

# Exploration of Metacognitive Strategies and Multimedia Resources to Improve Students' Listening Comprehension

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## ABSTRACT

Strategy and media are important matters in the education field that have a big impact on learning success. This study is designed to explore the effect of metacognitive strategy and multimedia resources on the listening ability of university students. This experimental quantitative study chose 40 second-semester students of the English Department of HKBP Nommensen University Medan as the samples that were divided into experimental and control groups. Then, pretest and post-test were administered to both of the groups to accomplish the aim of the study. The data of this research was taken from the student's scores on the pre-test and post-test. The result of the test showed that the average score of the experimental group increased from 43.00 in the pre-test to 73.50 in the post-test. While in the control group, the average is 38.50 for the pre-test and 57.25 for the post-test. To complete the research result, the formula of the t-test was applied to the testing hypotheses. It showed that T-calculated >T-table, in which T-calculated is 4.160, while the T-table is 2.024. This result indicated that the metacognitive strategy and multimedia resources had a significant impact on the students' listening ability. It means that this strategy and learning media seem to be appropriate models to be used to increase the student's ability in listening skills.

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## 1. INTRODUCTION

In learning English, listening as one out of four skills is an important and critical matter for the students in order to have good communicative competence and development of the language since it has a significant effect in improving the three other skills in English (Alzamil, 2021; Nushi, M., & Orouji, 2020; Sulistyowati & Mujiyanto, 2022). However, even with those important roles in learning English, listening skills is often neglected in the classroom, poorly taught, and rarely to be carried out on the research field (Sah & Shah, 2020; Tham, 2018). These limitation on listening class have contributed to the situation in which the students felt it was difficult to learn this skill. This condition forced the teachers to build an understanding of students' difficulties and apply a suitable, effective strategy and media in teaching listening. The issues above lead this field of listening skills to have more explanatory

investigations which may help the teachers and learners to find about appropriate strategy and media in teaching this skill (Namaziandost, E., & Ahmadi, 2019).

In the past, the strategy used in the listening class tended to focus on the outcomes as the measurement of the listening comprehension. Listening activities on the class seems to be just the students listening to the audio played by the lecturer and the students passively listen and absorb the information. This makes students listening comprehension to be stuck since they faced difficulties in catching the words and miss the detailed information (Cao & Lin, 2020; Maghfiroh, 2021; Renandya & Farrell, 2011). According to some studies, the mismatch strategy has become the most common reason for students' failure in listening comprehension (Cao & Lin, 2020). This strategy paid less attention on the issues of listening process on the listeners'/students' point of view. (Kristiandi, 2019; Sulistyowati & Mujiyanto, 2022; Vandergrift, L., & Goh, 2012). Studies that have been conducted during the past couple decade turned to focus on the process of students' listening comprehension called as metacognitive strategies. This strategy enable learners to understand how they learn and how to self-evaluate and improve the overall listening experience (Sulistyowati & Mujiyanto, 2022; Vandergrift, 2006). Thus, among the strategies in learning listening, metacognitive strategy is considered as the essential strategy to improve listening comprehension (Deb, 2020; Schoonmaker-Gates, 2017).

The term metacognitive comes originally from the Flavell, an educational psychologist that refers to the "Knowledge and cognition of cognitive phenomena" (Alber & Safriyanti, 2021; Shih, H. C. J. & Huang, 2020) and was implemented by Wender for the first time in the language learning field (Fiani, 2018). It means that metacognitive is the combination of someone awareness of the learning process and how this awareness can be applied in the learning strategy (Vellanki, Mond, Khan, & Nair, 2022). Generally, metacognitive strategy is the strategy in which the learner can manage, regulate, and guide their learning process and situation independently by planning, monitoring, and evaluating their learning process (Cao & Lin, 2020; Panggabean & Triassanti, 2020; Tham, 2018). It means this strategy help the learners to know and control their learning by planning, monitoring, and evaluating their learning activities.

