

# Investigating Metacognitive Strategies in Listening Comprehension among English Language Learners: A Study of University Students in Medan

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**Abstract.** This study investigates metacognitive strategies employed by English language learners (ELLs) during listening comprehension activities. The objectives were to identify the metacognitive strategies commonly employed by English language learners during listening comprehension activities and to examine their awareness of the importance of metacognitive strategies in improving listening skills. Employing a mixed-methods approach, the study collected data through questionnaires and interviews from university students in Medan, Indonesia. This method provided a comprehensive understanding of the strategies used by learners and their perceptions of the strategies' effectiveness. The results reveal that ELLs actively engage in metacognitive strategies, specifically planning, monitoring, and evaluating, to enhance their listening comprehension. The quantitative data from the questionnaires and qualitative insights from the interviews indicate a high level of awareness among students regarding the importance of these strategies. Ethical measures were strictly observed to ensure participant anonymity. This study contributes to the field of language education by highlighting the critical role of metacognitive strategies in listening comprehension and providing empirical evidence of their use among ELLs.

**Keywords:** Metacognitive Strategies; Listening Comprehension; English Language Learners

## I. INTRODUCTION

Metacognition, defined as the awareness and understanding of one's own thought processes, plays a crucial role in language learning, particularly in the context of listening comprehension among English language learners (ELLs) (Merilia, 2019). Listening comprehension is a complex cognitive process that involves the integration of linguistic, contextual, and pragmatic knowledge, and metacognitive strategies are instrumental in enhancing this process (Umam et al., 2020).

Previous research has highlighted the significance of metacognitive awareness in the listening process. For instance, Daskalovska et al. (2023) examined the relationship between metacognitive awareness and listening performance, emphasizing the key role of metacognitive strategies in enhancing listening abilities. Similarly, Wang and Treffers-Daller Wang & Treffers-Daller (2017) explored the contribution of general language proficiency, vocabulary knowledge, and metacognitive awareness to listening comprehension among non-English major students, highlighting the relevance of metacognitive factors in understanding listening proficiency. These studies provide a foundation for understanding the importance of metacognitive strategies in the context of listening comprehension among ELLs.

Furthermore, the study seeks to classify the identified metacognitive strategies based on their nature and purpose and analyze the frequency and patterns of their implementation during various listening comprehension tasks. This aligns with the work of (Wallace, 2020), who examined individual differences in metacognitive awareness and L2 listening comprehension, utilizing the Metacognitive Awareness Listening Questionnaire to measure strategic dimensions of metacognitive awareness, including directed attention, problem-solving, planning-evaluation, mental translation, and person knowledge. Such classification and analysis are essential for gaining insights into the specific metacognitive strategies employed by ELLs during listening comprehension activities.

Moreover, the investigation into the awareness of ELLs regarding the importance of metacognitive strategies in improving listening skills is crucial for understanding the extent to which students recognize the value of metacognition in their language learning process. Studies such as those conducted by Singh et al. (2022) and Öztürk (2021) have examined the effects of metacognitive strategies on fostering listening comprehension and the relationship between metacognitive strategies and

listening anxiety, clarifying the significance of metacognitive awareness in enhancing listening abilities and reducing anxiety in language learning contexts.

In the specific context of Medan, Indonesia, EFL university students face unique challenges that influence their listening comprehension. These include diverse linguistic and cultural factors, such as accent and pronunciation differences, unfamiliar vocabulary and grammar structures, the speed and fluency of native speakers, and limited exposure to authentic English materials. Moreover, cultural differences and unfamiliar contexts pose additional challenges, highlighting the need for a sophisticated understanding of EFL learners' experiences in Medan.

The choice of Medan as the study's focus is justified by the researchers' teaching involvement in local universities, facilitating data collection. This context-specific approach allows for a deeper exploration of the challenges faced by ELLs in Medan, designing recommendations to the unique needs of learners in this region.

In conclusion, the proposed study aims to contribute to the existing body of knowledge by identifying and analyzing the metacognitive strategies commonly employed by ELLs during listening comprehension activities and assessing their awareness of the importance of these strategies in improving listening skills. By building upon the insights provided by previous research, this study seeks to provide a comprehensive understanding of the role of metacognition in the context of listening comprehension among ELLs.

## II. RESEARCH METHODS

### A. Research Design

The research design for this study involved a mixed-methods approach, combining both quantitative and qualitative methods to gather comprehensive insights into the metacognitive strategies employed by English language learners (ELLs) during listening comprehension activities in the specific context of Medan, Indonesia.

#### A. Quantitative Phase: Survey through Questionnaire

The quantitative phase of the research employed a structured survey in the form of a questionnaire. This method was selected for its efficiency in gathering data from a sufficiently sizeable sample of participants. The questionnaire, adopted from Metacognitive Awareness Listening Questionnaire (MALQ), was to collect information on the frequency and patterns of metacognitive strategy implementation during various listening comprehension tasks.

