

Promoting Metacognitive Listening Strategy Through Task-based Approach in The Teaching of Listening

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Abstrak

Mendengarkan adalah keterampilan penting dalam belajar bahasa asing karena dapat mendukung pembelajar dalam memahami input dan perkembangan bahasa mereka. Namun, siswa menghadapi beberapa kesulitan dalam menguasai keterampilan mendengarkan. Guru perlu mendukung siswa dengan menerapkan pendekatan yang tepat dan memberi mereka strategi mendengarkan yang sesuai. Salah satu strategi mendengarkan yang dapat membantu siswa mengontrol pembelajaran mereka dan memecahkan masalah mereka adalah strategi metakognitif. Selain itu, pendekatan berbasis tugas adalah salah satu pendekatan yang membantu guru dalam mempromosikan strategi mendengarkan metakognitif. Berfokus pada pendekatan berbasis tugas dan strategi mendengarkan metakognitif, penelitian ini bertujuan untuk menentukan apakah penerapan pendekatan berbasis tugas dapat membantu siswa memahami bagaimana menggunakan strategi mendengarkan metakognitif. Penelitian ini dilaksanakan dengan penelitian studi kasus sebagai desain penelitian. Data yang ada pada penelitian ini dikumpulkan melalui wawancara dan observasi. Partisipan pada penelitian ini adalah guru di salah satu SMA di Gresik. Data menunjukkan bahwa menerapkan pendekatan berbasis tugas bermanfaat untuk mempromosikan penggunaan strategi mendengarkan metakognitif untuk siswa sekolah menengah atas.

Kata Kunci: pendekatan berbasis tugas, strategi metakognitif, kelas mendengar.

Abstract

Listening is an essential skill in learning a foreign language since it may support the learners in understanding the input and their language development. However, the students faced some difficulties in mastering their listening skills. The teacher needs to support the students by implementing the right approach and giving them a suitable listening strategy. One of the listening strategies that might help students control their learning and solve their problems is metacognitive listening. Moreover, task-based approach is one of the approaches that aid the teacher in promoting a metacognitive listening strategy. Focusing on a task-based approach and metacognitive listening strategy, this study aims to determine whether implementing a task-based approach can help the students understand how to use metacognitive listening strategy. The study was conducted with a case study as the research design. In addition, the data of this study were collected through interview and observation. The participant of this study was the teacher in one senior high school in Gresik. The data showed that implementing a task-based approach is beneficial for promoting the use of metacognitive listening strategy for senior high school students.

Keywords: task-based approach, metacognitive strategy, listening class.

1. INTRODUCTION

English is one of foreign languages which is essential to be mastered. In order to master it, we need to master all the skills in English. English has four skills to master, speaking, reading, and writing Janusik & Varner (2020). Listening is one of those skills that are important to learn. Nu Nu Wah (2019) stated that listening is critical because the students need to understand the information of the

language they will learn through listening. When they do not understand what is being spoken by the teacher, they will not understand the material they will learn. In addition, Nu Nu Wah (2019) also states that this skill will also be helpful for the student in their communication. Communication will not run well when the student cannot listen well and understand the information from the speaker. If the students know what the speaker says, they can easily give the proper response to the speaker. It can

be concluded that by having the ability to listen well, the students will understand the information the teacher delivers. They can also give the relevant responses to the speaker during the discussion in the classroom.

Mastering listening skill in a second language is not easy. The teachers need to be aware of the students' needs so that the teacher can determine what kind of approach or strategy that can be used to help their students in mastering specific skills. Many approaches can be used to teach listening. However, in the past few decades, teaching listening has already altered from repetitive listening to a task-based approach Chou (2017). East (2017) stated that a task-based approach is an approach which focus on the use of sequence of task in the classroom. The type of task in this approach is typically to write numbers, check a box, or questions and answer. Furthermore, according to Chou (2017) there are three stages of task-based in the listening activity the pre-listening activity, the listening task, and the post-listening activity. In the pre-listening activity, the teacher can give the students different types of tasks, such as giving them questions that lead them to connect their previous knowledge with the topic they will learn. In the while-listening activity, the teacher will give the students a task that helps them comprehend the topic of their listening activity. Post-listening or follow-up activities include the reflection on a task or even a performance reinforcement. All the stages are used to enhance the student's listening performance.

