METACOGNITIVE STRATEGIES IN BUILDING AUTONOMOUS LEARNING ON TEACHING LISTENING TO THE SECOND SEMESTER "TI.C CLASS" OF STAIN PONOROGO IN ACADEMIC YEAR 2014/2015

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Abstrak: *Strategi metakognitif cocok diterapkan untuk mengajar listening pada semester dua TI.C tahun akademik 2014/2015 karena strategi ini membangun model pembelajaran otonomi di kelas listening. Strategi ini mengaktifkan kompetensi mahasiswa dalam keterampilan mendengarkan skrip bahasa Inggris; mereka dipandu untuk menggunakan kemampuan kognitif dan mengorganisasikannya dalam pembelajaran secara aktif. Terdapat dua pernyataan masalah yang dinyatakan dalam tulisan ini; 1.Sejauh mana strategi metakognitif memacu mahasiswa menjadi pembelajar yang otonomi dalam pengajaran listening?, 2.Bagaimana strategi metakognitif membangun pembelajaran otonomi pada pengajaran listening.*

Tulisan ini memaparkan penomena dalam pengajaran listening di kelas TI.C.Dengan pengajaran menggunakan strategi metakognitif ternyata mampu merubah perilaku mahasiswa menjadi pembelajar yang otonomi lebih lanjut pengajaran yang dilakukan juga menciptakan kondisi pembelajaran yang otonomi Data empiris diambil selama proses pengajaran listening yang dilakukan dalam tujuh pertemuan guna menggali; peran dosen dalam kelas, perilaku mahasiswa dalam kelas, proses pengajaran, dan komponen-komponen pengajaran. Data dalam tulisan ini diperoleh menggunakan catatan lapangan, observasi, interview, dokumentasi. Analisis dilakukan secara interaktif dengan membuang data yang tidak terpakai, memajang data, dan menarik kesimpulan.

Temuan dari penelitian ini adalah (1) pengajaran listening dengan menggunakan strategi metakognitif mampu melatih mahasiswa agar memiliki perilaku positif dalam belajar. Strategi metakognitif ini: mengarahkan mahasiswa agar memiliki motivasi secara intrinsic, b.membangun disiplin mahasiswa dalam belajar, c.memandu mahasiswa untuk mengontrol pengalaman belajar mereka, d. merangsang mahasiswa agar memiliki kesadaran dan kemampuan merefleksi hasil capaian, (2) penggunaan strategi metakognitif dalam pengajaran listening mampu menciptakan atmosper belajar yang otonomi ditandai dengan: a.memberikan panduan dan instruksi yang

jelas, b.menciptakan pembelajaran yang kritis, c.membagun pembelajaran konstruktif, d.merangsang sebuah pengalaman belajar yang bermakna.

Jadi penerapan strategi metakognitif membuat proses pengajaran listening efektif dan bermakna karena strategi metakognitif memberi kesempatan lebih banyak kepada mahasiswa untuk berinteraksi, menggali, da mengembangkan keterampilan listening mereka dengan cermat.

كان تطبيق أسلوب metakognitif مناسبا في تعليم الاستماع في المستوى الثاني TI.C العام الدراسي ٢٠١٤–٢٠١٥م، لأن هذا الأسلوب بنى نوعا من التعليم الاستقلالي في غرفة الدراسة في مادة الاستماع. فعّل هذا الأسلوب كفاية الطلاب في الاستماع إلى نصوص إنجليزية. يوجّه هؤلاء إلى استعمال الكفاية العقلية وتنظيميها في التعليم في شكل فعّال. في هذه المقالة مسألتان، ١) ما مدى تفعيل وحثّ هذا الأسلوب على أن يكون الطلاب مستقلين في التعلم في مادة الاستماع ؟ ٢) كيف بنى هذا الأسلوب التعليم الاستقلالي في تعليم الاستماع؟ .عرضت هذه المقالة ظاهرة تعليم الاستماع في الفصل TI.C . فتطبيق هذا الأسلوب استطاع أن يغيّر سلوكية الطلاب ليكونوا متعلمين مستقلين وفضلا عن ذلك تكوين الجوّ التعليمي الاستقلالي. اتّخذ الباحث بيانات البحث خلال عملية تعليم الاستماع في سبعة لقاءات، وهذا للحصول على دور المحاضر في الفصل، وسلوكيات الطلاب في الفصل، وعملية التدريس، ثم العناصر في التعليم. والطرق في الحصول على البيانات هي : التسجيلات الميدانية، والملاحظة، والمقابلة الشخصية، والوثائق المكتوبة. وطريقة تحليل البيانات بتخفيض البيانات ، ثم عرض البيانات ثم استنتاج نتائج البحث. ونتائج هذا البحث هي : ١) استطاع تطبيق أسلوب metakognitif في تعليم الاستماع أن يدرّب الطلاب على السلوك الإيجابي في التعلم. واستطاع هذا الأسلوب : أ) أن ويوجّه الطلاب ليكون لهم دوافع نفسية ، ب) يكوّن في نفس الطلاب الانضباط في التعلّم، ج) أن يوجههم لتفتيش خبرات تعلمهم، د) أن يشجّع الطلاب ليكون لهم الوعي والقدرة على التأمل في النتائج المحصولة عليها. ٢) استطاع استخدام هذا الأسلوب في تعليم الاستماع أن يكوّن الجوّ التعليمي الاستقلالي، والعلامات لذلك : أ) إعطاء التوجيهات والتعليمات الواضحة ، ب) تكوين جوّ التعلم النقّاد، ج) تكوين التعليم البنّاء، د) تكوين خبرات التعلم ذات معنى. وخلاصة القول، إن تطبق أسلوب metakognitif جعل عملية تعليم الاستماع فعّالا ذات معنى لأن هذا الأسلوب أعطى فرصة واسعة للطلاب للاتصال بغيرهم وتنمية مهارة الاستماع بدقة.