#### B. Qualitative Phase: Interviews

The qualitative phase of the research involved in-depth interviews with a subset of participants from the quantitative phase. This approach allowed for a comprehensive exploration of the metacognitive strategies used by English language learners and provided a platform for participants to express their experiences and perspectives. Additionally, it included questions to examine the awareness of English language learners regarding the importance of metacognitive strategies in improving listening skills.

### B. Sample and Population Description

The study's sample comprised a total of 40 participants, all of whom are actively enrolled in the English Education study program and are currently in semester 3 or above. The age range of the sample falls between 19 to 22 years old. This selection criterion ensured that participants have completed the entire series of listening subjects, providing a comprehensive basis for evaluating their experiences and proficiency in listening comprehension.

The rationale behind selecting participants from semester 3 and above was to ensure that they have undergone exposure to all relevant listening subjects in their academic curriculum. This criterion enhanced the reliability and validity of the findings, as participants would have acquired a substantial foundation in listening comprehension skills.

The sample was drawn from various universities in Medan, reflecting the diverse academic landscape of the region. The following universities are included: Universitas HKBP Nommensen, Universitas Muslim Nusantara Al Washliyah, Universitas Al Washliyah Medan and Universitas Muhammadiyah Sumatera Utara. From each university, ten students were randomly selected, resulting in a total of 40 participants for the quantitative phase of the study. This random selection aimed to ensure a representative and unbiased sample, capturing the varied experiences and perspectives of English language learners from different institutions.

For the qualitative phase involving in-depth interviews, two students were randomly chosen from each university, totalling eight respondents. This random selection ensured a diverse set of interviewees, contributing to the richness and depth of qualitative data. This sampling strategy aimed to create a balanced and representative sample, offering valuable insights into the metacognitive strategies employed by English language learners in Medan within the context of listening comprehension activities.

### C. Research Instruments

#### 1. Questionnaire

The Metacognitive Awareness Listening Questionnaire (MALQ) serves as a valuable tool for evaluating metacognitive awareness in the field of listening comprehension among second language learners. Noteworthy for its

adaptability, the MALQ has been applied in numerous studies to examine metacognition and its correlation with listening comprehension (Wallace, 2021; Armiun et al., 2017; Chin et al., 2017; Jameel & Shawaqfeh, 2022). Its effectiveness extends across diverse cultural and linguistic contexts, including Iraqi and Jordanian EFL students (Jameel & Shawaqfeh, 2022), Turkish EFL learners (Aydin, 2021), and Saudi EFL medical students (Alhaisoni, 2017).

In the quantitative phase of this study, the questionnaire derived from MALQ stands as a structured instrument designed to collect data on the metacognitive strategies employed by English language learners (ELLs) during listening comprehension activities. Consisting of 21 items, each representing a distinct phase of the metacognitive process, the questionnaire offers a comprehensive exploration of the frequency and patterns of metacognitive strategy implementation. Participants are presented with a binary response format—'Yes' or 'No'—to indicate their utilization of specific metacognitive strategies in the context of listening comprehension.

Administered through Google Forms, the questionnaire ensured an efficient and user-friendly platform for participants to provide their responses. Its digital format facilitated seamless data collection and analysis, promoting accuracy and consistency in processing the acquired information. The straightforward 'Yes' or 'No' response options enabled a clear-cut quantitative assessment, allowing for the identification of prevalent metacognitive strategies employed by ELLs in the context of listening comprehension tasks.

**Table 1. Questionnaire Items**

Item Numbers	Statements	Metacognitive Strategies
1	Before I start to listen I have plan in my head for how I am going to listen.	Planning
2	I focus harder on the text when I have trouble understanding	Monitoring
3	I find that listening in English is more difficult that reading, speaking, or writing in English	Evaluating
4	I translate in my head as I listen	Monitoring
5	I use the words I understand to guess the meaning of the words I don't understand.	Monitoring
6	When my mind wanders, I recover my concentration right away.	Monitoring
7	As I listen I compare what I understand with what I know about the topic.	Monitong
8	I feel that listening comprehension in English is a challenge for me.	Evaluating
9	I use my experience and knowledge to help me understand	Monitoring
10	Before listening I think of similar text that I may have listened to.	Planning
11	I translate key words as I listen.	Monitoring
12	I try to get back on track when I lose concentration.	Monitoring
13	As I listen, I quickly adjust my interpretation if I realize that it is not correct.	Monitoring
14	After listening, I think back how I listened, and about what I might do differently next time.	Evaluating
15	I don't feel nervous when I listen to English.	Monitoring
16	When I have difficulty understanding what I hear, I give up and stop listening.	Monitoring
17	I use the general idea of the text to help me guess the meaning of the words that I don't understand.	Monitoring
18	I translate word by word, as I listen.	Monitoring
19	When I guess the meaning of a word, I think back to everything else that I have heard, to see if my guess make sense.	Monitoring
20	As I listen, I periodically ask myself I am satisfied with my level of comprehension.	Monitoring
21	I have goal in my mind as I listen.	Planning

Source: Goh, C., Mareschal, C. & Tafaghodatari, M.J. (2000). The Metacognitive Awareness Questionnaire (MALQ) : Development and validation.

