TEACHER AND STUDENT'S STRATEGIES IN TEACHING AND LEARNING LISTENING COMPREHENSION

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Abstract

Teaching of listening comprehension has been somewhat neglected and poorly taught, but now it is regarded as much more important in EFL classrooms. Students who learn English as second or foreign language might find difficulties in listening comprehension as twelfth grade students' of SMKN 1 CEPU that have less motivation to learn listening. The objectives of this study are to identify students' problems and strategies, and to investigate the teacher's problems and strategies used to solve listening problems. By using qualitative research, the researcher obtains the data from questionnaires, interview, and documents. The findings describe students' percentages in confronting listening problems and teacher instruction in listening toward the strategies used. The implementation of this research gives direction and alternatives to the implementation of the three teaching listening comprehension; cognitive, metacognitive, and socio-affective strategies (Azmi Bingol, 2014). In future, it provides the advantages to developing the quality of English teachers' professional development.

Keywords: listening comprehension, cognitive, metacognitive, socio-affective strategies.

INTRODUCTION

English plays an important role in international communication. As we know, it is widely believed that listening as one of four important basic skills in English. A good listening comprehension seems to develop easily for first language listening, but it requires more effort in listening to second or foreign language. Consequently, students who learn English as second or foreign language might find difficulties in listening comprehension because students had less motivation and cannot understand what native speaker said. According to Uma and Ponambala (2001), mastering language skills will determine the students' communicative competence in the target language. Meanwhile, it was found that the students are poorly equipped with strategies and activities to help them improve their listening comprehension (Nurrahman, 2009). Although the teaching of listening comprehension has long been somewhat neglected and poorly taught, but now it is regarded as much more important in EFL classrooms (Mendelsohn, 1995).

As the assumptions above, listening is least understood. Then listening is also least researched, which means that it attracts little attention in both theory and practice compared to other three language skills (i.e., reading, writing, and speaking). Furthermore, Richards and Renandya (2002)

argue that listening skill had been abandoned in language teaching for many years since the teaching method emphasized on productive skills (i.e. speaking and writing) and there was an assumption that listening skill can be acquired through daily activities but not really taught. However, recently an active interest in the role of listening comprehension is being developed due to a development of powerful theories in listening comprehension and inclusions of developed listening courses in many ESL programs (Richards, 2008). Hence, the teaching of listening comprehension has attracted a greater level of interest in recent years than it did in the past.

The needs of mastery in English have given priority to find more effective ways to teach English as FL. Therefore, English teacher needs learning strategy to teach listening comprehension effectively. According to Willing (1988;7), a learning strategy is a specific mental procedure for gathering, processing, associating, categorizing, rehearsing, and retrieving information or patterned skills. Therefore, the successful listening can also be looked at in terms of the strategies the listener makes use of when listening.

In SMKN 1 Cepu, teaching listening also has followed the procedures. Teacher has made the lesson plan with such strategies and the media, that is suitable with the lesson given. As KTSP curriculum applied, the school facilities have supported the skill improvement. Every classroom is given single sound, even the school is being completed with HL (Higher Learning) laboratory which has special software for learning English. So, the quality of students' listening skill is determined by how teacher can use these all facilities well.

Nevertheless, the students also have important role in improving their listening skill beside teacher's strategies used. For twelfth grade students who will pass final national examination, they have 2 meetings in a week that take 90 minutes in every meeting and only 1 meeting which is taught listening. It seems not enough for the students because they are less exercises. For the limited time, teacher applies the three listening strategies to teach listening effectively. Because, the teacher frequently finds them in less motivated situation, example; complaining that they are tired and feeling bored to do listening class. As the result, they do not get a good comprehension.

Because of confronting some problems in the process of listening comprehension, there is a great interest for researcher to investigate ; What are the problems encountered by the students in learning listening?, What are strategies done by the students to overcome learning listening problems?, What are the problems encountered by the teacher in teaching listening?, What are teacher's strategies to overcome teaching listening problems?.

This study is intended to be valuable for; (a) The teachers in guiding the students to improve their listening comprehension's skill. (b) Other researchers who investigate the teaching strategies in English Language teaching and learning especially in listening comprehension, in order to create new experience in listening research.

