

The Effects of Metacognitive Strategy Instruction and Self-efficacy on Students' Listening Achievement

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Abstract: Listening is a demanding skill for the EFL learners and it often demotivates them to learn English. Therefore, the writer was interested in doing an experimental research on listening. This study aimed at investigating (1) a significant interaction effect of Metacognitive Strategy Instruction (MSI) and self-efficacy (SE) on listening achievement (LA) of the students, (2) a significant difference in the students' LA after being taught by using MSI, and (3) how much each aspect of listening contributed to the students' LA. Purposive sampling technique was used to determine 50 samples from 100 students. The data were analyzed by using two-way anova, paired sample t-test, independent t-test and stepwise regression. The results showed that (1) there was no significant interaction effect of MSI and SE on LA of the students who were taught by using MSI, (2) there was a significant effect in LA of the students' scores in pre- and posttest within group after being taught by using MSI. The independent t-test analyses resulted a significant mean difference of LA (14.400, t-value 6.707, (3) the aspects of Ability to Discriminate between Distinctive Sounds contributed 40%, Recognizing Keywords 21.6%, Main Ideas 13.3%, Inference 13.1%, and Identifying Details 12.1%, to the students' LA. In conclusion, MSI significantly affected LA of the students without being moderated by SE.

Keywords: self-efficacy, listening achievement, and Metacognitive Strategy Instruction

Abstrak: Mendengarkan merupakan kemampuan yang sulit dikuasai siswa dan terkadang membuat mereka enggan untuk mempelajarinya. Oleh sebab itu penulis tertarik melakukan riset eksperimen khususnya listening. Studi ini bertujuan membuktikan (1) efek interaksi signifikan antara Metacognitive Strategy Instruction (MSI) dan Self-Efficacy (SE) pada prestasi belajar siswa (2) perbedaan yang signifikan pada prestasi listening siswa setelah mendapatkan perlakuan MSI, and (3) Seberapa besar masing-masing aspek listening berkontribusi pada prestasi Listening siswa. Dari 100 siswa sebagai populasi, purposive sampling technique digunakan untuk menentukan sample (N=50). Data dianalisis menggunakan two-way anova, paired sample t-test, independent t-test dan stepwise regression. Hasilnya menunjukkan bahwa (1) tidak terdapat efek interaksi yang signifikan pada MSI dan SE pada LA siswa yang diajarkan menggunakan MSI, (2) terdapat efek yang signifikan pada LA siswa pada pre-tes dan post-tes dalam kelompok siswa yang diajarkan menggunakan MSI. Independent t-test analisis menghasilkan perbedaan yang signifikan pada LA. (3) Aspek Ability to Discriminate between Distinctive Sounds, Recognizing Keywords, Inference, Identifying Details, dan Main Ideas berkontribusi signifikan terhadap LA siswa. Dapat disimpulkan bahwa MSI mempengaruhi LA siswa secara signifikan tanpa dimoderasi oleh SE.

Kata kunci: self-efficacy, listening achievement, dan Metacognitive Strategy Instruction

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Listening skills is often neglected in the language classes due to several reasons – the limited access of the native speakers' spoken resources of English, and the misconception of the teachers that listening is a passive skill and less important skill compared to speaking. Buck (2001, p. 32) asserts, "Listening is an important skill but due to the practical complexities of providing spoken texts, it is neglected in many language learning situations." The fact that listening involves the complex processes is supported by Bently and Bacon (1996). They state that listening is an important part of the second language learning process. It has also been defined as an active process during which the listeners construct meaning from oral input. The model of listening comprehension processing by Nagle and Sander's (1986), the listener utilizes both automatic and controlled processes to synthesize meaning from oral input.

In solving problems of listening tasks, most students develop their own strategies. Many of them; however, are unable to use the strategies appropriately. Therefore, the intervention from the teacher is required to solve their problems in listening skills. Eastman (1991) asserts that students sometimes use ineffective strategies such as on-line translation. Translation of literal words may be the only strategy that novice listeners think to use, but it restricts them to the surface feature of the language and uses up all their available processing capacity. Translation strategy is common at lower proficiency levels. Realizing the fact, teachers should guide them not to use this type of strategy. Instead, they can utilize more productive strategies such as attending to the longer chunks of speakers' utterances and relate the new information with their background knowledge.