## 2. Interview

The qualitative phase involved in-depth interviews as a means of assessing the experiences and perspectives of English language learners regarding metacognitive strategies in listening comprehension. The interview instrument consisted of five open-ended questions aimed at assessing the participants' awareness of the importance of metacognitive strategies in enhancing their listening skills.

The questions were thoughtfully designed to encourage participants to reflect on their own learning processes, providing valuable qualitative insights into the role of metacognition in their language learning journey. The open-ended nature of the interview questions allowed for rich, narrative responses, capturing the depth of participants' thoughts and

experiences. The semi-structured format ensured consistency across interviews while allowing flexibility to explore unexpected avenues that might arise during the conversations.

Additionally, it was noteworthy that the interviews were conducted online through Google Forms providing a convenient and accessible platform for participants to share perspectives. The online format allowed for efficient data collection and facilitated the participants' comfort and convenience in responding to the interview question.

**Table 2. Interview Questions**

No	Questions	Metacognitive strategies
1	Can you describe the specific steps you take when planning in your head before listening to something in English?	Planning
2	How do you set goals in your mind before listening to something in English?	Panning
3	When you encounter difficulty understanding during listening, how do you go about focusing harder on the text?	Monitoring
4	How do you recover your concentration when your mind wanders during listening?	Monitoring
5	How do you consciously use your experience and knowledge to aid your understanding while listening?	Monitoring
6	Can you share an instance where you adjusted your interpretation during listening to align with your goals?	Monitoring
7	In what ways do you find listening in English more challenging than other language skills (reading, speaking, writing)?	Evaluating
8	After listening, you mentioned thinking back on how you listened and considering what you might do differently next time. Can you elaborate on this reflective process?	Evaluating
9	You mentioned feeling that listening comprehension in English is a challenge. Can you elaborate on specific aspects that you find challenging?	Evaluating
10	Can you provide an example of a situation where focusing harder helped improve your comprehension?	Evaluating

Both instruments were designed to adjust with the study's objectives, seeking to reveal the metacognitive strategies of ELLs during listening comprehension activities and examine their awareness of the importance of metacognitive strategies in enhancing listening skills. The combination of quantitative and qualitative data gathered through the questionnaire and interviews enriched the study's comprehensiveness, providing a holistic understanding of metacognitive strategies in the context of listening proficiency among English language learners in Medan, Indonesia.

#### **D. Techniques for Analyzing the data**

To achieve the research objectives outlined in this study, the data collected will be subjected to a strong analysis employing both quantitative and qualitative techniques. The following techniques were applied to derive meaningful insights and draw valid conclusions:

##### **1. Identification of Metacognitive Strategies**

To identify the metacognitive strategies commonly employed by English language learners during listening comprehension activities, quantitative analysis was conducted on the participants' responses obtained from the questionnaire. The sample for the survey comprised 40 students, and the administration of the questionnaire was conducted online through Google Form. Utilizing statistical techniques such as frequency analysis and percentage calculations, the quantitative analysis method aimed to identify common patterns in the employment of metacognitive strategies. This technique enabled a quantitative illustration of the frequency with which various strategies were utilized, providing a quantitative foundation for understanding the students' metacognitive engagement during listening comprehension activities. Through the quantitative analysis, key metacognitive strategies consistently employed by English language learners emerged. This identification served as a foundation for understanding the predominant cognitive processes and reflective techniques students employed to enhance their listening comprehension skills. These insights contributed to a comprehensive overview of the metacognitive landscape within the context of language learning.

**2. Examination of Awareness**

The awareness of English language learners regarding the importance of metacognitive strategies was assessed through interviews. The qualitative phase of the research involved in-depth interviews with a subset of participants from the quantitative phase. This approach allowed for a comprehensive exploration of the metacognitive strategies used by English language learners and provided a platform for participants to express their experiences and perspectives. Additionally, it included questions to examine the awareness of English language learners regarding the importance of metacognitive strategies in improving listening skills.

**3. Ethical Considerations**

Throughout the analysis process, steps were taken to protect the anonymity and confidentiality of participants. Personal identifiers were removed, and any direct quotations used in the study were carefully selected to maintain participant privacy. In addition, researchers maintained reflexivity throughout the analysis, acknowledging and addressing potential biases that might influence the interpretation of data. Peer debriefing and member-checking were employed as strategies to enhance the trustworthiness of the findings.

