



## Teachers' and Students' Points of View on Audio for Listening Skills in Metacognitive Strategy Instruction

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### Abstract

Listening is one of the four skills in English, which plays the most important role. Listening is a skill that everyone must master because it is how everyone receives and retrieves ideas. In honing listening skills, students need the right strategies and materials to understand what they are learning. In honing listening skills, students need the right strategies and materials to understand what they are learning. In honing listening skills, the teacher also plays an important role. The teacher's role is to determine the strategies and materials to teach students in class. One strategy that can be applied is a metacognitive strategy. Therefore, the use of metacognitive strategies can be applied by teachers to teach in the eleventh grade by using interesting materials or tools such as using audio, namely songs. By using metacognitive strategies, learning activities will not only be teacher-centered but also student-centered as well, and using songs will be able to make learning English fun, and students will become active in learning.

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## INTRODUCTION

There are four basic skills in English, namely speaking, writing, reading, and listening. However, the most crucial skill is listening because listening is a means by which everyone receives and retrieves ideas or information (Cao & Lin, 2020). Regarding to Febiyanti et al., (2021) listening plays the most important role in communicating, accounting for about 40-50% at a time. The ability to communicate and understand what others are saying is called listening. In line with the previous opinion from Nushi and Orouji (2020) that listening is a common behavior in

everyday life that plays a crucial part in obtaining information.

Ahmed et al., (2013) expressed that communication is an expertise that includes a consistent speaking, listening, and understanding course. Thus, it is vital to dominate listening skills as a student. Students must consider listening as an active process to facilitate communication between the hearer and the speaker (Babayigit, 2019). It may simply be stated that listening is an active process that entails the ability to express and interpret words or information in order to

establish communication (Febiyanti et al., 2021).

In the listening described earlier, listening activities are very important in terms of communication to get ideas and other information, then the important part of listening is comprehension (Deregözü, 2021). Listening comprehension is critical when speaking orally or verbally because it helps determine the intent or essence of a conversation during the communication process (Deregözü, 2021).

Listening is not only related to comprehension but also language learning. Teaching listening to students requires more effort from the teacher than on the part of the student (Abdulrahman et al., 2018). Therefore, in the process of teaching listening, teachers or lectures plays an important role because they can guide English learning activities in the classroom to be more meaningful (Utami, 2020).

Teachers should consider the proper strategies for the teaching-learning process regarding listening (Merilia, 2019). Moreover, teachers must also creatively provide strategies to teach students, engage, and keep them engaged in the learning process (Parera et al., 2021). There are various strategies that a teacher might use to engage pupils in listening. One of the mediums teachers may use to teach listening is audio or visual (Setyawan, 2020). Students may considerably enhance their listening abilities by using news broadcasts, films, music, and audio-visual media. Therefore, the strategy must be tailored to the pupils' abilities (Hardiah, 2019).

Then to make teaching and learning activities listening explicitly, teachers are strongly advised to use metacognitive strategies. This strategy can assist students in evaluating, analyzing, criticizing, and cognitive, social, and affective processes. This strategy can assist students in cultivating their listening (Goh, 2018). Metacognitive strategies consist of planning, monitoring, and evaluation. This strategy refers to ways to make students understand how they learn. This strategy can positively impact students by guiding them to improve the right way of learning (Hadijah & Shalawati, 2018). Metacognitive instruction is one strategy that can help students deal with the complexities of listening. Through this strategy, teachers may have a tremendous opportunity to provide students with interesting procedures and get them to pay attention to the listening process and work on their adequacy to utilize profitable strategies to improve their listening performance (Hosseini et al., 2020).

Based on the background, the formulation of the problem is as follows: (1) definition of listening, (2) definition of metacognitive strategy, (3) definition of metacognitive instruction in listening, (4) definition of audio, (5) definition of song (6) types of songs. This article aims to explain the meaning of listening, metacognitive strategies, metacognitive instructions on listening, audio, songs, and types of songs.

## **LITERATURE REVIEW**

### **Definition of Listening**

Putri (2021) said that listening is an activity of receiving language by ear. Listening activities include identifying and processing speech sounds into words and sentences. Rost (2013) also stated that listening is a complex process that allows people to understand spoken words they hear. Listening is an important component of good communication, but it can also help people make sense of the world.

In line with Sadiku (2015), listening is another need in language. Listening is a condition in which listeners get what they hear and are fully involved in the communication process. According to Bite (2013), listening skills are the key to receiving communications properly. It is a mix of listening to what the other person has to say and psychologically associating with the person who is speaking. In sum, listening is an activity to receiving language by the ear and is an important skill because it is the key to being able to communicate properly.