Kata Kunci: *Metakognitif, kegiatan-kegiatan kognitif belajar secara mandiri*

INTRODUCTION

Listening is examined in relation not only for comprehension but also for learning. Therefore, teaching listening must concerns on the appropriate learning experiences to guide students having better comprehension in listening. Without supporting of the appropriate learning experiences, teaching listening is difficult to achieve its objective. Failure in achieving objective of teaching listening prohibits students to move on. Even, it makes the students frustrated that they do not have a trigger to learn listening anymore.

In line with the empirical data found, the researcher is eager to explore the appropriate model in teaching listening on TI.C class by applying metacognitive

strategies. The researcher wants to apply these strategies in teaching listening for TI.C which provides the class members to be autonomous learners.

Metacognitive strategies cover a set of effective learning activities in listening class. Students have to develop effective listening strategies that enable them to learn another language.[1] Goh in Richard shows the principles on metacognitive activities that consist of planning, monitoring, and evaluating. These stages are applied to teach listening.[2] Metacognition in learning means "thinking about one's own thinking before, during, and after the process of learning.

Metacognitive strategies stimulate students to have self reflection on listening class. Learners without metacognitive approaches have no direct ability to monitor their progress, accomplishments, and future learning directions. These strategies are also designing a continuous monitoring of one's production or comprehension, and evaluating learning after an activity is completed. Monitoring gives worthy information for the lecturer and each student on listening class. Monitoring is focused for short-term learning identified by accomplishment in each meeting and long-term learning means accomplishment the objective of the course. Monitoring also gives trigger to students to make self-reflection because they have already known their position in listening class.

Besides metacognitive strategies lead students to be autonomous learners in listening class. These strategies guide students to have critical thinking since these strategies designed by well planning, and well monitoring in a process of teaching that raises students' reflection. With their critical thinking, reflection bring them to be autonomous learners. Learners who have developed their metacognitive awareness are likely to become more autonomous language learners. Autonomous learner, that is, to be aware of and be able to interpret the signs of change in a continuously. Autonomous learning is possible created when the learners have metacognitive awareness. Autonomous learning refers to attitudes to facts and ideas as well as to the connections between them.

Based on the description on background of the study, the researcher focuses her study with the *title* "Metacognitive Strategies in Building Autonomous Learning on Teaching Listening to the Second Semester "TI.C" Class of STAIN Ponorogo in academic year 2014/2015**".**

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[1] Eva Macháčková, *Teaching Listening*, (Masaryk: University Brno Pedagogical Faculty Department of English language and literature, 2009).

[2] Jack.c.Richard, *Teaching Listening and Speaking from Theory to Practice*, (Cambridge: Cambridge University Press, 2008).

STATEMENTS OF THE PROBLEM

1. To what extent do metacognitive strategies trigger learners to be autonomous on teaching listening to the second semester students of TI.C class at STAIN Ponorogo in academic year 2014/2015?

2. How can metacognitive strategies build autonomous learning on teaching listening to the second semester students of TI.C class at STAIN Ponorogo in academic year 2014/2015?

OBJECTIVE OF THE STUDY

The goal of this research is to describe the process of building autonomous learning as a positive learning attitude in teaching listening through metacognitive strategies. This research is administrated to the second semester students of English Education at TI.C class at STAIN Ponorogo in academic year 2014/2015.

RESEARCH DESIGN

This is a descriptive qualitative research. Qualitative research is a broad approach to the study the social phenomenon.[3] This research is a descriptive study because this research is administrated to describe the pattern of autonomous learning in teaching listening by applying metacognitive strategies. The lecturer portrays the process of guiding students in listening class to be autonomous learners using metacognitive strategies.

RESEARCH LOCATION

This research takes place at STAIN Ponorogo on Jl.Pramuka No.156, Ronowijayan, Siman, Ponorogo.This research was conducted from May to the end of August 2015.

Data sources are the subjects where the sources of information are obtained. It means that data sources in this research are a listening lecturer, the students of TI.C class as the primary data. Secondary data are all of references used by researcher to analyze and interpret the data.

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[3] Catherine Marshall, *Designing Qualitative Research,* (California: Sage Publication, 2006), 2.

TECHNIQUE OF DATA COLLECTION

In this research, the researcher applies observation, interview, and documentation.

a. Observation; Observation is a fundamental and highly important method in all qualitative inquiry. It frequently referred to as field note-detailed, nonjudgmental, concrete descriptions of what has been observed.[4] By doing observation, the research knew the process of teaching listening by implementing metacognitive strategies.

b. Interview; To support information found from observation, the researcher uses interview. It is a verbal communication done to obtain the desired information.[5] In this research, the researcher collects data by interviewing some students of TI.C class at the second semester in academic year 2014/2015 about the process of teaching listening through metacognitive strategies.

c. Documentation; In qualitative research, documentation is an important source to learn the research subjects in detailsIt provides research to obtain information from books, transcripts, newspaper, agend, photographa, etc. In this research, documentation is applied to find out the information about STAIN Ponorogo, list attendant, and students' transcripts.