Eventually, by employing a combination of qualitative and quantitative analysis techniques, this research aimed to provide a comprehensive understanding of the metacognitive strategies used by English language learners and their awareness of the strategies' significance in enhancing listening comprehension skills.

**4. RESULTS AND DISCUSSION**

**A. Results**

**1. Questionnaire Results**

The table below displays the results of the online questionnaire conducted using Google Forms with 40 students.

**Table 3. The Results Obtained from Questionnaire**

Item Number	Metacognitive Strategies	Responses			
		Number		Percentage (%)	
		Yes	No	Yes	No
1	Planning	37	3	92.5	7.5
2	Monitoring	37	3	92.5	7.5
3	Evaluating	28	12	70	30
4	Monitoring	37	3	92.5	7.5
5	Monitoring	40	0	100	0
6	Monitoring	38	2	95	5
7	Monitoring	39	1	97.5	2.5
8	Evaluating	37	3	92.5	7.5
9	Monitoring	40	0	100	0
10	Planning	35	5	87.5	12.5
11	Monitoring	37	3	92.5	7.5
12	Monitoring	37	3	92.5	7.5
13	Monitoring	39	1	97.5	2.5
14	Evaluating	35	5	87.5	12.5
15	Monitoring	21	19	52.5	47.5
16	Monitoring	13	27	32.5	67.5
17	Monitoring	39	1	97.5	2.5
18	Monitoring	26	14	65	35
19	Monitoring	40	0	100	0
20	Monitoring	34	6	85	25
21	Planning	37	3	92.5	7.5

Looking at how students approach listening tasks, the analysis of their responses shows clear patterns and preferences. Most students, around 92.5% or 37 out of the total, say they plan before listening. This shows students are serious about getting ready before they start listening, understanding how crucial it is to prepare.

Monitoring is the most commonly used strategy. A large number of students consistently respond with a "Yes," whether it's 35, 37, 40, or 38, ranging from 85% to a perfect 100%. This means students are really committed to adjusting and checking how well they are doing while they listen.

Though not as consistent as monitoring, evaluating is still substantial. Yes responses range from 70% to 87.5%. Students consistently show they think back on their listening experiences, making changes for next time.

In the world of strategies for listening, monitoring is the top choice. Students are really focused on adjusting their methods as they listen. Planning is also crucial, with a large number of students recognizing the need to prepare before listening. Evaluating, while not as common as monitoring and planning, still matters a lot to students. It shows they're committed to thinking about and adjusting their approach to listening.

## 2. Interview Results

Table 5 presents the responses provided by the 8 participants during the interviews.

**Table 5. The Results Obtained from Interview**

Question Number	Participants/ University	Responses
1	P1/UMN AW	Specific steps I take when I first hear something in English by selectively listening, interpreting for some purpose, predicting, progressive structuring, summed up, and sonalizing
	P2/UMN AW	1. Focus 2. Pay attention to every context given 3. Seeking information
	P3/HKBP	Before I listen to something in English, I quickly check what it's about, decide why I'm listening, think about what I already know on the topic, guess what might be talked about, and get ready for things like different accents or challenges. I also ask myself questions while listening to stay focused.
	P4/HKBP	At the first, I will prepare myself with some vocabularies. And after that I will watch or listen to music or film in English dub. And start to focus on the meaning on it.
	P5/UMSU	Get focus and got dictionary ready
	P6/UMSU	Okey, Before listening to something in English, the specific steps that i Will take plan in my head , starting from trying focussing my mind, and than if it to be listened by audio only, I Will close my eyes to keep my concentration. But if it will be listened from TV or we can see who are speaking, i Will focus the voice and see her/his mouth, because it has been my habitation, if there is someone speaking, i always keep her/his mouth. But, in English case, Discussing about listening, it Will be an audio only, so that's why to keep my concentration i Will close my eyes and focus listening to the sound of the audio.
	P7/UNIVA Medan	I will listen based on my interest topic like news, history and IT
	P8/UNIVA Medan	Before listening, I will ensure to do the following things: 1. Focus. It is crucial not to get distracted. 2. Identify keywords. This helps me to have a better understanding.
2	P1/UMN AW	It's important to listen to what the lecturer has to say first, then you can make plans for future goals
	P2/UMN AW	Before listening in English, determine your goal, whether it's understanding general content, finding specific information, or improving general listening skills. Focus on those goals while listening to more effectively utilize your time and effort.
	P3/HKBP	Before I listen to something in English, I decide why I'm listening (like for understanding or practice),figure out what important things I want to know, focus on specific words, be realistic about what I can achieve, and try to stay engaged by asking questions in my mind.
	P4/HKBP	I will focus on main idea or key points of the English sound or something in English
	P5/UMSU	Understanding at least 65% and new words
	P6/UMSU	Before listening to something in English case, certainly it Will be more difficult than Indonesian. So to set our goals, yeah ...firstly improve our vocabularies, because there Will be so many sound but the have the different meaning. And than, according to me and i have done, to get the meaning of the speaker, I will not translate it word by word, but try to listen next words and found the important word as the key of