Thus, in the listening field, this metacognitive strategy can be viewed as teaching that actively guide the students to gain the knowledge to make their learning plan, think about the process while they listen to the material, and finally evaluate those things in advance in order to comprehend the material (Nur & Alimuddin, 2022; Rivera, Eckstein, Eddington, & Mcurry, 2021). Since this strategy actively makes the students to think and believe in themselves and their knowledge and planning their learning independently, it will increase the students self-efficacy and enhance students confidence, motivation in doing the listening activities and finally it will improve their listening performances and comprehension (Handrianto, C., Rasool, S., Rahman, M. A., Mustain, M., & Ilhami, 2021)

Research has explored the impact of metacognitive strategy instruction on students' self-efficacy in learning listening skills. The findings indicate that teaching metacognitive listening strategies is crucial for developing students' awareness of their listening approaches. This awareness enables both students and teachers to understand their learning styles in listening activities, allowing for the selection and implementation of more effective strategies, ultimately leading to success in the learning process (Kristiandi, 2019). Another study examined the effects of metacognitive strategy instruction on students' listening performance. Results revealed that students in the experimental group, who received metacognitive strategy instruction, scored significantly higher than those in the control group, who did not receive such instruction. This research demonstrates that metacognitive strategy instruction can significantly enhance students' listening performance (Vellanki et al., 2022).

Besides having an appropriate strategy in teaching listening, nowadays the used of multimedia in the listening class has been widely used (Bozorgian & Fakhri Alamdari, 2018). The use of media in teaching listening helps the students to enhance their language skill and promote the process of the listening activity (Dung, 2021; Van, L. K., Dang, T. A., Pham, D. B. T., Vo, T. T. N., & Pham, 2021). Listening comprehension is not only listening to what is said but also understanding the explicit and implied meaning of the spoken text. This means that the students are expected to understand the text.

Multimedia that combine two or more elements (texts, images, audio, video, graphics, etc) arouse the students' interest and help them to focus on the material in order to gain the goal of listening class (Sutrisno, 2020). Thus, this research use youtube as the media in teaching the listening skill.

Regarding the use of media in teaching listening skills, studies have shown that incorporating video content fosters positive attitudes among students and significantly enhances their comprehension in listening classes (Dung, 2021). Similarly, further research on university students revealed comparable results. These quantitative studies demonstrated that using videos in teaching English is effective, as evidenced by higher post-test scores compared to pre-test scores. The findings suggest that students become more interested and motivated when lessons incorporate video content.

More studies tried to reveal the use and implementation of both strategy and media in listening skills separately. However, in teaching and learning activities those aspects, strategy and media, are the most important things to be prepared in order to have a successful and good result in learning. The learning strategy occupies a significant role in teaching English since it can help both the teachers and student to avoid the problem so that the goal learning can be achieved (Khansir, Dehkordi, & Mirzaei, 2021). As for the media, it is also an important part as well in teaching and delivering the subject of teaching. It can help teachers attract the students to the subject, direct the students to a real experience and imagination of what they are going to learn, stimulate thoughts and discussions between the students, provide the students' opportunities for practicing, and inspire students to have higher achievement.

Based on the previous description related to the significance of strategy and media in teaching and learning listening skills, the writers want to conduct the study that combines metacognitive strategy and media in teaching listening and reveals the impact in enhancing the students' ability in listening comprehension. Thus, the problem of this study formulated as "is the use metacognitive strategy and multimedia resources effective in learning listening skills? It is hoped that the aim of this study, which is to describe the effectiveness of metacognitive study and multimedia resources in improving students' listening skills, will be useful as one of the innovations that support teaching and learning listening skills.

## 2. METHODS

This study, conducted at HKBP Nommensen University Medan, utilized a quantitative experimental method (Creswell, 2014). The experimental approach involves collecting and analyzing data to determine the cause or effect of a treatment by testing the hypothesis related to the research variables. Consequently, this study explores the impact of metacognitive strategies and multimedia resources used in the classroom, suggesting they have a significant effect.