Ellis (2017), stated that by giving the students a sequence of tasks, they will get a better understanding of the material they learn. There are some benefits of applying a task-based approach in listening class. It can increase students' listening scores and vocabulary, improve their communication, and increase the involvement and motivation of the students in listening class Chou (2017); East (2017); Sholeh (2021). Thus, it can be concluded that a task-based approach is an excellent approach to teach listening. ss

The task-based approach may help the teacher to teach listening better. However, we cannot deny that the student may have some difficulties doing their listening task. As listening is rarely taught in some schools, the student is not familiar with how to solve the tasks in listening class. Even when it is taught in class, the teacher will only focus on how students understand the material. The teacher does not teach the students how to do the listening activity effectively. As a result, many students face many difficulties and cannot master listening skills well. Moreover, Ozelik et al. (2020), stated that there are several problems the student faces while doing the listening task. They have difficulties recognizing some unfamiliar words or parts of speech, focusing their attention on the task and the audio, missing the beginning

of the listening text, forgetting what was heard, and understanding the words and the meaning of the messages from the audio. As a result, the students lose their motivation to do the listening task when they cannot overcome their difficulties.

In order to solve the problem, the teacher needs to find out a suitable strategy to help the students overcome their difficulties in listening. The students need to use the right strategy to solve the problem in doing their listening tasks. Listening strategy is approaches, techniques, or actions used by students to improve their listening activity (Malley et al., 2006). Alrawashdeh & Al-zayed (2017) argues that giving the students a suitable strategy is the best way to overcome their difficulties in listening activity.

Moreover, by having a strategy, the students can also determine their learning objective to make their listening activity effective. In addition, the students will enjoy and have fun during their listening activity. According to Malley et al. (2006), there are three listening strategies in learning the language: they are, cognitive, metacognitive, and socio-affective strategies. Cognitive is the ability of the students to process the knowledge. It is a strategy that helps students remember the material and convey their ideas reflexively and analytically. By mastering this strategy, the students will be good at memorizing the material taught in the classroom. However, the students follow the teachers' directions on what to do with their activity. They do not know how to manage their learning.

In contrast, metacognitive is the ability of the students to manage the process of learning the knowledge. The students are taught to control their learning, for example, by planning and evaluating their listening activity, and preparing what to do before, during, or after the listening activity. The last strategy is the socio-affective strategy. Flowerdew & Miller (2005) stated that a socio-affective strategy combines a socio and effective strategy. Affective strategies control students' emotions during the learning process, while social strategies deal with how the students do the learning process in a pair or group of people. Based on the research done by Malley et al. (2006) the metacognitive strategy helps the students more in their listening activity. It is in line with the research done by Firdaus (2019) which stated that students tend to use metacognitive listening strategies rather than the other strategies. She states that by using metacognitive listening strategies, the students can get a better score because they can control their listening activity better.

Besides teaching the students based on their needs, the teacher also needs to give them a suitable strategy to support their listening activity. Based on the research done by Ali & Razali (2019), metacognitive is one of the strategies the students usually use. He also states that the metacognitive listening strategy is appropriate to

overcome their difficulties. It will help them to control their listening activity better. According to Vandergrift & Goh (2012) metacognitive strategies that can be implemented in class are planning, monitoring, evaluating, and problem-solving. The planning strategy may help the student to organize their listening activity. This strategy helps the students select which part of the audio they need to pay attention to. In addition, it also leads the student to focus their attention on what the speaker said in the audio. Moreover, this strategy may help students gain much information from the audio to answer their listening task. This strategy also guides the student in remembering the keywords related to the topic. They may connect their prior knowledge to understand the listening audio's topic or theme. By using this strategy could help them comprehend the listening task better. Another strategy in the metacognitive listening strategy is the monitoring strategy. In the monitoring strategy, the student is led to monitor their listening activity to comprehend and get the correct answer to the listening task. Here, the student may double-check their listening task and their general knowledge. The following strategy in the metacognitive listening strategy is a problem-solving strategy. In this strategy, the student tries to reflect on their difficulties in order to solve some problems in their listening task. The last strategy is evaluating strategy. It is the strategy used by the students to evaluate their listening activity. By doing the evaluation, the student may know their strengths and weaknesses in the listening task. Moreover, the student could think about the next strategy they may use in doing their listening task.