Many researchers have proven that metacognitive strategy contributes a significant influence to the students' listening performance. Vandergrift (1997) found that metacognitive strategy use increased with proficiency levels, i.e. that intermediate listeners used twice as many metacognitive strategies as novice listeners. Novice listeners, as Vandergrift (1997) claims, tended to use lower level cognitive strategies, such as translation, transfer and repetition. In

addition, metacognitive strategies used more frequently by the intermediate listeners appeared to be important in distinguishing successful from less successful listeners. Vandergrift (1997) further states that metacognitive knowledge is useful to develop rapid word recognition ability, because the learners make use of context and other compensatory strategies to make sense of the aural form of a word.

In addition to metacognitive strategy, self-efficacy is another variable which may influence students' listening performance. The belief in one's ability to accomplish specific tasks successfully is crucial to the development of effective listening performance. Bernhardt (1997) states that people with high positive self-efficacy about learning a second language believe that they have the power and abilities to reach this goal. On the other hand, people with low self-efficacy feel that they do not have the power and abilities to learn a language, thus admitting failure from the start. The relevant literature also reveals practical evidences of strong effects of self-efficacy on academic performances. For example, the study conducted by Rahimi and Abedini (2009) showed that self-efficacy was significantly related to listening proficiency. Based on a study on the key variables in language learning, Cotterall (1999) found self-efficacy as a crucial variable in success of language learners. In line with other researchers, Jenks (2004) found that there was a significant association between self-efficacy and language proficiency.

From the above problems and the facts found by the researchers, this study aimed at investigating the followings: (1) Was there any significant interaction effect of Metacognitive Strategy Instruction and self-efficacy on listening achievement of the students who were taught by using Metacognitive Strategy Instruction? (2) Was there any significant difference in listening achievement between the students who were taught by using Metacognitive Strategy Instruction and those who were not?, (3) How much did each aspect of listening contribute toward the listening achievement of those students who were taught by using Metacognitive Strategy Instruction?

METHOD

This study used an experimental method by applying quasi experimental design and specifically implementing a non-equivalent group pre-test and post-test design. A new class of experimental group was conducted after school hour and on the weekends with different class members from the normal class. The number of the experimental group was equal to the number of normal class (N=25 students).

The design of the study was shown in the following diagram (Cresswell, 2005, p.297).

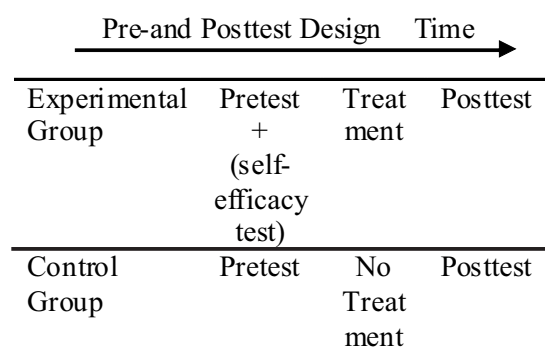


Diagram 1: Pre- and Posttest Design

There were three variables in this study. The independent variable was Metacognitive Strategy Instruction, the moderator variable was self-efficacy, and the dependent variable was students' listening achievement.

The population of this study were 100 grade ten of secondary students. The age varied from 14 to 16. The students were 40 males and 50 females who were distributed from four different classes.

Further, the students taken into sample from the population were divided into five categories – excellent, good, average, poor and very poor. The category referred to the results of students' listening achievement.

The procedure of selecting the sample was as follows: *First*, the writer divided the students based on the results of students' listening achievement. *Second*, from *Very Poor*, *Poor*, *Average*, *Good*, and *Excellent* categories – *Very Poor*, *Poor*, and *Average* students were selected as the sample because there was no *excellent* student found from the results of the test and there was only one student was categorized as *Good*. Thus, *Excellent* and *Good* students were not in the sample of this study.

