be administrated on time.

Bandar Lampung, 30 January 2013

Mustofa Usman, Ph.D
lCEL 2013 Chairman

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The First International Conference on Education and Language
(ICEL 2013)
BANDAR LAMPUNG UNIVERSITY
Bandar Lampung, Indonesia
January 28, 29, 30, 2013

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AN ACTION RESEARCH ON METACOGNITIVE STRATEGIES TO TEACH LISTENING

Ni'matu Tasriyah

Corresponding email : tni39ma@yahoo.com

Abstract

While listening skill is an important skill for language learners, many students claim that this is the most difficult skill to master. Thus the teachers should help learners to master the listening skills. Metacognitive strategy is one of the solutions and how to teach listening, so that students can learn how to listen and not just what to listen for. Many research showed that metacognitive strategies can improve students' listening. Thus, the purpose of this action research project was to help teachers in the teaching listening within the metacognitive strategies. The issue was do students enjoy their listening activity in their class, and what is the strategy to attract students enjoying the listening activity I their class. The research was conducted in a language training center in a private university in Jogjakarta, Indonesia. This action research was conducted in three steps. First, the students were surveyed by giving them questionnaire of listening activities done in their class. Students were, then, introduced to the listening activities by applying metacognitive strategies. In the process of listening activity students were taught by using framework on the listening activity. Having taught by those strategies, students were given the second questionnaire to compare which one is a better strategy for them to learn how to listen. By having these comparisons researcher concluded that students enjoy the listening activities using metacognitive strategy.

Keywords: listening skill, listening activity, metacognitive, learner, strategy,

1. INTRODUCTION

I do still remember when I was in junior high school and senior high school, how did my teacher teach me listening. My teacher gave me some questions then asked me to answer the questions based on the audio played. Sometimes, she gave me uncompleted sentences then I should fill the blank based what I heard on the audio. In both middle of semester and the last of semester my teacher also tested listening in my class by giving us some question related to the audio given. I merely could not differentiate my teacher either taught me listening or tested me listening. Even in the university, my lecturer gives me listening activity in form of test. Therefore, listening activity for me is kind of activity that make me bored and scary activity.

Moreover, my students in an English course also think that listening is the most difficult skill in learning English. In their listening activity they just listen to the audio then answer the question related to the audio without any feedback from their teacher. Both their teacher in their school and I give them listening activity same with what my teacher gave to me when I was in junior and senior high school. In my class, I give listening for them by giving some questions related to the audio and I asked them to answer those questions. It sounds boring, isn't it?

Listening is one of the four skills of learning English that should be had by every student both EFL and ESL. The listening activity in the class of EFL in Indonesia still needs many improvements on their aspects. Without any skill of listening, learner cannot understand the message both from the teacher and also the other speakers of the target language.

The importance of listening is not merely as receptive skill but it also can be input for speaking skill (Rost, 1994). We can imagine how the learner can be the good learner if they cannot listen well; while by having good listening skill the learner can improve the target language from the native or the other good speaker.

Because of the importance skill of learning English, English teachers should be able to modify the listening activity for their students in their class. According to Goh, teacher should not just teach listening for students like testing listening, because teacher should teach students on how to listen effectively (Richard, 2010). As a teacher we should be able to differentiate whether we will teach the students listening or we are going to test the students listening. Therefore, this paper shows us how to teach listening and modify the materials for listening activity by using metacognitive strategy.

2. LITERATURE REVIEW

2.1 What is metacognition?

Metacognition is Vygotsky in Buckingham (2003) define metacognition as a process of thinking not only on the object but also the process of thought itself. Metacognition has been related with intelligence and it has been shown that those with greater metacognitive abilities have a tendency to be more successful thinker.

Metacognition is often defined as awareness about one's processes in learning, and the appraisal and regulation of these processes. Metacognition is also called as learning how to learn. In the process of teaching and learning, metacognition includes giving learning task, monitoring comprehension and evaluating process. By giving learning task students will learn on how to learn by solving the task given. Then, teacher can monitor how the students' comprehension is based on the task given. Finally, both teacher and students should evaluate the whole process of learning done in the class.

Goh in Richard (2010), proposed a framework of metacognitive strategy with has four characteristics: (1) learning is an active, strategic, and constructive process; (2) it follows developmental trajectories in subject matter domain; (3) it is guided by learners' introspective awareness and control of their mental processes; and (4) it is facilitated by social, collaborative settings that value self directed students dialogue.