Some researchers have conducted a study about the implementation of a task-based approach and students' metacognitive listening strategy. The study conducted by Pei & Suwanthep (2019) discussed the metacognitive listening strategy and its correlation with listening comprehension. Another researcher conducted research about metacognitive listening strategy is Rahimirad & Shams (2014). Their research does not focus on metacognitive listening strategy, but it investigates more about the metacognitive readiness. The other study conducted by Chou (2017) and East (2017) prefer to conduct research on higher education levels. They use the student's proficiency test as their documentary score.

The discussion about implementing a task-based approach in promoting metacognitive listening strategy is still limited. Moreover, the previous studies mainly discussed the listening strategies and the method or approach in general. Only a few studies investigated the implementation of a metacognitive listening strategy through an approach in a specific way. To fill the gap from the previous research, this research will describe the implementation of a task-based approach to promote a

metacognitive listening strategy with the secondary school student as the participant.

Therefore, the researcher formulated the research questions; (1) How does the teacher implement a task-based approach in promoting metacognitive listening strategy to senior high school students? (2) What are the difficulties faced by the teacher in promoting metacognitive listening strategy by using a task-based approach?

METHODOLOGY

Regarding to the research question and the purpose, case study was used by the researcher as the research design of this study. This research focused on observing the implementation of a task-based approach in promoting metacognitive listening strategy, and the result of the data were in the form of word.

This study involved an English teacher in one senior high school in Menganti, Gresik. Compared with the other teachers in Menganti, the teacher implements task-based approach and promote student's metacognitive listening strategy in his listening class. Furthermore, the eleventh-grade class was chosen as the class for the observation. The research chose to observe this class because the teacher implemented the task-based approach in eleven grade students. Thus, this study considered the purposive sampling because the subject meets the researcher's need.

The data on this research was collected to answer the research questions. The data was collected through observation and interview with the English teacher in one senior high school in Menganti, Gresik. The observation checklist is adapted from the procedures based on Papandreou (1994), The George Lucas Educational Foundation (2005) and Bell (2010). The observation checklist was used to aid the researcher to examine the observation. It contains 3 stages in task-based approach and specific activities in each stage. This instrument is also used by the other researcher and show a good result for collecting the data. For example, the research done by Dewi, Komang Ary Pradnyani (2020) showed that data gained using this instrument is valid and reliable. It can help the researcher to check the stages and the activities during the implementation of task-based approach clearly.

RESULTS AND DISCUSSIONS

The implementation of task-based approach in promoting metacognitive listening strategy to senior high school students

The teacher, Mr. G, implemented a task-based approach to promoting students' metacognitive listening strategy in his class. He implemented a task-based approach in line with a study from Chou (2017). In addition, he explained three stages in his study: pre-

activity, while activity, and post-activity. Those three stages supported the metacognitive listening strategy, which stated by Vandergrift & Goh (2012) The first task in the task-based approach is pre-activity or pre-task. In the pre-activity of the task-based approach, the teacher helped the students to promote their metacognitive listening strategy in the planning strategy. At first, the teacher started the class by praying and checking the student's attendance list. Then, the teacher began to review the previous material by giving the students some questions and did a discussion related to cause and effects material. The students could freely share their ideas about cause-and-effect material in this session. For example, giving their opinion about the effects of being lazy or the cause of laziness during online school is. The teacher asked a question about:

"I want to ask you what is the reason why do you always feel lazy during the online class? Is it because you have a class in your bedroom? Or is it because you do not have a good environment to support your study?"

The teacher also asked the students about the kind of expression in cause-and-effect material. The teacher pointed out which student had to answer the question.

"Student a and student b, do you still remember the expression we discussed in the previous meeting? Each of you, please mention one expression in cause-and-effect material."

After having a discussion, the teacher started to prepare and explain what to do during the listening activity.

During while activity, the teacher helped the students promote their metacognitive listening in monitoring and problem-solving strategy. After having a discussion, the teacher continued the activity by giving the students fill in the blank task-related to the audio. Then, the teacher began to explain the listening activity. After ensuring that the students understood the assignment, the teacher began to play the conversation about cause-and-effect material. However, there was a problem with the teacher's laptop for a while. Then, after finishing the audio, the teacher asked the student whether they had difficulties related to the problem and to ensure that the students were involved in the listening activity. The teacher in his class mentioned that:

"How is the audio? Is it clear enough? In which part do you find the difficulties? Alright, that is fine as long as you have done some of them. I will repeat it again, and please be focus on the part that you have not done yet. Remember, pay attention to the word before and

after the blank. Take a look at the context of the sentence also"

The teacher then replayed the audio to help the students complete their tasks. After finishing the audio, the teacher asked some questions about the audio that the students had listened to. After playing the audio twice, the teacher discussed the answer with the students. Besides, the teacher also gave the students time to share their difficulties and their ideas about the audio they had listened to before.