DATA ANALYSIS

Study of documents and notes must be descriptive. In this way, the researcher attempts to interpret the object and subjects of the study.

In this research, the researcher presents the description of the research; the proses of teaching listening through metacognitive strategies. Interactive analysis is also applied in this research that she reduced the inappropriate data and display the appropriate data. Then, she analyzed the data and gave conclusions of this research.

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[4] Catherine, *Designing Qualitative Research*, 3.

[5] Nasution, *Metode Research*, 113.

THEORETICAL BACKGROUND

Autonomous Learning

Autonomy is described as a capacity because various kinds of ability involved in controlling learning process. Autonomous learning allows learners to plan their own learning activities, monitor their progress and evaluate their outcomes.[6] Autonomy as 'the ability to take charge of one's learning, and point out that in language education this term is used at least in five different ways: 1. for situations in which learners study entirely on their own, 2. for a set of skills which can be learned and applied in self-directed learning, 3. for an inborn capacity which is suppressed by institutional education, 4. for the exercise of learners' responsibility for their own learning, 5. for the right of learners to determine the direction of their own[7].In autonomous learning, students are engaged with their learning process con tinually. This learning trains students to be persistent learners. This strategy stimulates them to do their best on their listening experience.

Autonomous Learners

Learners who are able to play the active role in their own learning said to be autonomous. The following summarizes the *characteristics of autonomous learner are:* 1. self-awareness & reflection; 2. intrinsically motivated; 3. the ability to plan and manage own learning–being in control of learning environment; 4. institutional awareness–understanding requirements and procedures (*knowing how the system operates*); 5. ability to formulate questions; 6. possessing the research and information skills necessary to pursue a line of enquiry; 7. interdependence – the ability to work well with peers, and to recognize when appropriate support and guidance from tutors and peers will be helpful, 8. critical thinking; 9. discipline & subject awareness – knowing how knowledge has been and is created in your subject area. [8] To achieve success in developing and exhibiting these characteristics, students are taught with autonomous learning opportunities.

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[6] Benson, P. & Voller, P. *Autonomy and Independence in Language Learning*, (London: Longman, 1997).

[7] Holec, H. *Autonomy in Foreign Language Learning*, (Oxford: Pergamon, 1981).

[8] Peter Hughes, *Autonomous Learning Zones*, University of Durham UK Paper presented to 10th European Conference for Research on Learning and Instruction, Padova, Italy, August 26-30 2003.

Metacognitive Strategies

Metacognitive strategies lead learners to have awareness on their own learning. There are three crucial parts of Metacognitive strategies.

1. Planning; This is a strategy for determining learning objectives and deciding the means by which the objectives can be achieved.

2. Monitoring; This is a strategy for checking on the progress in the course of learning or carrying out learning task. of an attempt to learn or complete a learning task.

3. Evaluating; This is a strategy for determining the success of the outcome of an attempt to learn or complete a learning task.[9]

These parts are designed thoroughly before teachers use these strategies on their teaching.

Figure.8.1.Metacognitive Strategies

Teaching Listening

The main function of listening in second language learning is to facilitate understanding of spoken discourse. The view of listening considers how listening can provide input that triggers the further development of second-language proficiency. It shows that the teacher's skill in guiding class is important in

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[9] Jack Richard, *Teaching Listening and Speaking from Theory to Practice,* (Cambridge: Cambridge University Press, 2008).

listening class because spoken texts in listening are different from written texts. Spoken texts are often context-dependent personal, assuming shared background knowledge.

Figure.8.2.scheme of listening comprehension adapted from Anderson
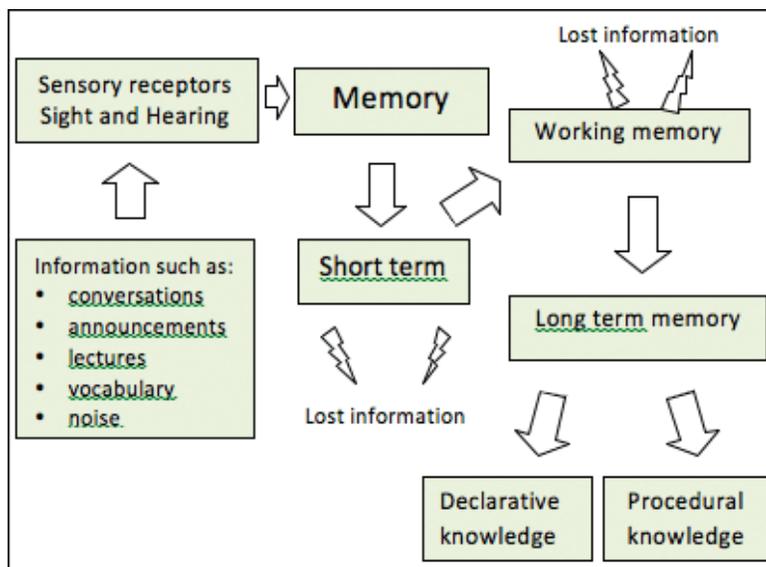
BUILDING AUTONOMOUS LEARNING ON TEACHING LISTENING TO TI.C CLASS BY APPLYING METACOGNITIVE STRATEGIES

Autonomous learning is not a process which automatically establishes on teaching listening. Listening is considered as a passive and a complex process because it is not easy and interesting to explore.