RESEARCH METHODOLOGY

The type of this research is qualitative research in the form of case study. Yin (2009:13) defines a case study as qualitative approach which investigates a contemporary

phenomenon within is real-life context and the boundaries between phenomenon and context that are not only clearly seen. Then, descriptive method also determines and reports the ways things are and the researcher has no control over the variable that was being researched (Gay, 2003). In this study, the descriptive method is used to investigate the teachers' strategies in teaching listening comprehension. Hence, it is done by exploring and investigating behaviors and attitudes that happened in the classroom, and then simply described it without involving manipulation or treatment to the research subjects or variables. Moreover, it is conducted to acquire an in-depth comprehension regarding the process of teaching listening comprehension related to the strategies applied in classroom. Furthermore, descriptive method in term of descriptive statistics was used to analyze the students' responses toward the strategies used by the teachers. It means that the data were calculated to seek the answers regarding to quantity of the students' responses that gained through questionnaires.

The research is conducted at the Twelfth-grade students of SMKN 1 Cepu in the academic years 2017/2018. SMKN 1 Cepu is located at Jl. SMEA no.14A, Balun, Cepu, Blora. The consideration to select SMKN 1 Cepu is because the location is near with writer house and strategic for listening research.

The selection of site and participants in this study is on purpose or it has well known as purposive sampling. It is based on previous knowledge of population and the specific purpose of the research so that researcher used personal judgment to select a sample (Fraenkel and Wallen, 2009;99). In this case, the researcher choose twelfth grade in Multimedia classes to be researched. Each of Multimedia classes consists of 31 students. The process of how writer entered in the research place was the first research to tell one of the teacher at SMKN 1 Cepu if the writer will conduct research there. The teacher is Sapto Puput A., S.Pd.. During the meeting with her, the writer talks about the problems that occurs in teaching listening skill in SMKN 1 Cepu. The problems are they; students cannot acquire in native fast speech, have less concentration, less motivated, and less vocabulary, so the writer will do deeply interview to the teacher how to solve the problems happened in the classroom. And SP as English teacher recommended to examine twelfth grade students especially Multimedia class, because according to SP listening skill activities in this class relative have low competence in listening.

The data from this study was gained from intervies, questionnaire, and documents. The technique of analyzing the data that is used in this research was the interactive model of qualitative data analysis by Miles and Huberman (1992). It has several steps, i.e. data collection, data reduction, data display, and drawing conclusion verification.

1. Data collecting
    Data collection is all of information gained from the whole data is gathered to analyze. It means collecting the data from documents, observation, interview, and so on. In this research the data were retrieved from interview, observation, and analysis of

documents involving lesson plan, the students' data, and any related documents to the teaching and learning listening.

2. Reducing the data

Data reduction is a stage of summarizing, classifying, focusing essential things and discarding all irrelevant information, but do ensure what we have access to it later if required, as unexpected findings may need to re-examine some data previously considered unnecessary. In this stage, the writer gets the data from interview with the teacher and students. The result interview shows how the students' ability and responses in listening comprehension by teaching strategy. Through the data reduction, the writer focused in the data that would be analyzed deeply which is related to the problem statement of the study.

3. Display the data

Data display the data means presenting and describing the data in the form of description or narration. It can support by pictures, scheme, or other supporting objects. In this research the writer made a table in order to organize the problem statements and the data got from the data reduction.

4. Draw conclusion

The next step is drawing conclusion. Drawing conclusion refers to the nothing regularities, patterns, explanations, possible configurations, casual flows, and propositions. In this step, the writer made the conclusion of each problem statements based on the data from field study. The conclusion of this research was in the form of thick description to answer the research problem that has been formulated. The result was gained from interview, observation, documentation, and so on.