2.2 What is metacognitive strategy

Process of teaching and learning should be modified in order to get new strategies of learning. According to Oxford (1990 p.8) learning strategies are specific action taken by learners to make their learning easier, faster, enjoyable, more self-directed, more effective, and more applied to new situation. Because of the new strategies of learning, the learner can enjoy their study and also learners can lead their self to effective learning.

Additionally, according to O'Malley and Chamot (2001) metacognitive strategy is strategy uses cognitive processes and consists of attempt to manipulate language learning by virtue of planning, monitoring and evaluating (cited in Yang, 2009).

2.3 How it can be done?

Goh described models of metacognitive strategies on listening based on Vandergrift models and its variations. These steps are:

1. *Planning*
   Before listening to the audio, students make a pair and discuss what they are going to listen and construct their knowledge about the topic. Then they write down their result in the target language. Beside that they also make a prediction on difficulties that might be found on the audio.
2. *Listening 1*
   As they listening to the audio, students underline or circle the word discussed before and write down new information they hear.
3. *Pair process-based discussion*
   In pairs, students compare what they have understood so far and explain the strategies used for arriving at their understanding. They identify the parts that cause confusion and disagreement and make a note of the parts of the text that require special attention in the second listen. At the same time, the teacher models thinking-aloud of how he/she would listen selectively to problematic parts of the text.
4. *Listening 2*
   Students listen to those parts that have caused confusion or disagreement and make notes on any new information they hear.
5. *Whole-class process-based discussion*
   The teacher leads a discussion to confirm comprehension before discussing with students that they reported using. Based on what discussed, he/she models the use of selected strategies for achieving comprehension goals.
6. *Listening 3*
   Students who have not used the strategies 2 and 4 can ask the teacher to speak the script for them.
7. *Script-sound recognition*
   Students are provided with a script of the recording so that they can match sounds to print and vice versa, moreover, students also can learn the lexical items and demonstrate the pronunciation found in the listening script.
8. *Personal reflection*

In this stage, the teacher ask the students to write personal reflection about what did they do on the listening activity. They note down they have learned and understood from the audio. The students also reflect the guided process whether the strategy can build the effectiveness on their learning process. (See appendix 1)

3. RESEARCH DESIGN

3.1 Research question

Based on the background above, these are the research question encountered in this research:

1. Why do most of EFL students said that listening is the most difficult skill in learning English?
2. What strategy that might be used by teachers to teach listening comprehension?

3.2 Subjects

This action research was conducted to ten students of senior high school grade X. These students are students of researcher in an English course thought that listening skill is the most difficult one in learning English both in their class in senior high school and also in their class in the English course. All students are female with having speaking, reading, and writing skill enough.

3.3 Instrument

Some instruments were used in conducting this action research. The researcher used pre-action questionnaire given before the researcher taught listening using metacognitive strategy. Then in the action of teaching listening by using metacognitive strategy, the researcher gave framework of listening and sheet of student's reflection based on the listening activity followed.

In addition to get clear the result of this action research, researcher gave post-questionnaire to respondents consisted of question related to comparison the listening followed before and the listening by using metacognitive strategy.

3.4 Data collection

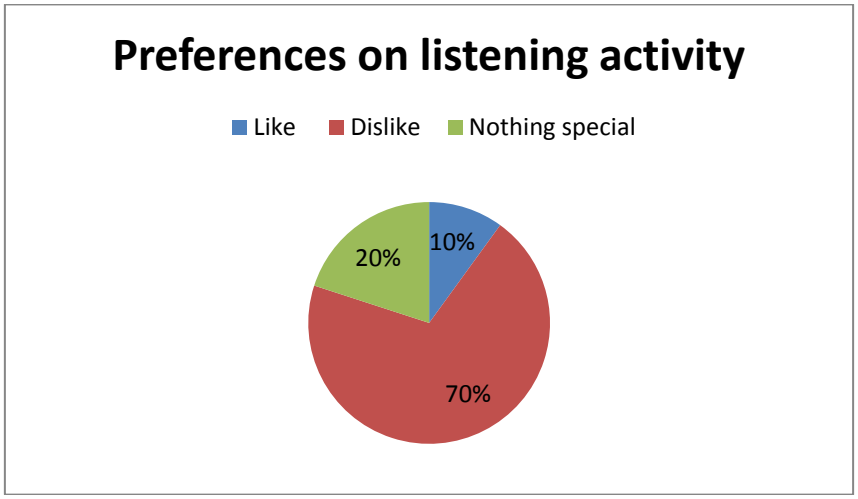
In this action research, the researcher was the teacher conducting metacognitive listening in the class. In a day, the researcher conducted research and taught students listening by using metacognitive strategy. The researcher informed to participants that this action research will not affect their score in the process of teaching and learning outside the action research.