		information. After that try to guess and match the meaning of words and the Sentences become A good information.
	P7/UNIVA Medan	I aim to understand at least 90% of the meaning. If I fail to do so, I will remind myself to accomplish the goal next time.
	P8/UNIVA Medan	Set the specific goals such as identifying key points, understanding main ideas, and noting any unfamiliar vocabulary. Focus on comprehension and try to summarize the content afterward to reinforce understanding.
3	P1/UMN AW	My way when listening is hard to understand is to focus on listening again so as to understand more
	P2/UMN AW	To improve focus on the text while listening, I usually try to note down key points or make a summary during the listening process. This helps me understand and absorb the information better. And another one is listening through voice translation
	P3/HKBP	When I find it difficult to understand while listening,I take a moment to pause and think about what I have understood, replay if possible, listen for keywords I will pay extra attention to keywords or key phrases that might provide clues about main idea. Avoiding overthinking in case I missed something, I try not to think about it and focus on the current information. By implementing these strategies, I aim to improve understanding and stay engaged in the listening process.
	P4/HKBP	I will not too focus on the text. Cause it will make I lose interest to what I listen
	P5/UMSU	Listening again, and trying to understand word based on previous words
	P6/UMSU	If i encountered difficulties understanding during listening, to keep my focus, i keep close my eyes and try to be more focus on the next words or Sentences Will be spoken. Because, though you don't know the meaning of A word, don't take it so much, try to get the meaning of others. And habitate yourself to keep calm if there Will be something to disturb your focus. How do you recover your concentration
	P7/UNIVA Medan	When listening hears harder, i will go for the text instead.. like viewing the script
	P8/UNIVA Medan	I concentrate on key words, context, and tone. I may rewind to replay challenging sections, break down complex sentences, and use subtitles or transcripts to enhance comprehension. Patience and persistence are crucial for improved understanding.
4	P1/UMN AW	My way to concentrate is to concentrate, spend time
	P2/UMN AW	To restore concentration when my mind wanders, I try to shift my attention back to the text by repeating important points or focusing on specific details. Deep breathing can also help relax the mind and improve focus.
	P3/HKBP	If my mind wanders while listening, I acknowledge it, remind myself why I'm listening, take a deep breath, actively ask questions, visualize what I'm hearing, and ensure a quiet place to minimize distractions.
	P4/HKBP	I will try to back my mind to the conversation.
	P5/UMSU	Close my eyes and take a deep breath
	P6/UMSU	Simple , "try to be calm and do not be hatic". Because the panic Will destroy your focus. And don't give up, keep trying to the next words or Sentences Will be spoken.
	P7/UNIVA Medan	Just find the quiet place
	P8/UNIVA Medan	To regain concentration when my mind wanders during listening, I redirect my attention by actively engaging with the content. I might take brief notes, ask questions about what I'm hearing, or mentally summarize key points. Deep breathing and refocusing techniques also help bring my attention back to the material.
5	P1/UMN AW	When you listen well to others, you reveal yourself as being curious and interested in people and events. In addition, your ability to understand the meanings of what you hear will make you a more knowledgeable and thoughtful person.
	P2/UMN AW	I use my knowledge and experience as a basis to understand the context and respond more appropriately when listening. This helps me provide more relevant and informative answers.
	P3/HKBP	When I listen, I connect what I hear to what I know, recognize familiar patterns, recall relevant info from memory, predict what comes next, and think critically to understand better.