### **Listening Purpose**

Putri (2021) stated that the purpose of listening is to oblige students as listeners to understand, describe, and assess what they hear. In listening, students are required to focus their attention and concentrate on the speaker to get the purpose of the listening.

### **Metacognitive Strategy**

Metacognitive strategies are used to manage, plan, and evaluate the use of strategies, Zheng (2018). Then Novitasari and Sholikhah (2021) added that a metacognitive

strategy assists pupils in understanding their learning process. In this strategy, students are encouraged to understand their best way to learn and how their brains work, specifically by learning information, then storing it in memory, which students use whenever they need the information.

### **Metacognitive Instruction in Listening**

Vandergrift and Goh (2012) stated that metacognitive instruction refers to pedagogical stages to increase students' awareness of the listening process by expanding their metacognitive knowledge to be richer about themselves as listeners, their nature and urges listening strategies. Learners also learn to plan, monitor, and assess their overall hearing growth and knowledge. In other words, a teacher helps students prepare for teaching and learning activities in the classroom and helps increase students' awareness of listening by expanding their metacognitive knowledge.

### **Definition of Audio**

The audio is from the word audible, which refers to sounds that can be heard by the human ear naturally, Daryanto (2013). Then Putri (2021) argues that audio is one of the technological media that can be used for teaching and learning activities in language learning, especially listening. Moreover, Wahyuniar et al., (2021) found that audio media is material that contains messages in the form of recordings. In sum, audio is a material that the human ear can hear and can be used as a medium for teaching and learning activities in the classroom, such as listening learning.

### **Definition of Song**

Pratiwi (2018) found that a song is a short musical work filled with words that are then combined with melodies and vocals. Since ancient times, songs have been an important component of human life (Sánchez, 2017). Then songs are also often used in people's daily lives, such as listening to and singing songs in cafes, radio, vehicles, in bathrooms, and other public places. Therefore, the use of songs is an important aspect of the language learning process and is quite useful in teaching English.

### **Song Types**

In general, Yulianto (2010) in Bismo (2021) said that English songs could be divided into several forms, namely art songs, folk songs, and pop songs. (1) art song, this type of song is usually only an instrument commonly used in an orchestra. (2) folk song is usually not known by the author and is the identity of a particular culture or country. (3) pop songs are very popular among many people and usually have a strong beat and a melody that is simple and easy to remember. This type of song is usually used for learning English listening.

### **DISCUSSION**

The use of metacognitive strategies is a strategy that can be quite effective for teachers to use in teaching listening classes. Several researchers who conducted research using metacognitive strategies to teach listening also positively impacted respondents by using these strategies to teach. This is especially the case when using metacognitive

strategy-based instruction for teaching and when these strategies use aids such as audio or audio-visual. This strategy aims to make the classroom atmosphere active and fun, especially for students who are sometimes more passive when learning English, especially listening. This is in line with previous research from Salasiah et al., (2018) that the introduction and application of metacognitive strategies with audio-visual aids by teachers in the classroom when teaching listening can make students more active in listening learning activities. Then the use of this strategy is proven to improve students' listening skills, of course, with tools such as videos. This is supported by Evawati et al., (2018) that in research, metacognitive strategies showed a positive and effective impact in teaching and improving students' listening skills.

Then the authors use audio and audio tools, namely songs. Songs for listening learning are not common, and many teachers have used songs to teach listening. English songs are believed to improve students' listening skills in learning English. This is in line with Widyastuti (2021) in her research that the application of songs in teaching listening was well implemented by the teacher in the classroom and got a positive response from students, which means that students benefit from using songs to improve their listening by learning new vocabulary so that their listening skills increasing and of course in the selection of songs must be adapted to the genre of their age and have a good message.

## CONCLUSION

From the description above, it can be concluded that listening is one of the four skills in English that are very important to be mastered by students. In teaching listening, the teacher has an important role in creating a pleasant learning atmosphere so that students can learn without feeling pressured. Choosing the right strategies, tools, and materials can make it easier for teachers to teach English to students in class. Metacognitive strategy is one of the learning strategies that teachers can use to teach students with the aim that students are active in learning because this strategy is centered on activities that can make students think about how to learn to make them active in learning. Then, the use of songs as the material can be used for learning English because this material is not monotonous and can make students active because they use contemporary songs to learn with enthusiasm. It can be seen from previous studies that the use of metacognitive strategies and the use of songs to learn to listen has proven to have a positive and effective impact on students' listening learning in the classroom.

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