3.5 Data analysis

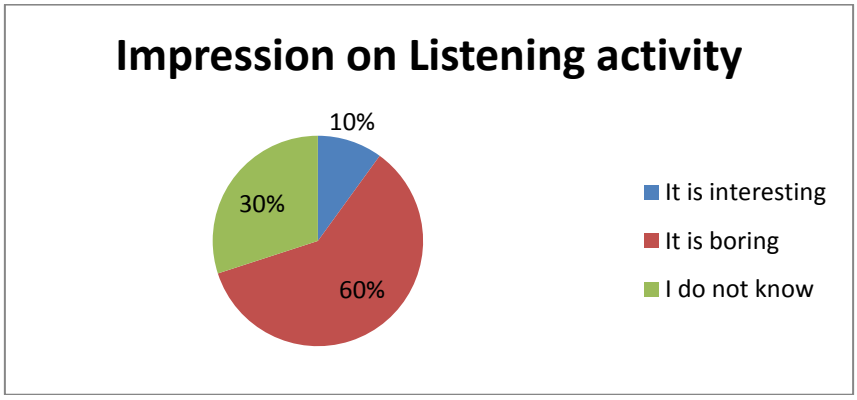
The questionnaire was analyzed by grouping based each item. The participants' responses were analyzed and were made into percentage. To reporting the result researcher used descriptive narrative based on the responses of participants.

4. FINDING AND DISCUSSION

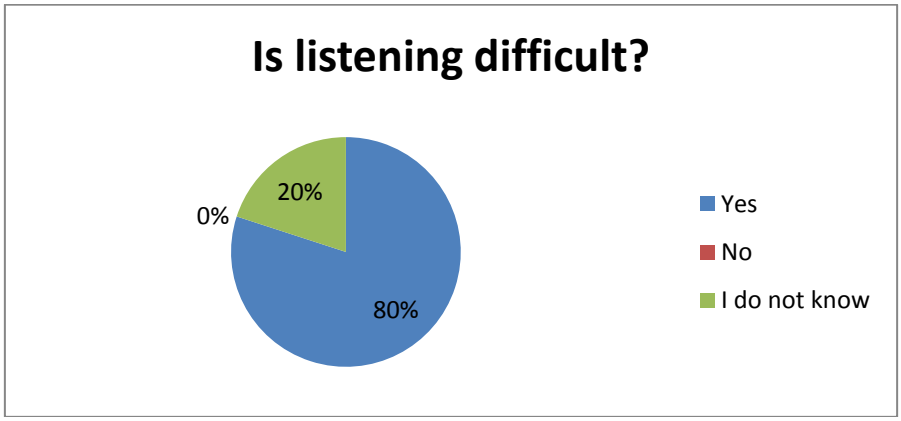
4.1 Based on the pre-action questionnaire, the result showed that most of students thought listening is the most difficult one in learning English is because they have listening activity rarely.



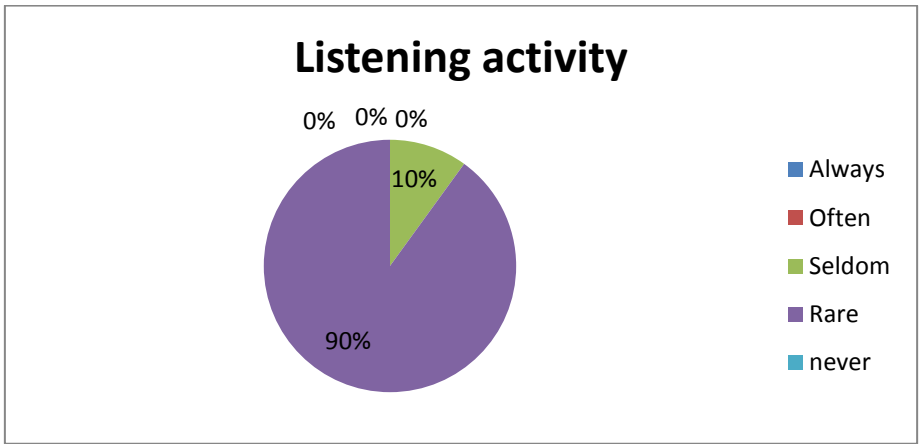
Most of respondent dislike listening activity in their class, because they think that listening is the most difficult skill in the learning English. It is shown by the chart that 70% of the respondents dislike listening activity in their class.