	P4/HKBP	I will try to remember the conversation that I have done back then with other person. So, I can do it in the same way when doing this conversation.
	P5/UMSU	Listen closely while trying to translating it in my head
	P6/UMSU	Experience and knowledge that we have Will aid our understanding consciously. For example If i am listening A TOEFL test, i Will try To connect and relate the situation to other case if may be it had been listened of me before. And then the word of "knowledge", certainly it related to our vocabulary too, so when we try to get the meaning of the text we were listening, we have used our knowledge.
	P7/UNIVA Medan	Just get some keywords pert sentence, and conclude it.
	P8/UNIVA Medan	I leverage my experience and knowledge during listening by connecting new information to what I already know. I draw on my background knowledge to interpret context, infer meanings, and anticipate content. This helps me create a mental framework that enhances comprehension and retention.
6	P1/UMN AW	Of course, for example, if I hear that you are looking for information about vacation plans, I will focus on providing advice or information related to vacation destinations, not relevant topics. I can customize my interpretation to ensure my response matches your needs and goals.
	P2/UMN AW	A heated meeting where two groups were debating about a specific issue they were having, I sat back to listen carefully to identify the root problem
	P3/HKBP	a heated meeting where two groups were debating about a specific issue they were having, I sat back to listen carefully to identify the root problem
	P4/HKBP	While listening to a complex lecture, I initially focused too much on understanding every detail. Realizing this was slowing me down, I adjusted my approach. I shifted my goal to capturing the main ideas and key points rather than trying to grasp every nuance. This adjustment allowed me to align my listening interpretation with the goal of gaining a broader understanding, making the process more effective.
	P5/UMSU	I don't know if this can relate to other people. But actually when I do conversation, I also try to guess what this conversation will give me. So when I feel this conversation not give a profit for me. I will end this conversation.
	P6/UMSU	Write all the new and difficult words in a note for further study
	P7/UNIVA Medan	To support you interpretation to align with your goals, I think having A good feeling and enough vocabularies Will halo you to overcome it . One this should we know and apply that not only interpreting but thinking back also need it.
	P8/UNIVA Medan	While listening to a complex lecture, I initially struggled to grasp a particular concept. Recognizing my goal of understanding key points, I paused, rewound, and focused on that section. By adjusting my interpretation and actively engaging with the content, I eventually clarified the concept and aligned my understanding with my learning objectives.
7	P1/UMN AW	When I try to comprehend the sound or voice.
	P2/UMN AW	Hearing the spoken word clearly (especially British)
	P3/HKBP	Okey, In my opinion Listening is more challenging than the other skills. For example , when we we were listening the TOEFL test, you only have the sound, so if you pass the sound though small case, it Will affect the next part, if you past A case so you Will past it , and there is no time to repeat it again , that is why, when we're listening to the audio we have to be focus and try to think back it more.
	P4/HKBP	Yes, English has a lot of unspecified rules in pronunciation.
	P5/UMSU	Listening in English can be challenging due to various accents, rapid speech, and colloquial expressions. Additionally, the absence of visual cues, as in reading, and the inability to revise and edit, as in writing, can make it more demanding. Developing effective listening skills requires practice and exposure to diverse linguistic nuances.
	P6/UMSU	In intensive listening, it is a lot more difficult than the other language skill aspects as I have to read, think and listen at the same time.
	P7/UNIVA Medan	I can only focus on the speaker's voice while closing my eyes to imagine what the speaker is saying.



	P8/UNIVA Medan	Listening in English can present unique challenges compared to other language skills, especially in the area of Speech Rate Native speakers tend to speak at a natural pace, which can be fast for students. This speed makes it difficult to process and understand spoken language in real-time, and English is also rich in idioms and expressions that may not have direct translations in other languages. Understanding these idioms requires understanding the cultural context.
8	P1/UMN AW	Be natural. Listen for the basic message - consider the content, feeling and meaning expressed by the speaker. Restate what you have been told in simple terms. When restating, look for non-verbal as well as verbal cues that confirm or deny the accuracy of your paraphrasing.
	P2/UMN AW	Naturally, the reflective process involves the following steps: 1. Careful Listening: First, pay close attention to what you have heard or experienced. Focus on details and nuances. 2. Emotional Consideration: Recognize the feelings or emotions that arose during or after the experience. Was there happiness, disappointment, or confusion? 3. Analyze Choices and Actions: Evaluate the actions or decisions you have taken. Are there options or steps that could have been done better or more effectively? 4. Identify Lessons Learned: Determine the lessons or insights that can be drawn from the experience. What can you learn to improve yourself in the future? 5. Planning for Future Action: Determine concrete steps you can take based on your reflection. How can you act better or differently in the future? This process helps you understand yourself, strengthen your decision-making skills, and continue to grow as an individual.
	P3/HKBP	After listening, I think about what I heard, notice any challenges I faced, consider how well my strategies worked, think about what else I could have done, and set goals to get better next time.
	P4/HKBP	I just think that I did a bad behavior when I listened to the sound or voice in English. So, I will prepare myself with some vocabularies. After that I also watch a tutorial to listen in English.
	P5/UMSU	Do repetitive listening on the same recording or tape and try another recording with the same level difficulty
	P6/UMSU	Okey, if something happened , so it Will be an experience. In this case for example, We are given 2 or 3 Times to test our listening but different audios. In Listening case certainly we need feeling to interpret the information. The firs audio certainly a little bit difficult for US to get or interpreting the information, may be it because of we haven't been focus yet and also lack of vocabularies, so for the second and the third, we Will be easier to do it because we have known our lack before and we have more time to reflect it, and we hae to know that feeling without vocabulary also useless so we have to improve our vocabulary too.
	P7/UNIVA Medan	Sure, example I use app youtube then will listen again based on specified on the previous listening
	P8/UNIVA Medan	After listening, I reflect on the effectiveness of my listening approach. I consider aspects like my level of concentration, strategies used to tackle challenges, and how well I achieved my goals. If there were difficulties, I analyze them and think about adjustments – whether it's using additional resources, altering my note-taking technique, or focusing on specific language aspects in future sessions. This reflective process helps refine my listening skills over time.
9	P1/UMN AW	The first problem is the speed of delivery. The speed of delivery is beyond the control of listeners. The second problem, it is not always possible for learners to have words repeated. Third, the small size of the learner vocabulary frequently impedes listening comprehension
	P2/UMN AW	Aspects that make listening comprehension in English challenging can include variations in accent and intonation, different speaking speeds, the use of idioms or slang, as well as variations in vocabulary and sentence structure. In addition, the cultural context of the conversation can also be a factor that complicates listening comprehension.
	P3/HKBP	Speed of Speech: Native speakers often speak quickly, making it difficult to catch every word. Diversity of Accents: English has a variety of accents and dialects