Related to the design of research, thus the whole students of the forth semester of English education department of HKBP Nommensen University Medan academic year 2021/2022 were the population of this study. It was consisting of three classes. Meanwhile, it took two classes with 20 students for each as the sample of this study. Thus, the total of sample in this study was 40 students. The 2 classes were categorized as control group and experimental group. The control group was taught using conventional strategy (audio tape material) while the experimental group was taught using metacognitive strategy and multimedia resources (youtube) as the teaching media.

**Table 1.** Design plan

Group	Pre-Test	Treatment	Post-Test
Experimental	√	Treatment metacognitive and multimedia	√
Control	√	By conventional way	√

The instrument of this study was a listening test that consist of multiple-choice test. Since this was an experimental study so the sample was given the pretest and post-test in order to provide the data related to the listening comprehension (Sugiyono, 2017). In the end of the research, the result of both pretest and post-test were compared to prove the hypotheses in advance that the metacognitive strategy and multimedia resources have a significant effect to enhance students' listening comprehension.

In measuring the students' learning outcomes on this study, the students were given the test that have been validated. Validity is the important consideration in evaluating and measuring the instrument of data. Based on the calculation above, the validity obtained was 0.84. According to Arikunto (2010:319), the classification of validity can be divided into very low (0,00 – 0,20), low (0,20 – 0,40), fair (0,40 – 0,60), high (0,60 – 0,80), and very high (0,80 – 1,00). Therefore, the validity of test items could be classified as a very high validity coefficient. On the other hand, the result of the reliability was 0,91 and means that the test was substantial and reliable. The classification of reliability can be divided into very low (0,00 – 0,20), low (0,20 – 0,40), fair (0,40 – 0,60), high (0,60 – 0,80), and very high (0,80 – 1,00). Therefore, the reliability of test categorized as very high coefficient for listening test

After obtaining the score from the pre-test and post-test, the test was continued by applying the t-test to complete the data analysis. The test score of the control and experimental group were calculated and compared. The scores were analysed with the t-test to test the hypothesis and to decide whether the hypothesis was accepted or rejected in this study.

### 3. FINDINGS AND DISCUSSION

This study took place on the Nommensen HKBP University Medan. Those forth students who were the sample on this study were treated for 4 weeks. On the first week, the researchers conducted the pretest for listening that consist of multiple-choice test with audio tape as the material for the test. Then, it continued with the teaching process for both of the student groups. As stated, the students in the control group were taught using the conventional method. In this method, the lecturer taught the students with an audio played in a tape and just asked the students to do the exercise related to the listening material. On the other hand, the experimental group students taught by implementing the metacognitive strategy during the learning process and playing an audio-visual material through the Vlog as the media in teaching the listening class. Thus, this section covered the explanation of three parts namely the result of the implementation of metacognitive strategy and multimedia resources on the listening comprehension, the result of applying the audio tape material as the conventional way of teaching listening, and the different result of the experimental and control groups.

#### 3.1 Learning Result of Listening Comprehension

This learning result in this section are the description and contrast of the metacognitive strategy and multimedia in the teaching listening. It is the result of the pre-test and post-test given to the students.

**Table 2.** The data statistic of the experimental group

Test	N	Min	Max	Mean	Std. Dev
Pre-test	20	30	70	43.00	20.001
Post-test	20	50	90	73.50	11.470

The data presented in the table above, gathered from 20 students, illustrates the learning outcomes before and after the treatment in the experimental group. The pre-test scores ranged from a low of 30 to a high of 70, with a mean score of 43.00. After implementing metacognitive strategies and multimedia in the classroom, the post-test scores improved, ranging from a low of 50 to a high of 90, with a mean score of 73.50. These results indicate a significant improvement in the experimental group's listening comprehension performance following the treatment. Therefore, it can be concluded that metacognitive strategies and multimedia are effective methods for enhancing students' listening comprehension skills.