Then, the chart above shows the impression of respondents on listening activity. And the result shows that 60% of the respondents said that listening activity is boring activity in their learning process.



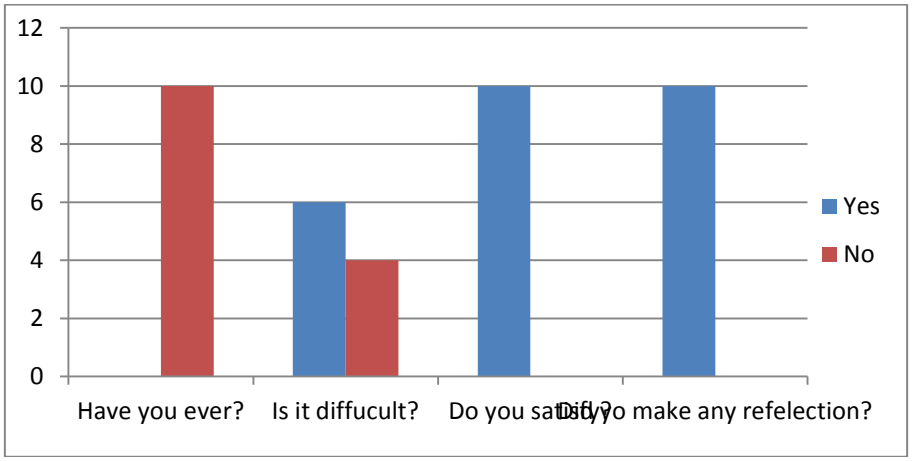
The next chart is about the question, is listening activity is difficult for them? There was no respondent said that listening is easy one, 80% of the respondents said that listening is difficult.



The last result on pre-action questionnaire showed that listening activity is done rarely in the respondents' formal class in their school.

4.2 Students' perception on Metacognitive strategy in listening activity

After conducting action research – teaching listening by using metacognitive strategy – the researcher asked the respondents to make a simple reflection based on the activity.



This chart shows us that all of the respondents have never had a listening activity using metacognitive strategy, even though this strategy forces them to be an active listener while they have listening activity. So, that the students do not just answer the question but also the students will get new information from the audio.

From the chart above we know that in the process of listening using metacognitive strategy the researcher asked the respondents to make their own reflection based on the strategy used in the listening activity (see appendix 2). Most of the reflections showed that this strategy is very interesting for the respondents. Besides that this strategy can explore the knowledge of the respondents well.

5. CONCLUSION

In short, as a candidate of teacher – even as the teacher – we should be able to modify our materials and instructional to make students enjoy the process of learning and they can learn effectively; so that they get comprehend knowledge on learning English. Metacognitive strategy is one of good strategy to teach listening and based on the result is students enjoy those strategies.

APPENDIX

1. Framework of Listening Activity
(taken from Richard, 2010)

Topic	
Verbs / Verb phrase	
Listening 1	
Pair discussion	
Listening 2	
Class discussion	
Listening 3	
Script-sound recognition	
Personal reflection	

2. Framework of Students' Reflection on Metacognitive Strategies
(taken form Richard, 2010)

Thinking about what you did during your listening lesson

You have just finished doing listening comprehension activity. Read the statements below and think about how you listened. Draw a smiley face next to the statements to show what you think.

Yes ☺ No ☹ Only a little 😐

Listening to my teacher or recording

1. Before I began listening, my teacher told me what the listening text was going to be about.
   That helped me to:
   - Guess what I am going to hear. ____
   - Listen out for the important words. ____
   - Understand the meaning of the text better. ____
2. While I was listening, I paid very close attention to the passage. ____
3. When I couldn't hear clearly, I wanted to ask my teacher to:
   - Repeat part of the passage. ____
   - Speak the recording for me. ____
   - To explain the word(s) I didn't understand. ____

My reflection notes :

_____
_____
_____

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Jl. Z.A. Pagar Alam No.26 Labuhan Ratu
Bandar Lampung 35142 Phone: +62 721 701463
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