		throughout the world, and exposure to different accents can be difficult for learners. Idiomatic Expressions: Understanding idioms and expressions everyday life can be a challenge because it may not have a literal translation. Lack of Visual Cues: Unlike reading, listening does not provide visual aids, so it is important to rely solely on auditory information. Complex Vocabulary: Some topics or speakers may use complex vocabulary that can make things difficult for students.
	P4/HKBP	The vocabularies, the accent, the way they speak, and the intonation.
	P5/UMSU	Hearing the spoken words clearly and new or rare use vocabularies
	P6/UMSU	We back to our Vocabulary, feeling is not enough in listening, that's why it will be a challenge for us. For a case, you are listening the audio, and you use your feeling only to get the interpretation without thinking to the real vocabulary used. So feeling is important but improving our vocabulary Will be needed to support.
	P7/UNIVA Medan	Pronunciation, accent and collocation of words
	P8/UNIVA Medan	The speed. The speaker occasionally speaks faster for the words that I am still unfamiliar with. Subsequently, I cannot guess the spelling.
10	P1/UMN AW	Look for the 5 W's (and How) when you read. Who – The nouns or subjects: people and things. ...Look for descriptors when you read. ...Visualize what you read. ...Take notes with a graphic organizer and draw pictures as you read. ...Ask yourself questions as you read.
	P2/UMN AW	Sure, for example, when studying complex material, a harder focus can help you absorb information better, identify patterns and understand complicated concepts. With intense focus, you are more likely to be able to overcome mental blocks and improve information retention.
	P3/HKBP	In a difficult interview with a strong accent, I had difficulty understanding some words. By concentrating more, paying attention to context, and visualizing important points, I managed to understand the speaker's message better.
	P4/HKBP	When we hear/listen to something that is important and long. We need to focus to listen to the main idea or the key points of the conversation
	P5/UMSU	When hearing a weird or rare words, after focusing and do a repetitive replay to try to understand the words based on the sentence the word in
	P6/UMSU	Oke for the last, Focus is most important to support our listening comprehension. Though you are so clever, have A good feeling, good vocabularies, but If you Cannot focus harder so it Will be difficult for you to interpret the information. Oke, for small example, you are doing the listening test in a crowd and it is noisy, so it will affect you concentration and make you difficult to be focus. So if you are doing listening comprehension, try to get an enjoyable place and certain the situation is in calmnes without noise.
	P7/UNIVA Medan	In the reading and listening section, because it requires high focus in reading the text and listening to the conversation so that we can find out what the information from the story and conversation is.
	P8/UNIVA Medan	My result on listening test was better when I successfully maintained my concentration.

Notes : UMN AW : Universitas Al Washliyah  
 HKBP : Universitas HKBP Nomensen  
 UMSU : Universitas Muhammadiyah Sumatera Utara  
 UNIVA Medan : Universitas Al Washliyah Medan

The insights gathered from the responses of the participants provide a comprehensive understanding of participants' awareness and utilization of metacognitive strategies, encompassing planning, monitoring, and evaluating, to enhance their listening skills.

A noteworthy 92.5% of participants, including P1/UMN AW and P2/UMN AW, emphasized the significance of planning before engaging in listening tasks. Students recognized the need to set clear goals, such as understanding general content, finding specific information, or improving overall listening skills. Strategies ranged from predicting, progressive structuring, and summarizing to specific steps like checking the topic, deciding the purpose, and preparing for potential challenges like different accents.

Monitoring appeared as a predominant and consistently applied metacognitive strategy. Across instances, participants, including P3/HKBP, P5/UMSU, and P8/UNIVA Medan, expressed a commitment to real-time adjustments during the listening process. Techniques involved note-taking, summarizing, listening through voice translation, and maintaining focus through methods like closing eyes or viewing the script. Participants were committed to finding important words and understanding the context, showing a shared dedication to effective monitoring.