In this research, the researcher intents to change a paradigm of teaching listening as an active, and meaningful learning experience. Autonomous learning is an alternative for creating an active and meaningful learning experience. The learning process is considered as active because students are guided to be active in the process of learning through activities designed by the researcher both in the class and out of the class context. This process is called as a meaningful learning experience because the process of teaching exposes students' competence on listening through a well organized learning. learning components such as objectives, activities, media materials, process of monitoring and evaluation are

prepared thoughtfully. Only in an autonomous learning can produce autonomous learners. Autonomous learning is possible created when the class is applied with Metacognitive strategies.

The process of teaching listening is covered with a set of components that must be prepared thoroughly. The components are described in the following tables.

1.   Steps applying a model of metacognitive strategies

2.   Activities in teaching listening either in the class or out of the class by applying metacognitive strategies

3.   Materials for teaching listening: a. Teaching listening in the class, b. Teaching listening out of the class

4.   Teaching listening based on metacognitive strategies

Figure.8.3. Mapping of Metacognitive Strategies
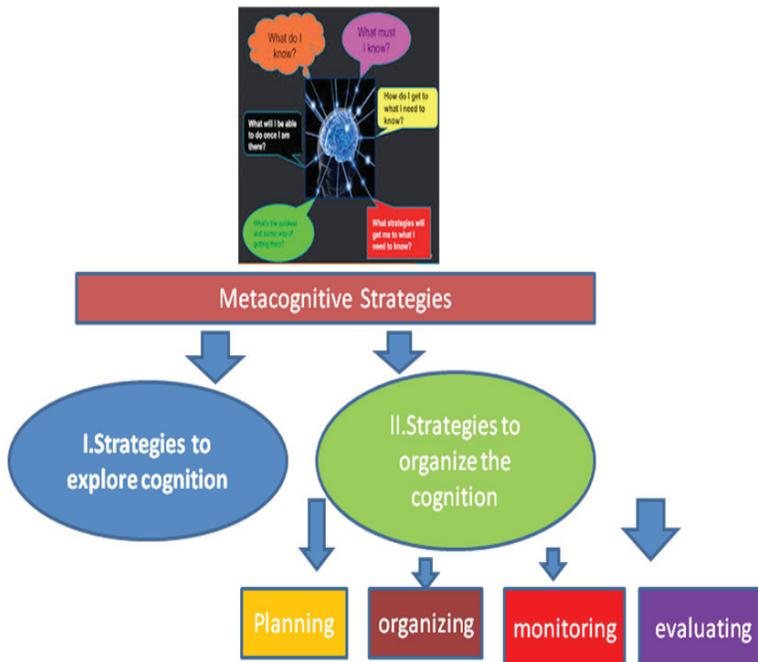
The elaborated explanation about the mapping of metacognitive strategies is stated on table.4.

Figure 8.4. Mapping of Metacognitive Strategies

METACOGNITIVE STRATEGIES				
I.Strategies to explore cognition	II.Strategies to organize the cognition			
	Procedure of Metacognitive strategies	Concept of Metacognitive Strategies	Activities in Applying Metacognitive Strategies	Steps of Teaching by Applying Metacognitive Strategies
	1. plan	1.design the process of teaching listening	1.build schemata	1. Predict key words or learn unfamiliar words; activate prior knowledge; anticipate challenges; prepare to use specific strategies.
	2. organize	2.apply the process of teaching listening	2.organize materials and activities in the process of teaching	2. Listen for a purpose through one-way or interactive listening tasks.
	3. monitor	3.observe the progress of learning	3.provide with periodic monitoring	3. Apply, synthesize and evaluate information and interpretation from task; analyse pronunciation, grammar and vocabulary in text.
	4. evaluate	4.evaluate the process of teaching	4.conduct on going assessment to evaluate the quality of teaching and the quality of the strategies	4. Reflect on listening performance and processes; plan for future listening; carry out extensive listening.

The Steps of applying metacognitive strategies see on the following table.

Table 8.5. Steps of Applying Metacognitive Strategies

No	Steps	Description of each Step
1	Planning	a. determining learning objectives; conduct need analysis, arrange learning concept,design learning experience, compose lesson plans for six meetings, prepare learning instruments, prepare research instruments
		b. deciding the means to achieve the objective; teaching listening class uses metacognitive strategies during the class and learning experience out of the class.
2	Managing	The lecturer teaches listening class using metacognitive strategies in six weeks. During these weeks, the lecturer designs the process of learning in the class and out of the class
3	Monitoring	The lecturer designs assessments to monitor students' learning experience. The assessments informs the information about learning experience, students' progress in learning, and the success of these strategies to guide students to be autonomous learners
		a. checking an attempt to learn
		b. checking the progress of learning
		c. checking on the progress of carrying out the task
		d. checking an attempt to complete a learning task.
4	Evaluating	a. determining the success of the outcome focused on an attempt to learn
		b. determining the success of the outcome focused on an attempt to complete a learning task.

Table 8.6. Monitoring In The Teaching Process Quoted From Monitoring And Guiding Student Progress & Program Effectiveness[10]

	Type of monitoring	Description
1	Daily monitoring	Ongoing monitoring of development of language and content skills/knowledge as the student progresses through the individualized program of instruction (Assessments of student work are used to determine appropriate instructional approaches, adaptations, materials and coursework).
2	Periodic monitoring	Post-service monitoring done at the end of program to ensure successful transition into the regular instructional program

Table 8.7. Evaluating the Teaching Process

No	Evaluation	Description
1	In the beginning of	The teacher assists students to prepare for a performance of understanding.
2	In the process of teaching	They assess student achievement and communicate progress.
3	In the process of reflecting	The teacher presents guiding questions to enable students to reflect on their learning.
4	In the process of future learning	They support students to frame future learning goals based on identified strengths and areas for improvement.