In post activity, the teacher could help the students in evaluating themselves. Furthermore, the teacher also gave the post-task of today's material. The teacher asked the students to make a group of three and asked them to make a conversation about cause and effect. The teacher gave the assignment at the end of the class because the teacher wanted the students to focus on their listening activity. The task will be discussed in the next meeting because of the limited time for this class.

After ensuring that the students understood what to do with the follow-up task, the teacher closed the class because the time was over. The teacher did not evaluate the class or ask the students to self-reflect. He just asked the students to conclude the material. Moreover, the teacher did not ask the students what needed to be changed or improved for the next activity. The teacher also did not ask the students to write a daily journal to evaluate their listening activity.

The difficulties faced by the teacher in promoting metacognitive listening strategy by using task-based approach

Based on the interview with Mr. G, there were no severe issues in promoting a metacognitive listening strategy since he has done it for a long time. The significant difficulty faced by the teacher was the limited time that he had for the class. He could not help the students promote their evaluation part in the metacognitive listening strategy. Moreover, it was hard to train the students to do the evaluation since they were unfamiliar with self-evaluation. The teacher stated that:

"As long as I have implemented a task-based approach and helped the students promote their metacognitive strategy, I have never met such a serious problem. Maybe it was hard to train the students at the beginning of the semester when they were in the first grade, but later on, the students can get used to the strategy. The main problem is the limited time, especially during this pandemic."

Besides, there were some difficulties faced by Mr. G in his listening class. He mentioned that

“Besides, I also faced some difficulties in the listening class. It takes much time waiting for the students to move from their class to the listening class. Or another problem like the problem with the listening tools. Moreover, not all the students were active during the class because they did not understand the content in the listening materials. Some of them also being picky, for example in songs material, they want me to give them the newest songs, but the problem is that the newest songs do not have a good rhyme or a good meaning.”

Mr. G states that sometimes it took much time waiting for the students to move from their class to the listening class. He also found some technical problems, such as the cable was not in a good function or his laptop could not operate well. The other problem was that the student's level of understanding was not the same. Some of them took a long time to understand the listening task. Furthermore, not all of them were active in the class because they did not understand the content in the listening materials. Moreover, it was hard to train the students with listening material because not all students were familiar with the listening activity. Mr. G had to choose listening materials that could attract the students.

DISCUSSION

Based on the observation and interview, the researcher would discuss the result of implementing a task-based approach to promote students' metacognitive listening strategy. Based on the researcher's observation, it can be concluded that implementing a task-based approach can promote students' metacognitive listening strategy. The result of this study is similar to some previous studies that discuss metacognitive listening strategies. It can also strengthen the results of the previous researcher.

Based on the previous research done by Chou (2017), there are three stages of task-based listening activity: the pre-listening activity, the listening task, and the post-listening activity. Those stages have similarities to the strategy in the metacognitive listening strategy. It is stated by Vandergrift & Goh (2012) that there are four strategies in the metacognitive listening strategy they are planning, monitoring, problem-solving, and evaluating, which ease the students in managing their learning.

It is in line with the statement from Chou (2017) that in pre-listening activity, the teacher can give the students a task in the form of oral questions, which lead them to recall their prior knowledge. It also helps them in planning what to do during the listening activity. This current finding agreed with the previous research conducted by Rahimirad & Shams (2014), which states that connecting the previous knowledge and planning the listening activity

had a positive impact on the students comprehending the audio and finishing the listening task.

Takallou (2011) states that in the metacognitive listening strategy, the planning strategy helps students select which part of the audio they need to pay attention to the most. In addition, it also leads the student to focus their attention on what the speaker said in the audio. Moreover, this strategy may help students gain much information from the audio to answer their listening task. This strategy also guides the student in remembering the keywords related to the topic. It is in line with the result of the observation in which the students were guided to rethink what they had known before. So, it will ease them in applying the strategy during the listening activity.