PROCEDURES

In this study, the experimental group was given pretest, 24 meeting of treatment on Metacognitive Strategy Instruction and posttest, while the control group was only given pre- and posttests. The writer taught the experimental group listening by using Metacognitive Strategy Instruction. It was adopted from Goh and Taib (2006). There were 24 meetings and each meeting lasted in 2x45 minutes. The writer collected the data by using the Self-Efficacy Questionnaire and Listening Achievement Test.

Questionnaire

A questionnaire on self-efficacy was used only in the pre-test to know whether or not the students' self-efficacy moderated the students' listening achievement. The 20 Likert-scale self-efficacy questionnaire used in this study was a

Table 1. Sample of the Study

GROUP	Gender	Very Poor	Poor	Adequate	Good	Excellent	Total
E&C	M	6	8	8	-	-	22
E&C	F	8	10	10	-	-	28
Total		14	18	18	-	-	50
Experimental	M	3	4	4	-	-	11
	F	4	5	5	-	-	14
Control	M	3	4	4	-	-	11
	F	4	5	5	-	-	14
TOTAL		14	18	18	-	-	50

ready-made of an author-designed constructed by Nezami, Schwarzer and Jerusalem (1996). The students were asked to read a statement and decide if they: (1) strongly disagree (2) moderately disagree (3) slightly disagree (4) moderately agree (5) strongly agree. To avoid misunderstanding, the researcher translated the questionnaire into Bahasa Indonesia and distributed them to the samples.

Test

Listening Pre- and posttests were used to measure the differences of the students' listening achievement before and after the treatment. The listening questions were related to the topics on academics activities such as history, music and earth science classes and everyday conversation listening exercises adapted from www.breakingnewsenglish.com, Mastering TOEFL, and TOEFL ITP Assessment Series: Practice Tests.

This test totally consisted of 25 questions –multiple choices, and T/F statements designed to measure the level of students' listening achievements.

VALIDITY AND RELIABILITY

Self-efficacy Questionnaire

In this study, the writer tried out the ready made questionnaire designed by Rahimi & Abedini, 2009. From the discussions with her advisors, some statements in the questionnaire were changed because they were not related to the topic of this study. The writer used Alpha Cronbach to find out the validity and reliability of self-efficacy questionnaire. From 20 items which were tried out, all of them were valid. The questionnaire was valid because the mean result showed 0.902 (>0.444 or critical values for r). The questionnaire was also reliable because the result showed 0.989 (>0.70). The result indicated excellent reliability; at the level of the best standardized tests.

Listening Achievement Test

Alpha Cronbach was used to find out the validity and reliability of Listening Achievement Test. From 25 items which were tried out, it was found that all of the items were valid. All of the valid items were used as the instrument of this study.

This test was valid because the mean results showed 0.743 (>0.396 or critical value for r). The listening test was also reliable because the result showed 0.972 (>0.70). The result indicated excellent reliability, at the level of best standardized tests.

DATA ANALYSES

Self-Efficacy Questionnaire

The two-way Anova was used to find out whether or not there was significant interaction effect of Metacognitive Strategy Instruction and the students' self-efficacy in listening achievement. The results were analyzed by using SPSS 20.

In addition, the writer used Likert Scale Analysis. The writer calculated the students' scores in self-efficacy on the basis of a Likert scale. The lowest score was 20 and the highest score was 100.

Listening Achievement Test

t-Test analysis was used to find out the significant difference in students' listening achievement –paired sample t-test and independent sample t-test.

A stepwise regression analysis was used to find out the contribution of each aspect of listening achievement towards the students' listening achievement. SPSS 20 program was used to analyze them.

The scores of listening achievement were tabulated by using general convention used at the school. The listening achievement category of students' listening achievement was excellent, good, average, poor and very poor.

After finding out the significant difference in students' listening achievement, the writer found out the contribution of each aspect of listening to the students' listening achievement. Regression analysis was used to find out the contribution of each aspect of listening to the students' listening achievement. Regression analysis was used to find out the contribution of each aspect of listening to the students' listening achievement. Stepwise regression was used to find out the contributions and SPSS 20 program was used to analyze them.

RESULTS AND INTERPRETATIONS

In this section, the writer highlighted the result of experiments questionnaires, and documentation which were taken during the research in the form of descriptive analysis and statistical analysis of students' listening achievement and their self-efficacy.