While evaluating did not exhibit the same consistency as monitoring, a substantial number of participants, such as P7/UNIVA Medan and P8/UNIVA Medan, consistently demonstrated a reflective approach. They considered challenges faced, the effectiveness of employed strategies, and set goals for improvement. The emphasis on recognizing areas for enhancement and adjusting listening interpretations with goals illustrated a commitment to evaluating and refining their listening skills.

The responses collectively highlight the participants' awareness of the importance of metacognitive strategies in the listening process. The majority recognized planning as crucial for effective engagement, monitoring as essential for real-time adjustments, and evaluating as instrumental for continuous improvement. The variety of strategies employed and the conscious efforts to align listening goals with chosen methods suggest a comprehensive understanding of metacognitive processes among English language learners.

In conclusion, the participants' responses reveal a worthy level of awareness and utilization of metacognitive strategies, affirming their commitment to enhancing listening skills through thoughtful planning, vigilant monitoring, and reflective evaluation.

## **B. Discussion**

The findings from the questionnaire and interviews conducted in this study offer significant insights into the metacognitive strategies employed by English language learners (ELLs) during listening comprehension activities. The questionnaire results indicated a high prevalence of metacognitive strategy use among the participants, with a notable 92.5% acknowledging the importance of planning before engaging in listening tasks. This suggests that the majority of the students are aware of the need to set clear goals and prepare for potential challenges, which is consistent with the responses from the interviews where participants like P1/UMN AW described specific steps taken to enhance comprehension.

The interview results further revealed that monitoring is a consistently applied strategy among the participants. Techniques such as note-taking, summarizing, and maintaining focus were commonly mentioned, indicating a shared commitment to effective monitoring. This is exemplified by P8/UNIVA Medan's statement on the importance of maintaining concentration to achieve better listening test results. Such strategies are crucial for real-time adjustments and for ensuring that the listening process is as effective as possible.

Evaluating, as a metacognitive strategy, was also highlighted in the study. Participants provided examples of situations where focusing harder or adjusting their approach led to improved comprehension. This demonstrates the learners' ability to reflect on their listening experiences and make necessary changes to their strategies, which is a key component of metacognition.

The study's mixed-methods approach, combining both quantitative and qualitative data, enriched the comprehensiveness of the findings. The quantitative data provided a broad overview of strategy use, while the qualitative data offered depth and context to the strategies described by the participants. This methodological triangulation strengthens the validity of the conclusions drawn from the study.

The sample, comprising students from various universities in Medan who have completed a series of listening subjects, ensured that the participants had a substantial foundation in listening comprehension skills. This was important for the reliability of the findings, as the participants were likely to have developed and applied metacognitive strategies throughout their academic experience.

In conclusion, the study's findings emphasize the importance of metacognitive strategies in listening comprehension for ELLs. The high percentage of students employing planning, monitoring, and evaluating strategies indicates a strong awareness of the role these strategies play in improving listening skills. The insights from this study contribute to the existing body of knowledge and highlight the

## **IV. CONCLUSIONS**

The research aimed to explore the metacognitive strategies employed by English language learners (ELLs) during listening comprehension activities and to assess their awareness of the importance of these strategies in improving listening skills. The study's findings have provided valuable insights into the metacognitive processes that support effective listening comprehension among ELLs in the context of Medan, Indonesia.

The questionnaire results indicated a significant recognition of the importance of planning, with a noteworthy 92.5% of participants recognizing the need to set clear goals and prepare for listening tasks. This suggests that learners are aware of the benefits of planning and are actively engaging in strategies that facilitate a more focused and purposeful listening experience.

Monitoring strategies were also dominant, with participants demonstrating a commitment to real-time adjustments during the listening process. Techniques such as note-taking, summarizing, and maintaining focus were commonly reported, indicating that learners are actively engaged in the listening process and are making real-time adjustments to optimize their understanding.

While evaluating strategies were not as consistently reported as monitoring, a substantial number of participants still demonstrated a reflective approach to their listening practice. They assessed the effectiveness of their strategies and set goals for future improvement, illustrating a commitment to continuous development in their listening skills.

The study's findings highlight the participants' awareness of the importance of metacognitive strategies in the listening process. The majority recognized planning as crucial for effective engagement, monitoring as essential for real-time adjustments, and evaluating as instrumental for continuous improvement. The variety of strategies employed and the conscious efforts to align listening goals with chosen methods suggest a comprehensive understanding of metacognitive processes among English language learners.

In essence, the participants' responses reveal a worthy level of awareness and utilization of metacognitive strategies, which play a vital role in the development of listening comprehension skills. The study contributes to the current understanding by providing a detailed analysis of the metacognitive strategies that ELLs employ and their perceived effectiveness. It highlights the need for educators to emphasize metacognitive strategy training in language learning curricula to support students in becoming more effective and autonomous listeners. Future research could expand on these findings by exploring the impact of specific metacognitive strategy instruction on listening comprehension outcomes, thereby further enhancing the pedagogical approaches to teaching listening in ELL contexts.

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