During while activity stated by Chou (2017), the teacher can give the students task that helps them comprehend the material. In this stage, the students can implement the prior knowledge or the strategy they have used before. The teacher only guides the students by asking some questions related to their problem to get their focus back. The recent study agreed with Maftoon & Fakhri Alamdari (2020) statement that monitoring strategy might help the student get their focus back on the audio even when they understand it or not. By using this strategy, the student can finish their listening task efficiently.

As stated by Vandergrift & Goh (2012), in problem-solving, the students are guided to be aware of their strengths and weaknesses to solve their problems in their listening activity. The teacher helped the students promote this strategy by asking about their difficulties and motivating them. So that they may get more confidence in doing the listening activity. By doing so, the students will be aware of in which part they have a weakness or strength. It is in line with Maftoon & Fakhri Alamdari (2020); this strategy may help the students be aware of their problems to try to solve them by themselves.

The last task in the task-based approach is a post-task activity where the teacher gives the students a follow-up task to check their comprehension of the material Chou (2017). The follow-up task can be in many forms, such as discussion, role play, quiz, writing a journal of evaluation, or another activity that suits the material. Based on the observation before, the teacher gave the students the task of making a conversation related to the audio. The students may listen again to the audio to look for detailed information in making conversation. However, for the follow-up or post-activity, the teacher did not give the students the task of writing a self-evaluation journal which is an essential strategy in metacognitive listening. The teacher also did not evaluate the meeting because of their limited time for a class. Rahimirad & Shams (2014) states that it is crucial to evaluate so that the student knows in which part of the activity they need to improve themselves.

The way Mr. G implemented a task-based approach is relevant to a metacognitive listening strategy that has been stated by Vandergrift & Goh (2012). Even though Mr. G did not help the students implement the evaluating strategy in metacognitive listening, the listening activity still ran well. The students can do the listening task more effectively. Metacognitive listening strategy helps the students to promote their metacognitive listening and become more independent in their listening activity. Furthermore, the stages in the task-based approach ease the students to implement the strategy in metacognitive listening strategy. The students can control their learning management by implementing strategies that could aid their listening process. The strategy applied in the classroom helped the students think more critically and use the time to do tasks appropriately.

Based on the interview with the teacher, the only problem that he faced was the limited time in one class. He had no severe problem with promoting a metacognitive listening strategy through a task-based approach. The present study also in line with the previous study by Maftoon & Fakhri Alamdari (2020), which stated that implementing a task-based approach positively impacted students' metacognitive listening strategy. However, there were some problems with the listening activity. The students do not have the same ability to understand the audio, making it difficult for the teacher to explain the material. The students also missed some of the information on the audio, which made the teacher repeat the audio. The finding is supported by (Ozcelik et al., 2020) in their research which mentioned the same difficulties that students may face during the listening activity.

In brief, implementing a task-based approach is suitable for promoting students' metacognitive listening strategy. There is no great difficulty in implementing a task-based approach or promoting a student's metacognitive listening strategy. The teacher may help the students promote the strategies in metacognitive listening and enhance the students' independence in managing their listening activity.

CONCLUSION AND SUGGESTION

Conclusion

Based on the result and the discussion, the researcher can summarize that implementing a task-based approach can promote the learner's metacognition in listening class. The stages of the task-based approach, including the pre-task, while-task, and post-task, positively influenced students' metacognitive listening strategy. Besides, the teacher also assists the students by encouraging their metacognitive listening in each stage of the task-based approach. By implementing a task-based approach by the teacher, the students can enhance their ability to

implement the metacognitive listening strategy in their listening task. Moreover, the metacognitive listening strategy which consists of planning, monitoring, problem-solving, and evaluating can help the students finish their tasks in a task-based approach. In brief, the implementation of a task-based approach can promote students' metacognitive listening.

In addition, the teacher did not face great difficulties during the implementation of task-based approach in promoting metacognitive listening strategy. The teacher only faced some external problems related to the teaching of listening, such as technical problem with teacher's device or the limited time of the class.

Suggestion

Based on the data that have described above, the researcher has some suggestions for the future researcher or for the teachers. The teacher can ask the students to write daily journal about the listening activity for each meeting. By doing so, the teacher and the students will know what needs to be changed in their meeting. For the future researcher, it is important to see how the implementation of task-based to promote metacognitive listening strategy in another level. It is also needed to know whether the other approach or method can promote student's metacognitive listening.

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