Descriptive Analysis of Self-Efficacy and Students' Listening Achievement

There were two important things to describe in this part. They were 1) students' listening achievement and 2) students' self-efficacy. The students' achievement results were analyzed into five aspects – Recognizing Keywords, Identifying Details, Making Inference, Ability to Discriminate between Distinctive Sounds, and Identifying Main Ideas.

As a result, based on the level of achievement, the students' listening achievement (N=50) was still categorized in average level with the mean score 62.72. By using five-level of achievements, the students' achievement was classified into: excellent was 0%, good 10%, average 58%, poor 20%, and very poor 12%. The students' self-efficacy (N=50) mean score was 52.46 and can be categorized as low (see Table 2).

In measuring the normality of the test, One-Sample Kolmogorov Smirnov was used. The test showed that the Listening and Self-Efficacy scores were considered as normal data since their significant values were higher than 0.050.

To determine whether the samples were homogenous or not, the students' scores in the experimental and control group were analyzed

by using Levene statistic. The samples were considered homogenous whenever the p-value was higher than the mean significant difference at the 0.05 Level.

Statistical Analysis of Students' Self-Efficacy and Listening Achievement

Through a statistical analysis, the writer tried to find out whether or not there was any interaction effect of Metacognitive Strategy Instruction and self-efficacy on listening achievement of the students who were taught by using Metacognitive Strategy Instruction (See Table 3).

From the statistical data of two-way Anova above, the significant p-values of listening achievement was (.035). The significant p-values of self-efficacy level was (.048). The significant p-values of interaction between the students' listening achievement and self-efficacy (.111) was higher than .05. This means that there was no significant interaction effect of Metacognitive Strategy Instruction and self-efficacy on the students' listening achievement.

Then, the writer tried to find out whether or not Metacognitive Strategy Instruction gave the significant influence on the students' listening achievement. Based on the results of t-test, the writer explained in detail the total and the aspects of students' listening achievement. It was found out that Metacognitive Strategy Instruction significantly increased students' listening achievement. It can be seen that the mean difference within the experimental group was 17.44, t-value=13.375, $p < .050$ (N=25) and the

Table 2. Frequency, Mean of Students' Listening Achievement and Self-Efficacy based on Achievement Level

No	Variables	Mean	Freq and Percentage	Std Dev.
1	Listening Achievement (Posttest)			
	Excellent	-	-	-
	Good	79.20	5 (10%)	3.347
	Average	66.76	29 (58%)	4.015
	Poor	54.00	10 (20%)	2.108
	Very Poor	44.00	6 (12%)	5.060
	Total	62.72	50 (100%)	10.457
2	Self-Efficacy (pretest)			
	Total	52.46	50 (100%)	6.637

Table 3. Test of between-Subjects Effects
Dependent Variable: Listening Achievement

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	4652,858 ^a	4	1163,215	31,555	,000
Intercept	303,170	1	303,170	8,224	,006
Listening_Achievement	637,369	1	637,369	17,290	,035
Self_efficacy	345,137	3	115,046	3,121	,048
Listening Post *	,924	5	,185	2,494	,111
Self_efficacy	,667	9	,074		
Error	,667	9	,074		
Total	125,000	25			
Corrected Total	12,500	24			

a. R Squared = ,737 (Adjusted R Squared = ,714)

control group was 2.080, t -value=2.487. Although the significance level of the control group was $p=.020$, $p<.050$ the increase was not as much as the t -value of the experimental group $p=.000$, $p<.050$.

To see the effectiveness of Metacognitive Strategy Instruction on the students' listening achievement, the independent t -test was conducted. The mean difference of posttest between experimental and control group was found (14.40, t -value=6.707, $p<.050$). It means that Metacognitive Strategy Instruction significantly increased students' listening achievement in the experimental group compared to that of control group (see Table 4).

Next, the writer also wanted to find out the contribution of each aspect of listening towards the students' listening achievement. It was perceived by the presence of regression analysis by using stepwise method. By using this statistical formula, the writer found out how much each aspect of listening achievement contributed to the increase of students' listening achievement (see Table 5).