In this research, the researcher applied metacognitive process which are focused on five categories; (1) preparing and planning for learning, (2).selecting and using learning strategies, (3) monitoring the strategy used, (4) orchestrating various strategies, (5) evaluating strategy use and learning[11]. She simplified the process of applying metacognitive strategies as stated by Goh in Jack and Richard : (1) planning, (2) managing, (3) monitoring, (4) evaluating.[12] Then, she designed teaching listening

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[10] Monitoring And Guiding Student Progress & Program Effectiveness

[11] Anderson, N.J. *The Role of Metacognition in Second Language Teaching and Learning*, (Washington D.: Center for Applied Linguistics. ERIC Clearinghouse Languages and linguistics, 2002).

[12] Jack and Richard, *Teaching Listening and Speaking from Theory to Practice*, (Cambridge: Cambridge University Press, 2008).

by applying metacognitive strategies. Teaching listening was organized in: (1) pre-teaching, (2) whilst-teaching, (3) post teaching, see the following table.

PREVIOUS STUDY

Metacognitive strategies provide a listening class with meaningful learning experiences. As stated by Chunmei Yang in Vol. 2, No. 4 *International Education Studies,* metacognitive strategies refer to an ability to manage and regulate the use of suitable learning strategies for different tasks, including such strategies as planning, monitoring, or evaluating. This indicates that a language learner is able to evaluate the learning situation, to make plans, to choose suitable skills, to sequence them, to coordinate them, to check their effectiveness and to change the plan when necessary. Whereas, Abdullah Coskum in Novitas-ROYAL (Research on Youth and Language), 2010, 4 (1), 35-50.35 said that learners who have metacognitive abilities seem to have the following advantages over others who are not aware of the role metacognition plays in learning another language.

Both Yang and Coskum inspire the researcher to explore the process of learning experiences on teaching listening comprehension to TI.C class. Metacognitive strategies facilitate students to have positive behavior in learning listening comprehension.

THEORETICAL FRAMEWORK

Figure.9.1. Theoritical framework
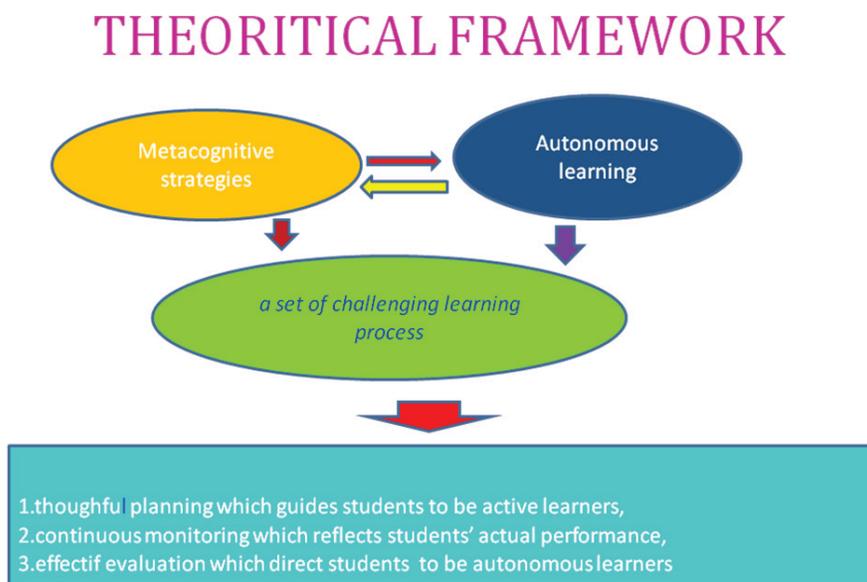
DISCUSSION

In this research, the researcher applied metacognitive process which focused on five categories; (1) preparing and planning for learning, (2).selecting and using learning strategies, (3) monitoring the strategy used, (4) orchestrating various strategies, (5) evaluating strategy use and learning[13]. She simplified the process of applying metacognitive strategies as stated by Goh in Jack and Richard : (1) planning, (2) managing, (3) monitoring, (4) evaluating.[14] Then, she designed teaching listening by applying metacognitive strategies. Teaching listening was organized in: (1) pre –teaching, (2) whilst teaching, (3) post teaching.

Table.9. 2.Steps of Applying Metacognitive Strategies

No	Steps in teaching	Process of metacognitive strategies	
1	Pre - Teaching	Planning	A. Planning the objectives of learning
			B. Preparation
			1. Preparing lesson plan for six meetings
			2. Designing model of teaching listening
2	Whilst-Teaching	Managing	A. Using learning strategies;
			Orchestrating the strategies;
			Monitoring the strategy used
3	Post-Teaching	Evaluating	A. Evaluating the strategy used;
			1. Learning in the class
			2. Learning out of the class
			B. Evaluating learning process;
			1. Learning in the class
			2. Learning out of the class

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[13] Anderson, N.J. *The Role of Metacognition in Second Language Teaching and Learning,*

[14] Jack and Richard, *Teaching Listening and Speaking from Theory to Practice,*

This research was administrated in seven meetings.