RESEARCH FINDING AND DISSCUSION
A. Research findings

The researcher has done the research and got the complete data from all the techniques included in interview, questionnaire, and documentation. To gain the objectives of the research, the researcher analyzed the data systematically and accurately. The data then analyzed in order to give meaningful interpretation and draw inferences about the object of the evaluation. In reporting the findings of the research, the researcher reported the results based on the topic in research problems: (1) What the problems are encountered by the students in learning listening. (2) What strategies are done by the students to overcome learning listening problems. (3) What problems are encountered by the teacher in teaching listening. (4) What teacher's strategies used to overcome teaching listening problems. They are specified as follows:

1. **Students' Problems in Learning Listening**

The finding for the first research problem was gained through questionnaire. In questionnaire technique, the researcher provided 15 questions to collect the data. There are 6 items (question 1, 2, 3, 4, 5, 6) to investigate students' previous experience in learning English, 3 items (question 8, 9, 15) to identify students attitude in listening class, 1 item (question 14) to identify the problems, and 5 items (question 7, 10, 11, 12, 13) to identify students'

strategies to overcome the problems. In the process of questionnaire with the students which hold on April 18th, 2018. First, the researcher informed the objectives of doing this research. Then, the researched asked teacher's permission to take the data of questionnaire with the students. After permitted by the teacher, the researcher gained as much as possible information from the students. On the questionnaire were designed to obtain information about the students' previous training, their confidence in English, their attitude toward learning listening, their motivation to learn, and the anxiety they had during the learning process. In addition, the writer investigated the students' problems and their techniques to face their difficulties in learning listening.

The following is a simple presentation of the results of students' previous experience in learning English and students' problems investigation in learning listening:

Question number 1, the researcher asked about how many years students have been learning English. The results showed that number of years the students had studied English had been for a long time, that was 12 years.

Question number 2, the researcher asked about how many hours in a week that students spent to study English at school. The results showed that students have spent 5 hours in learning English.

Question number 3: Before this class, have you ever been in any classes designed especially for listening comprehension (Y = yes; N = no)?. The results showed that all students (31/100%) circle "yes" option. It means that all students have good experience in listening classes.

Question 4: How do you rate your English ability (1 = very poor, 2 = poor, 3 = average, 4 = good, and 5 = very good)? The results showed that students self-rating of English ability in average level. It is proven by all students (31/100%) circle option 3.

Question 5: What kind of listening materials are you getting this academic term ? The result is presented on the following figure:
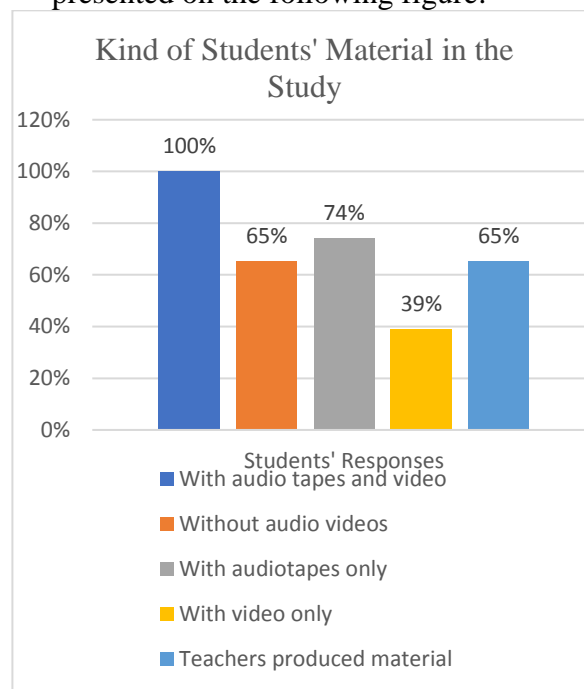

Figure 4.1 Students responses about kind of listening material in SMKN 1 Cepu.

Question 6: Is one hour a week enough to help improve your listening ability (Y/ N)? The results showed that whole students (31/100%) thought the study time was not enough.

Question 14: What are the factors that you think are hindering your comprehension when you are listening to the recorded text ?