Based on the results of the stepwise regression analysis, each aspect of listening achievement contributed very significantly to the students' listening achievement. The results showed that aspect of Ability to Discriminate between Distinctive Sounds gave the highest contribution 40% ($R^2 = 0.400$, $p= 0.001$, $p<.050$) followed by

Recognizing Keywords 21.6% ($R^2 = 0.615$, $p=0.002$, $p<.050$), Listening for Main Ideas 13.3%, Making Inference 13.1%, Identifying Details 12.1% ($R^2 = 0.867$, $p= 0.000$, $p<.050$). In other words, all aspects of listening contributed significantly to the listening achievement of students of the experimental group.

From the statistical analysis, the writer could interpret some points: Metacognitive Strategy Instruction employed in the experimental group gave significant direct effects to the students' listening achievement without being moderated by self-efficacy. Metacognitive Strategy Instruction gave a very significant effect on the students' listening achievement no matter high or low self-efficacy of the students was. Studies reported a lack of relationship between self-efficacy and performance. Benson (1989) explored the basis of test anxiety expressed by adults when taking a statistics course and he found that self-efficacy showed a weak relationship to performance. Wilhite (1990) examined any possible relationships between college of psychology students' study behaviors and academic achievement and found that in certain academic contexts, the measure of academic self-efficacy was not as important a predictor of academic achievement as was locus of control. Students cannot accomplish tasks beyond their capabilities simply by believing that they can.

Table 4. Mean Difference between Pre- and Post-tests of Listening Achievement and Self-Efficacy of the Experimental and Control Groups

No	Variables	Pre-test		Posttest		Mean Difference pre-posttest Exp within	t-value pre-posttest within Exp and Sig.(2-tailed)	Mean Difference Pre-Posttest Cont within	t-value pre-posttest within Cont and sig.(2-tailed)	Mean Difference Posttest Between Exp & Cont	t-value posttest Between Exp & Cont
		Mean Exp	Mean Cont	Mean Exp	Mean Cont						
1	Listening Achievement Total	52.48	53.44	69.92	55.52	17.44	13.375 0.000	2.080	2.487 0.020	14.400	6.707 0.000
	Recognizing Keywords	56.00	57.60	77.60	60.00	21.60	7.688 0.000	2.400	1.365 0.185	17.600	5.284 0.000
	Identifying Details	59.20	60.80	69.60	61.60	10.40	3.641 0.001	0.800	1.000 0.327	8.000	1.997 0.052
	Making Inference	43.20	45.60	62.40	48.00	19.20	7.856 0.000	2.400	1.809 0.083	14.400	5.407 0.000
	Ability to discriminate between distinctive sounds	60.00	56.00	75.20	57.60	15.20	5.729 0.000	1.600	1.445 0.161	17.600	4.682 0.000
	Listening for Main Ideas	44.00	47.20	64.80	50.40	20.80	6.586 0.000	3.200	2.138 0.043	14.400	4.584 0.000

Table 5. Summary Statistics of Stepwise Regression in Experimental Group

Model	Independent Variable (s)	Dependent Variable	R	R ²	R ² d	F	Sig.
1		Listening Achievement					
a	Ability to Discriminate Between Distinctive Sounds		0.632 ^a	0.400	0.400	15.310	.001
b	Ability to Discriminate Between Distinctive Sounds, Recognizing Keywords		0.784 ^b	0.615	0.216	12.335	.002
c	Ability to Discriminate Between Distinctive Sounds, Recognizing Keywords, Inference		0.864 ^c	0.746	0.131	10.784	.004
d	Ability to Discriminate Between Distinctive Sounds, Recognizing Keywords, Inference, Identifying Details		0.931 ^d	0.867	0.121	18.155	.000
e	Ability to Discriminate Between Distinctive Sounds, Recognizing Keywords, Inference, Identifying Details, Listening for Main Ideas		1.000 ^e	1.000	0.133	-	-

The students could achieve higher level of achievement in the listening posttest was because they could employ some effective strategies – attending to the longer chunks of speakers' utterances and relate the new information with their background knowledge (Eastman, 1991), selective attention, recognizing transition signals, and guessing unfamiliar words through the contexts. Those effective strategies were those that they learned from pair and whole class discussion during the treatment.