Table.9.3.Materials for Teaching Listening in the Class

No	Meeting	Material
	Pre-liminary Research	A. Sharing: 1. Objective of learning 2. Listening nowadays 3. Concept of metacognitiveknowledge 4. Concept of metacognitive skill 5. Concept of metacognitive experience B. Giving instructions and assignment for the first meeting
1	I	Audio Visual: Song "Mother", "Someone Like You",
2	II	Audioye Visual: " Cambridge Test "
3	III	Audio Visual (Video): "Podcast Presentation I "
4	IV	Audio Visual (Video): "Podcast Presentation I"
5	V	Audio: "Short talk in TOEFL "
6	VI	Audio: "Short talk in TOEFL"

Table 9.4. Materials for Teaching Listening out of the Class

No	Meeting	Material
1	I	*Audio Visual: "Songs"* *find two songs *submit the lyrics of song in the beginning of the class *ask students to write vocabulary from their songs
2	II	*Audio: " Tips to be a better listener"* *give a text for assignment *provide students with vocabulary *guide students to make them interact with the text *ask them to get detail information by answering the question.
3	III	*Audio Visual (Video): "Public places"* *ask students to write new vocabulary *ask students to write questions *ask students to rewrite the story from video

No	Meeting	Material
4	IV	*Audio Visual (Video): "Podcast Discussion I"* *divide the class in groups *give each group three videos *ask some students randomly to tell the story from videos
5	V	*Audio: " Cultural Heritage"* *give a text for assignment *provide students with vocabulary *guide students to make them interact with the text *ask them to get detail information by answering the question.
6	VI	*Audio Visual (Video): "Podcast Discussion II"* *divide the class in groups *give each group three videos *ask some students randomly to tell the story from videos

The first meeting was done as the preliminary research. In this meeting, the researcher shared the prior points related with the focus of the research. She informed the objective of learning which had been formulated with the students in the previous meeting. Besides the researcher introduced the nowadays trend in listening she also explained the concepts of metacognitive knowledge, skill, and experience. The 2nd until the 7th were done to get the data. In the process of teaching listening, she applied metacognitive strategies; students were trained to have *critical thinking*; they knew what they did in the learning process, *active learners*; they were actively involved in the learning process, *reflective learners*; they were concerned on their progress and achievement.

METACOGNITIVE STRATEGIES TRIGGER LEARNERS TO BE AUTONOMOUS ON TEACHING LISTENING TO THE SECOND SEMESTER STUDENTS OF TI.C CLASS AT STAIN PONOROGO 2014/ 2015

Positive learning experience determines the quality of its learners. Implementation of metacognitive strategies is a prior point to build students' metacognition which leads them to be metacognitive learners afterwards. Metacognitive learners are automatically autonomous learners since they tend to be responsive, active, and persistent in pursuing their learning goals.

Metacognitive strategies create student centered learning since students are designed to have critical thinking in the learning process; they know well what they want to reach and how to reach their goals. With their critical thinking, learners are able to reflect their learning quality. These Strategies help learners to be efficient and powerful in learning. They expose learners to explore self-reflection and self-regulation. Moreover, these strategies engage students on their own learning process.

There are three principles of metacognitive strategies, namely: 1.one's own cognitive processes and products, 2. Activate processes, and 3.active monitoring, see the following diagram

Figure 1 Process of cognition activities
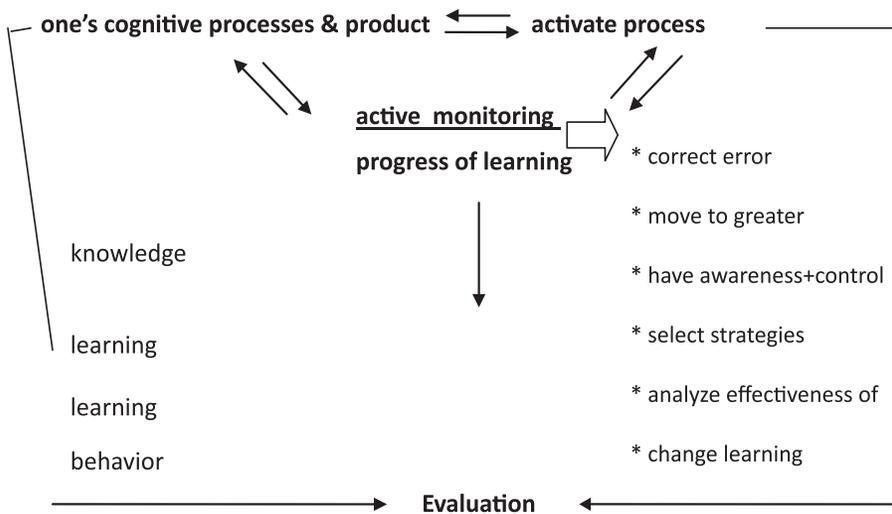
Evaluation

Basically, metacognitive strategies expose the cognitive aspects which are enhanced through a set of one's process. This process is considered as a means to explore one's cognitive competence which finally gives effects on one's cognitive product. Supported by the appropriate activating process and activating monitoring that produces a satisfactory product indicated by increasing the progress in learning. To establish the quality of learning by applying metacognitive strategies, evaluation cannot be separated from the learning activities. Evaluation is worthy applied to measure learning quality, learning process, students' input and intake, and quality of strategies applied.