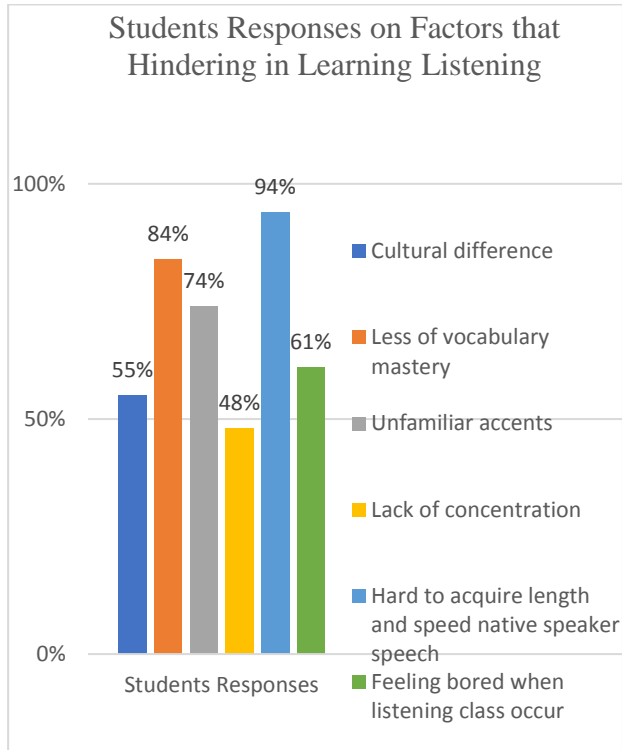The result is presented on the following figure:

Students Responses on Factors that Hindering in Learning Listening

Figure 4.2 Students' factors encountered listening problems

2. Students' Exercises to Decrease Listening Problems

. The same as point 1, the finding for the second research problem was also gained through questionnaire and the same time. Students will not be named as skilled listener if they still get more difficulties to catch the content of the audio. From questionnaire given, the researcher has identified what the students' strategies to minimize their obstacles in learning listening.

The following is the data presentation of questionnaire investigation about students' attitudes and strategies in learning listening:

Question 7: After the teacher's explanation, you listened to the same exercise again. Could you understand more when you listened to it for the second time (Y /N)? The results showed that there are 26 (84%) students give "Yes" responses and 5 (0,16%) students give "No" responses. It means from the teachers' explanation, "good" students could understand the content, while "poor' students still could not understand.

Question 8: If the teacher tells you that more than half of the questions in the test will come from the listening exercises you have already done in class; will you review the lessons and prepare for the exam so as to get a good mark (Y /N)? The result showed that all the students (31/100%) would prepare for the exams.

The following is the presentation of students' attitude in listening class and their solutions for listening problems:

Question 9: Did anxiety affect your performance when you were doing the exam (Y/N)? The result showed that 23 (74%) students answer "Yes" that anxiety affects their performance during the exam, and 8 (0,25%) students answer "No" that the anxiety did not affect their performance during exam.

Question 10: You know your listening ability is not very good, so will you look for chances to improve it by listening to or watching an English program (Y /N)?. The result showed that motivation to improve their English ability in listening is

really good, because all students (31/100%) choose "Yes" response.

Question 11: You will train your listening ability by listening English songs for times (Y/N)? The results showed that students have good motivation with all "Yes" responses (31/100%).

Question 12: You will ask additional class to the teacher to improve your listening skill (Y/N)? The results showed that all the students circle "Yes" response (31/100%).

Question 13: You prefer to watch English movie with the subtitle to decrease your less in learning listening (Y/N)? The results showed that all the students (31/100%) love to see English movies to train their listening in order to adjust English native speaker accents.

Question 15: What are you doing when you find trouble in listening class ?

The result is presented on the following figure:

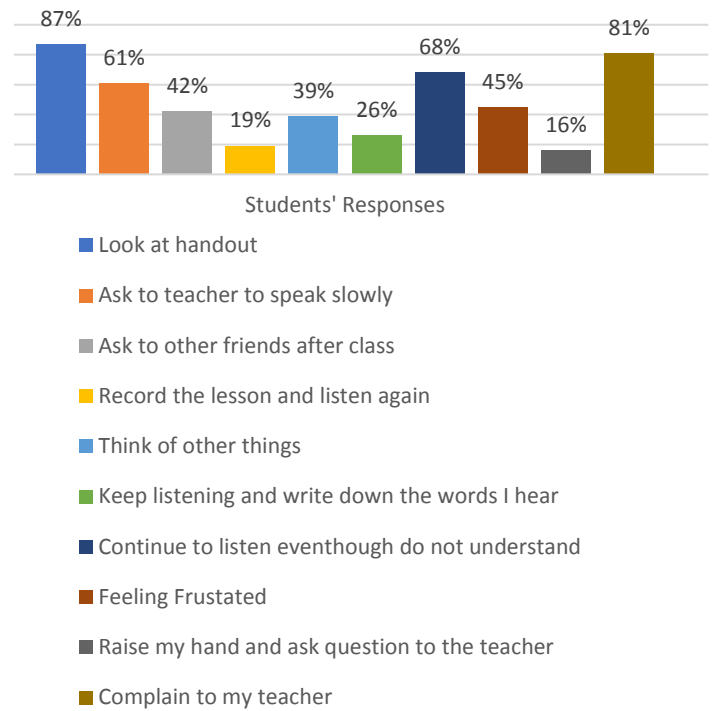## Students' Attittude while Finding Difficulties in Listening Class

87% 61% 42% 19% 39% 26% 68% 45% 16% 81%

Students' Responses

■ Look at handout

■ Ask to teacher to speak slowly

■ Ask to other friends after class

■ Record the lesson and listen again

■ Think of other things

■ Keep listening and write down the words I hear

■ Continue to listen eventhough do not understand

■ Feeling Frustated

■ Raise my hand and ask question to the teacher

■ Complain to my teacher

Figure 4.3 Students attitude towards listening class

3. **The Obstacles in Teaching Listening in the Classroom**

The researcher gained the data about obstacles in teaching listening on teachers' side by interviewing English teacher of SMKN 1 Cepu. In interview technique, the interview transcript was used by the researcher as the instrument to collect the data. In the process of interview with the teacher which hold on April 19th, 2018, firstly, the researcher informed the objectives of doing this research. Then, she asked teacher's permission to do interview with her. After permitted, the researcher did the interview

with SP as English teacher at SMKN 1 Cepu in order to gain as much as information about teaching listening. Because of using semi structured interview, this activity flowed and the researcher got expand data for more than 12 questions. But the researcher has reduced the interview data to make easier for identifying teacher's problems in teaching listening comprehension.

Firstly, the researcher interviewed about kinds of listening material. The researcher wanted to know whether there are obstacles on the material or not. Then, the answer was inferred that the teacher had a little trouble on the material. The excerpt of the interview with SP (English teacher) is presented below.

> My students have been facilitated English handout that this is helpful for me to teach them English and its aspects. But for listening, sometimes I give my own material if the listening material from laboratory does not support their exercises such a topic being discussed. Because, the system installed only served certain topics and it is out of my syllabus sometime. (Interviewed at April 19th, 2018)

Then, the researcher continued to interview SP to identify teaching problems exactly. The teaching problems were described by the teacher on the interview transcript below.

> Of course, one of problems is vocabulary mastery of the students' that can affect the running of listening study.

> Because, this could impact other problems for them such as they become unconfident while listening class occur, and do not have enough motivation on listening. (Interviewed at April 19th, 2018)

From the data presentation above, the researcher conclude that teacher has several problems on teaching listening comprehension. They are less of listening material, students' vocabulary mastery, and students' motivation.

4. **Teachers' Strategies to Overcome Teaching Listening Problems**

The finding for the last research problem was gained through interview and questionnaire which were held on April 19th, 2018. The questionnaire included categories of three strategies (cognitive, metacognitive, socio-affective strategy) in teaching listening. It was such a list of activities or instructions listed the table below and asked the teacher to choose the one they used. From the given responses, the researcher identified strategies that was applied by the teacher. Then, the interview was done to gain teachers' opinion towards the strategy used. The researcher used recorder to help interview data process and list of table that was given while the researcher was interviewing English teachers in the same time, in order the researcher could investigate more related the strategy chosen. The result is presented by the table below.