The success on Ability to Discriminate between Distinctive Sounds was resulted by the students' improved skill to make use of the context of the sentences to identify the word meanings of the intended words, to differ the sound of long, short vowels and consonants, to identify the part of speech of the intended words, to identify the tenses of the contexts. In terms of Recognizing Keywords, the students were trained to connect the topic they were going to listen with their background knowledge. The topic mentioned also helped them to predict what they were going to listen. The least success on Inference was caused by the students' lack of knowledge on idioms that are commonly used by the native speakers in daily communication. The students' knowledge of vocabulary was better on the academic areas compared to the ones of daily communication. Therefore, they were advised to listen more to the daily conversation or expressions to improve the vocabulary related to daily communication.

In terms of listening for Main Ideas, the students were puzzled by the confusing options because they were quite tricky; therefore they were advised to focus on the keywords and to understand the general idea of the monologue. Identifying Detail contributed the least to the students' listening achievement. It was because the students had to use some strategies at the same time – selective attention, keyword recognition and mental translation (Goh, 1997; Vandergrift, 1999). The students found that this part was a little difficult to control. They also stated that they easily forgot what was heard, were unable to form a mental representation from words heard, and did not understand subsequent parts of input because of earlier problems (Goh, 2000). Thus, they need to do more exercises on

listening comprehension, so their listening skills will be much better.

CONCLUSIONS AND SUGGESTIONS

Based on the results of analyses and the interpretations, several conclusions could be drawn. People with high positive self-efficacy about learning a second language believe that they have the power and abilities to reach the goal (Bernhardt, 1997); however, based on the context of this study, the significant interaction effect of Metacognitive Strategy Instruction and self-efficacy on the listening achievement was not found (p value = .111). It is no matter high or low the self-efficacy of the students was, it would not give any significant difference on the students' listening achievement. Students cannot accomplish tasks beyond their capabilities simply by believing that they can (Bandura, 1986, p.5). However, it is assumed if the treatment was conducted at least in six months, the significant interaction effect of Metacognitive Strategy Instruction and self-efficacy on the listening achievement would be found because the affective variable such as self-efficacy would not be changed in short period of time.

Metacognitive Strategy Instruction contributed very significant effects to the students' listening achievement of the experimental group because in pre-listening activity when planning and evaluation strategies were conducted, the students were trained to predict the topic that they were going to listen. At this stage, the students guessed the related vocabulary by connecting the title of the topic with their background knowledge. When the listening activity was conducted, the students were ready with any possible words related to the topic. Thus, they could arrive at best understanding to the topic being discussed.

At the stage of monitoring, the students monitored the strategies they used to answer the questions. They evaluated the best strategies to be used to answer certain types of questions. During the listening task, if the students found that those strategies worked effectively, they could consider to use them again during the listening tasks. If they did not work, it means that they should discard them. In doing this part, the

students acted as evaluators and involved in the process of learning to listen.

In the evaluation stage, the students reflected what they experienced in the listening process. After the listening task, if the students evaluated those strategies that they used. If those strategies worked effectively for certain types of tasks, it means that they could consider use them again on the later listening tasks. If they did not work, it means that they should figure out the more effective ones. After the listening task was done, it was expected that the students would understand how to solve the problems in the listening tasks. When they have other listening tasks, they know exactly what to do and how to solve the problems well.

At this point, the writer would like to give some suggestions to teachers and future researchers. First, having seen the results of the intervention of Metacognitive Strategy Instruction which had given the very significant effects toward the listening achievement, English teachers are encouraged to apply the strategy to suit the students' interests particularly in listening activities that were falsely believed as monotonous and most avoided English classes.

In addition to that, teachers of English as a foreign language are required to broaden their strategy repertoire and their understanding of strategy-based instruction to be able to incorporate metacognitive listening strategy instruction into their teaching procedure (Vandergrift, 1999).

Further, English teachers are expected not only to focus the aspects of the listening but also the skills to support better achievement in listening – pronunciation and vocabulary. To make listening classes more enjoyable, the teacher should create the interactive learning environment. As the alternatives, pair learning or group discussion can be applied in the form of competitions among the groups or by using any other strategies and procedures that are applicable to be used in different tasks and situations; therefore, the students are more enthusiastic to learn and they would not think that listening classes are demotivating.

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