Metacognitive strategies stimulate students to be autonomous learners because of some points, such as; a.building intrinsic motivation, b.building

discipline on learning, c.planning to control their own learning experience, d.building self awareness and reflection on achievement. The exploration of the data is described as follow.

Build Intrinsic Motivation

Metacognitive strategies offer the process of learning which is oriented to build experiential learning. In this research, experiential learning drove students' intrinsic motivation because it created meaningful listening activities.

> *Students follow all activities almost whole the time. They join the class activities seriously. They do the assignment given and submit the assignment on time.*

Meaningful learning experiences in teaching listening motivated students to follow the course actively. It built students' intrinsic motivation to be persistent in pursuing the goal of learning. Started from the beginning, the researcher gave schemata. Then, activities and monitoring were done during the process of teaching listening. The last, she evaluated the course.

> *The course is organized orderly. Step by step is described clearly so I know what I should do with my assignment. Besides I know the materials for the following. It means I have time to make preparation for next week.*

She also shared the instruments used during the process of teaching listening. Because of it, the researcher prepared all the instruments required thoughtfully. See on chapter II about the use of instruments during the process of getting the data.

Students' intrinsic motivation is easily stirred up when the challenging or interesting stimulation meets their sense. Metacognitive strategies are so challenging and interesting to build students' listening skill.

a.   Have discipline on learning.

Implementation of metacognitive strategies in this research activated students' cognitive. The process of teaching listening used metacognitive strategies building positive habits on students' learning experience. In this learning model, students engaged with the subjects of learning. In this research, listening activities in teaching listening were designed both for classroom activities and out of classroom activities.

> *We have classroom commitment and we must obey it. Otherwise we miss the point in listening class as the result. No tolerant leaves the class for more than*

three meetings because it indirectly affects on our score. We loose the score if we do not join the class.

Students focused on the listening materials both in the class and out of the class. The researcher intended to use interesting materials taken from audio and audio visual. Interesting materials attracted students' attention that they were eager to attend the class regularly.

She also explored the variety of activities and assessment to keep students interact with the course whole the time.

Assessment for class activities and out of class activities were also developed by the researcher. That is why teaching listening using metacognitive strategies is considered as an interesting teaching model because this model stimulates students to have discipline in learning. The class was assessed regularly and continually.

b.   Plan to control their own learning experiences.

The aim of teaching listening used metacognitive strategies was to guide students to be better listeners. From this course, students were guided to help themselves in learning listening for nowadays and future learning experience.

Before starting this research, the researcher stated clearly the goal of teaching listening. Then, she designed the ways to achieve the goal, and to monitor the process of teaching.

Everything was prepared thoroughly that all the class members; the researcher and students joined the class seriously

During six meetings, the researcher organized materials and students. Giving schemata was explored in each meeting to guide them to be active with the teaching process either in the class or out of the class. Giving schemata on teaching listening meant building students' mental concepts. Having mental concepts made the class members were fun in the process of teaching.

I always give schemata before starting to teach listening in my class. I do it to guide the class members. I have more than twenty students who have vary input. To overcome this problem, giving schemata is worthy used. Thus, the use of schemata helps the class to cope with a new material.

Besides, organizing the materials and students made them responsive with the course and assignment given. It made them easier to understand the materials and assignment because they were well organized that they were not confused

to get the points. Materials and assignment were transferred systematically and orderly.

> *We interacted with medium level materials for teaching listening in the class and out of the class. Actually, the materials are still difficult for most of us. However, we could handle it afterwards because the lecturer delivered the material systematically and orderly.*

Teaching listening was organized step by step that students were able to comprehend the spoken text and expose the incoming information.

c.   Self awareness and reflection on achievement.

Applying metacognitive strategies in teaching listening guided the class to enrich the class with the extended materials. It exposed students' competences by doing the real learning experience; practicing, exploring listening materials as the instructions given in each meeting. These activities provided students to have critical learning experience because they spent more time to interact with listening subject by learning materials, searching various topics, and presenting the materials. They were practiced to comprehend the content of the spoken text and gave the incoming information from a particular context.

In each meeting, process of teaching and learning listening was done in some steps started from planning, managing, monitoring and evaluating. The researcher focused on all of these steps.

> *The lecturer did not only focus on planning and managing but also monitoring and evaluating as well. She monitored students' performance in the class and out of the class on each meeting. She let the class members to know the results of their performance.*

Assessment was used to monitor students' progress. It was done regularly and continually on each meeting so they knew their progress and achievement in listening class. Monitoring through ongoing assessment was considered important to stimulate self awareness and reflection on their learning experience and achievement.

METACOGNITIVE STRATEGIES BUILD AUTONOMOUS LEARNING ON TEACHING LISTENING TO THE SECOND SEMESTER STUDENTS OF TI.C CLASS AT STAIN PONOROGO IN ACADEMIC YEAR 2014/2015

Teaching listening requires a creative skill to help foreign learners motivated to empower their ability. Based on the data taken from the pre-liminary study, many students have low performance in listening. They have limited time to interact with English spoken text. They also do not have positive habit to interact with authentic materials in listening, and no learning atmosphere supports their listening experience.[15] Without an appropriate learning experience, goal of teaching is difficult to be realized. Autonomous learning can be an alternative to create a model of learning which can maximize students' performance through a set of learning experience. Autonomous learning covers some strengths: a.providing the class with clear guidance and Instructions, b.creating critical learning, c.building constructive learning, d.stimulating the experiential learning.