Table 4.1 The result of investigation the kind of strategy used in SMKN 1 Cepu

No.	Activities (Cognitive)	Teacher
	Bottom-Up	
1	I have my student listen carefully to understand passage	√
2	I have my students to practice sounds (pronunciation, stress, and intonation)	√
3	I review vocabulary related to the listening passage that my students already know	√
4	I ask my students to produce their own sentences using the new words they hear	
5	I have my students to distinguish yes/no Question and WH Question	√
	Top-down	
6	I have my students listen to the main idea of a passage	√
7	I stop the tape of conversational audio and ask my students to guess what is coming next	√
8	I encourage my students to guess the meaning of unknown words	√
9	Look at the picture of people activities/object and guess what might be saying or doing/explaining, then listen in their actual conversation	√
10	I ask my students to make summarize of the passage being played	√
	Activities (Metacognitive)	
11	I set lesson plan for the successful cognitive strategy	√
12	I encourage my students to set goals and objectives for listening	
13	I recognize the students with suitable learning methods in proper situation	
14	I talk to the students about their problems in listening	√
15	I tell to the students the correct answers directly after listening exercises as self-monitoring	√
	Activities (Socio-Affective)	
16	I encourage my students to be positive about listening class	√
17	I have my students listen to a text/audio/passage more than once	√
18	I encourage my students how to be confident learner	√
19	I ask students to collaborate with others	√
20	I teach students with cooperative learning methods	√

From the table, it was revealed that English teacher in SMKN 1 Cepu had applied the three teaching listening strategies even though not including all subject in listening activities. Furthermore, the researcher gained more information about the opinion related to these strategies by unstructured interview.

Firstly, the researcher asked about cognitive strategies. She wanted to know teacher's opinion on cognitive strategies. From the table, it could be identified that in cognitive strategies, SP had applied almost all activities. The excerpt of interview with SP is presented below.

> I think cognitive strategies is a standard techniques of teaching listening which is students must do listening task given. The different is for making the students easier in study, so there are 2 ways in processing listening. Top-down and Bottom-up can be changed by listener level. (Interviewed at April 19th, 2018)

According to the interview, SP enjoy to use cognitive strategies because she can be easier manage by herself how to teach the students accordance with the level of the students in the classroom. Besides that, cognitive strategies are as same as standard tasked-based learning.

Then, in metacognitive strategy, SP was not really applied as much as other strategies. The researcher asked the reason why there are some metacognitive activities were not applied. The answer of SP is presented by interview excerpt below.

> I do metacognitive in standard such as create lesson plan and evaluate their task. I think it is enough. Because, I prefer socio-affective strategies than metacognitive. (Interviewed at April 19th, 2018)

From the response given, showed that SP did not really teach students learning method in metacognitive, so SP felt enough with lesson plan and its evaluation as usual. Then, the researcher continued the interviewed because the researcher wondered to know why the teacher preferred to use socio-affective strategies than metacognitive strategies. The answer of SP is presented on the excerpt below.

> In socio-affective, It is quiet fun to make them work in team and they never complain to me about it. It can make all students do the task thoroughly in once assignment, and it makes me easier too, to teach them (Interviewed at April 19th, 2018)

From the interview with SP about socio-affective strategies, SP also explained that in socio-affective strategy, teacher may give much support and positive perception to the students in order they enjoy the listening class well. According to SP, in the implementation, cooperative learning and cognitive strategy could be combined by the teacher in order to the listening target can be reached well on their comprehension. Besides that, by doing collaborative they will have good interaction with others.

B. Discussion
1. Students Problems and Strategies in Learning Listening

As the first investigation of this study was to identify the factors that have contributed to the students' learning listening. From the questionnaire data obtained information in some aspects. Firstly, is about the students' previous training, secondly is their motivation in learning listening, then finally is

identifying their problems and attitude/strategies toward English learning problems were also a major concern of the survey.

From the questionnaire data showed that the students previous training is good. It can be seen that they (100%) have known about English for 12 years, started from elementary until vocational high school. Then, they (100%) have ever taken listening class in their school. From this, it could be concluded that students had been adjust with English and its aspects. They have had already had a basic to listening English. Although they spend 5 hours to study English at school, they probably get 2 hours in listening exercise that they though it is not enough time to improve their skill. Nevertheless, they are good facilitated by the school, because not only textbook, the material given in modification with textbook + audio video and the use language laboratory. It means that they get various teaching material and instruments.

The second is students' motivation in learning listening. From the investigation, students have good motivation to learn. It is proven by students' "yes" response in all questionnaire items from 7 till 13. From the data obtained, the researcher analyzed that, actually, they just need to exercise more their ability in order to get a good mark at final examination. In the fact, their motivation is not really constant, it can be seen that 61% of 31 students easy to get bored with listening class. Basically, Motivation is an internal condition that initiates, manages and sustains an action. It can also be thought as an inner energy or mental power that helps people to reach their aims (Sternberg and Williams, 2002 as cited in Tokinan and Bilen, 2011). Therefore, students' motivation is really important in learning listening to create good outcomes.

Motivation could affect learning and performance by four ways. They are increasing individuals' energy and working level, directs individuals to certain aims, directs individuals to initiation of an activity and makes them to sustain it, affects learning strategy and cognitive processes of individuals (Ormrod, 1999 as cited in Tokinan & Bilen, 2011). Motivated students are expected to persist at certain activities, select challenging tasks, give effort, show interest, experience enjoyment in the activity (Ntoumanis, 2001; Ferrer-Caja & Weiss, 2000; Pelletier et al., 1995; Deci et al., 1991; Deci & Ryan, 1985). Therefore, less motivation is a viruses of learning process that is able to hinder students' listening comprehension, and this is must be solved in effective way in order students' can improve their ability as well.

The next is students attitude while learning listening. Students who has skilled in listening they will have a good control of their mind to face the difficulties of the task given. The students' attitude while listening class is a spontaneous behavior to solve their difficulties, such as choosing to look at and read handouts to help them to finish listening task or trying to keep listening and write down words they hear to make them easy to understanding the passage, because these techniques will give their concentration back when the

forget the expression in certain topic being learned. Then, for the students who feel frustrated because they do not know what have to do while listening class occur, they still continue to listen even when they did not understand. From the questionnaire data found that those students probably will ask to other friends to explain after class. This point will be chosen as the alternative when they hard to get the point from their teacher's explanations. They will feel enjoy to ask their classmate than their teacher. Finally, the researcher concluded that, students' less motivated because they did not use the effective way in listening comprehension. Therefore, they will get hard to raise their mood in listening class.

For this reason, the writer identified that there are several students' problems in learning listening through questionnaire responses, namely; 94% students that cannot acquire their comprehension with length and speed of listening, 74% for unfamiliar accent of native speaker, 84% for less of vocabulary knowledge, 61% for feeling bored in listening class, 55% for cultural differences, and 48% for lack of concentration while listening.

In confronting some problems, there are some steps that were done by students to train their listening skill. They are watching English movie with the subtitles and listening to English songs many times. These are as their strategies which is to adjust English sounds accent, train their vocabulary, and to fix their mood after study. According to (Razmjoo, 2012), there is a relation between linguistics and musicology as songs have both the communicative feature of language and the entertaining feature of music. Songs have rhythmic and melodic content representing a specific form of communication in a linguistic sense. The most convincing argument for using film is the students' motivation get much better (Baltova, 2000; Lin, 2002). Films also provide a context for language learning to take place by reinforcing what students would learn in the classroom in a dramatized, authentic production (Brinton , 1991; Gebhard, 1996).

2. **The Obstacles and Strategies in Teaching Listening in the Classroom**

Through the data interview, the researcher identified that teacher's problems in teaching listening are less of listening material, students' vocabulary mastery, and students' less motivation. Considering the problems that the teachers found in listening class, SP as English teacher proposed some solutions to overcome the problems related to the material and students' difficulties. The first solution is to find other material that is suitable with the topic being learned. Although, the books or disc used in the English classes or laboratory may not include any listening materials. But, it should not discourage the teachers to search and find listening materials. In fact, it is not difficult and it does not take too much time to find listening materials such from the internet which are suitable with the syllabus and curriculum exist.