Providing The Listening Class With The Clear Guidance And Instructions

Metacognitive strategies in this research create autonomous learning since the implementation of these strategies was completed with a clear mapping concept. This concept had already been prepared before the researcher taught the listening class. The concept covers with the clear guidance. In this research, the researcher gave direction of the teaching learning process, scoring both for teaching in the class and out of the class.

I designed a planning of teaching listening listening by applying metacognitive strategies. Firstly, I got information what actually my students' need in listening class. After that I decided to use metacognitive strategies to develop students' listening skill. Then, I tried to interpret the idea of metacognitive strategies on teaching listening.

> I made planning before guiding the class used this strategy completed with guidance to make me and my students easier in joining the course.

Moreover, the researcher also gave instructions in pre-teaching, whilst-teaching, and post-teaching. The instructions are about what students do to their assignment, to join the class, to do the task in the class.

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[15] Pre-liminary data

The class was controlled straightly through clear guidance and instructions that the teaching process ran smoothly and effectively.

Creating critical learning

Metacognitive strategies directly made students in listening class to have critical thinking because they were involved in the critical learning zone. Students were guided to be critical learners in the process of teaching. These strategies made students as the subjects of teaching which were actively doing activities.

Many activities were arranged in the process of teaching listening. The activities correspond with the materials used. There were various materials which are used to enhance students' knowledge on the objective of learning.

> *The use of the various kinds of materials and activities built students' critical thinking. They often interacted with a well organized materials and activities during all the meetings. They were required to do their best by exploring the materials in dept. They consulted their confused and problems when they got difficulties.*

Direct or indirectly, metacognitive strateries trained students to have critical competence. Students were drilled with many types of authentic materials.

> *I think this class is interesting. We are taught using interesting materials and the materials were mostly delivered on audio visual. We have more time to interact with the interesting materials which sharpen our critical competence on English spoken texts.*

Thus, applying metacognitive strategies helped students to be critical learners. They were accustomed to alert with various learning condition. They were trained to conduct exploration on their learning process.

Building Constructive Learning

Autonomous learning was developed in teaching listening, especially when the class applied metacognitive strategies. These strategies expanded learning quality since the use of these strategies in teaching listening drove the researcher and students to search the better ways to make the class meaningful.

It was time consuming for the researcher to design model of teaching listening by applying metacognitive strategies. She needed more information to exhibit metacognitive strategies in her research class. She read many references and browsed materials from internet. On the other hand, the researcher also

instructed students to do some activities by browsing from internet, understanding and presenting it in a meeting

> *The materials are interesting especially in podcast presentation. In this activity, we must find the materials with our group, practice together to explore the content and we present it afterwards. In a meeting, we can learn more than two English spoken text . More practice makes us having critical knowledge on English spoken text.*

For students, autonomous learning was developed by applying these strategies in the class. The process of teaching forced students to stir their inner drive. They moved on to overcome their problems on the materials by reading more references and sharing with their friends to construct their knowledge. Besides this process motivated the to stir their outer drive. They did not want to get low score at the end. Because of it, they fought hard to show their best The use of the various kinds of materials and activities built students' critical thinking. They often interacted with a well organized materials and activities during all the meetings. They were required to do their best by exploring the materials in dept. They consulted their confused and problems when they got difficulties.

Constructive learning in teaching listening is an essential point to help students having a meaningful learning.

Stimulating the Experiential Learning

Experiential learning was facilitated in the process of teaching listening when the researcher applied metacognitive strategies. Experiential learning in teaching listening indicated that teaching listening was not merely delivering something for nothing.

Applying metacognitive strategies on teaching listening was done to lead students exposing their competences. The class was designed to excavate students' skill in listening English spoken text.

> *More practice was done during the process of teaching either in the class or out of the class. Practice in the class was indicated by giving more frequency to interact with the subject taught through brainstorming, mind mapping, guessing, checking the answer, giving information, giving clarification.*

Learning experience on teaching listening was important because students learnt by doing. Learning by doing was important in the process of language teaching. So, srudents learnt a new knowledge by doing a real practice; practice made their language acquisition better.

Whereas, teaching listening out of the class, schemata was given by providing students with vocabulary, key words, questions on the assignment given during the research administrated. These aids helped them to make exploration on the given English spoken text as the materials or as the example to find materials from many sources.

CONCLUSIONS

Metacognitive strategies explore the capacity of TI.C students on listening Class. These strategies empower students' ability to use and organize their cognitive in coping English spoken text. Students are facilitated to explore their experience in listening class that they engage on the course. They are supported to show up their comprehension in listening the various types of English spoken text in many ways. They are trained to have organizational skill to overcome their problems in listening that they comprehend the spoken text and are able to predict the incoming information from a particular context. Lecturers should actively build students' metacognitive awareness during teaching listening to EFL learners by developing knowledge and experience about metacognitive strategies. Students can be autonomous learners when they have metacognitive awareness.

Metacognitive strategies build autonomous learning on teaching listening to the second semester students of TI.C class at STAIN Ponorogo in academic year 2014/2015 through the use of a well organized teaching that the atmosphere of autonomous learning is built. These strategies make learners thinking on their own learning; they care on their progress, achievement, responsibility for their own learning and determine the direction of their own future learning. Class is provided by experiential learning, critical learning, and reflective learning that the process of teaching listening is effective. Lecturers should actively build students' metacognitive awareness during teaching listening to EFL learners by developing knowledge and experience about metacognitive strategies. Students can be autonomous learners when they have metacognitive awareness.

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