The other problems are students' vocabulary mastery, and students' less motivation. In these cases, the teacher should find the right strategies to teach listening in order to create attractive atmosphere, which is meant that students will not bored on listening English and able to understand the passage well. According to Gooh (2000) stated that strategy is very important in learning process, because it can solve the students' troubles in listening. When they have enjoyed to learn in the classroom, they will get better perceptions and motivation to finish listening task. Vandergrift (1999) claims that strategy development is important for listening training because strategies are conscious means by which students can guide and evaluate their own comprehension and responses. For creating attractive classroom and decreasing students' less in listening, teacher apply teaching listening strategies, such as; cognitive strategy, metacognitive strategy, and socio-affective strategy (Azmi Bingol, Celik, Yidliz, and Tugrul Mart,2014).

Cognitive strategy is mostly used by other English teacher in various level but it is customized with the level of the students. In SMKN 1 Cepu, English teacher often to use cognitive strategy. The reason might stem from the fact that they emerge naturally in listening activities. The most probable reason for the frequent usage of cognitive strategies are having students listen and answering comprehension questions that might be the obligation to prepare the students for the end-of-term national exams. This "standard" kind of exercises might be presented on the table 4.1.

Metacognitive strategies involve thinking about the learning process, planning for learning, monitoring of comprehension or production while it is taking place, as self-evaluation of learning after the learning activity is completed. In contrast, cognitive strategies are more directly related to individual learning tasks and entail direct manipulation or transformation of the learning materials. Vandergrift (2003), and Abdalhamid (2012) indicated that the difference between skilled and less skilled listeners can be understood through their application of metacognitive strategies. Students without metacognitive approaches are essentially learners without direction or opportunity to review their progress, accomplishments, and future directions that metacognition helps students to be consciously aware of what they have learned, recognize situations in which it would be useful, and progress involving in using it.

Here are metacognitive activities employed at SMK Negeri 1 Cepu:
a) Teachers set lesson plan for successful completion of listening task

Lesson plan is important for teaching activity. Because of this, the teacher can focus about the objectives of the study, then apply such a method which supports to teach listening in certain topic as the instruction has made, in order to get direct scoring for monitoring students comprehension.

b) Teacher talk to the students about their problems in listening comprehension

When the teacher care of students' problem, they will more enjoy to share their obstacles in learning listening. Therefore, the teacher not only teaching but also as the consultant for them to solve learning trouble being happened.

c) Teacher do correction directly after listening exercises

When using cognitive strategy, teacher will give students direct listening task. Then, teacher directly do correction after they done the exercises given in the classroom. This is benefit for students' own self-evaluating after the study in order to raise their motivation to learn better than before.

In the implementation, SP prefer to use social affective strategies due to the fact that they are easy to employ. These strategies include the following:

a) Encouraging students to be positive about listening class

In most practice of socio affective strategies is more fun than others such as; using cooperative learning which put them doing the task in group or pairs with their friends. Because of that, students feel enjoy and forget their negative mind in learning listening. however, if we find other friend get the anxiety, feel unconfident, and do not understand well about the material given, other friend will give much support for their partner. So, they get motivation back to study.

b) Asking students to collaborate with others

When students frequently to interact with many people, they will get more respect of each others and easier to share their problems as they want. Through cooperative learning, students will increase students' motivation in learning. According to Habte-Gabr (2006) said that in socio-affective strategy, students should know how to decrease anxiety, feel confident during listening activities, and raise motivation in improving listening skill. It is necessary for learner to know how to reduce the anxiety, feel confident during listening tasks, and raise personal motivation in enhancing listening comprehension ability (Vandergrift, 1997).

c) Having students listen to the text more than one

This way is to create the belief of students' ability in listening. furthermore, to give the remedial students. With listening the text for many times, they will get a better comprehension which is contribute to increase their self-confident to have the answer of listening task. Teaching students the techniques to lower the anxiety while listening.

From the investigation, the researcher concludes that English teacher at SMK Negeri 1

Cepu has applied three strategies of teaching listening comprehension, but SP did not apply the full criteria of metacognitive activities. Because, the teacher did not clearly explain the right learning listening method that must be had by the students in individual assignment. So, the students only do cooperate with others, but they do not find the right strategies for themselves yet. Therefore, in metacognitive, they are not really taught which is impact to their self-confidence in confronting listening problems individually.

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