**Table 3.** The data statistic of the control group

Test	N	Min	Max	Mean	Std. Dev
Pre-test	20	20	65	38.50	18.882
Post-test	20	45	75	57.25	9.036

In line with the data above, it can be described the learning result of the 20 students of the control group. The students on this group did not receive any treatment. It showed that the student's lowest score for the pre-test was 20 and the highest score was 65. The average score for the pre-test was 38.5. Then, the different result showed in the post test. The student's lowest score in the post-test of the control group was 45 while the highest score was 75 and the average score for the test was 57.25. The statistical data above showed that the students has just got a small improvement by having a conventional method of teaching.

### 3.2 The Analysis of Statistical Data Result

This analysis of statistical data of students listening comprehension conducted by using the SPSS program. This analysis employed the t-test to find the significance of the strategy and media used in listening class on the students' listening comprehension. Here is the explanation.

**Table 4.** The statistic of pre-test

Students	Group	N	Mean	Std. Dev	Std. Err Mean
Listening Score	Experimental	20	43.00	20.001	4.5854
	Control	20	38.50	18.882	4.360

The table above showed that the average score of listening pre-tests for the experimental group was 43.00 with 20.001 of standard deviation. While the average listening score for pre-test on the control class was 38.50 with a standard deviation of 18.882.

**Table 5.** The Statistic of post-test

Students	Group	N	Mean	Std. Dev	Std. Err Mean
Listening Score	Experimental	20	73.50	11.470	2.678
	Control	20	57.25	9.036	2.144

The table above showed the statistic result in the post-test for both experimental and control group. It is clearly stated that the average score of listening post-tests for the experimental was 73.50 with 11.470 for the standard deviation. In the other hand the control group had score of 57.25 for the average listening score and the standard deviation was 9.036.

**Table 6.** Independent Samples T-Test for the Groups

	Levene's Test for Equality of Variances		t-test Equality for the Mean						
	F	Sig.	t	Df	Sig. (2-tailed)	Mean diff	Std. err. diff	95% Confidence interval of the difference	
								Lower	Upper
Equal variances assumed	.946	.334	4.160	38	.000	15.240	3.468	8.002	22.385
Equal variances non assumed			4.160	36.336	.000	15.240	3.468	7.882	22.407

The table above is a kind of an independent sample t-test. This form was conducted to make a comparison of the two results of the implementation of metacognitive strategy combine with multimedia in teaching on the students' comprehension. From the data above, it can be seen that the result of the Sig. value of the Levene's test was 0.336. This result is larger than 0.05 then the equal variances assumed should be consulted. On the other hand, the above table showed that the t-count score was 4.160 with the number of df was 38. Thus, the number on the t table (38) was 2.024. it means that t-count (4.140) > t table (2.024). This result implied that the students in the experimental group have a better performance in the listening skill than the students in the control group. In line with testing the hypotheses, the result clearly stated that  $H_a$  was accepted while  $H_0$  was rejected. This indicates that the use of metacognitive strategy and multimedia significantly affects the process of teaching listening.

### **Discussion**

This study investigated the effect of metacognitive strategy and multimedia resources to improve students' ability in listening comprehension. The hypotheses on this study were that teaching listening class by using the metacognitive strategy and multimedia are able to enhance the students' ability on the listening class. In conducting this research, both the students in the control and experimental group did the pre-test before the treatment applied. Based on the result of the test, it can be concluded that implementing the metacognitive strategy and multimedia resources in teaching listening can enhance the student's listening comprehension. This result was similar and strengthened by the previous study (Bozorgian & Fakhri Alamdari, 2018; Cao & Lin, 2020; Tham, 2018;; Zheng, 2018; Zuhro, 2022). The similarity point of this study with the previous study was the use of multimedia Vlog for teaching listening and focusing on the process of listening activity in the teaching process through the implementation of metacognitive strategy. However this study focused on YouTube as a kind of multimedia resources combine with the metacognitive strategy in teaching, while the previous study focused on other kinds of multimedia resources itself as the media to improve listening ability (Lestari, 2019)

The previous study mentioned above showed a significant effect of implementing the metacognitive strategy and multimedia on the students' achievement in listening comprehension. In line with this previous study, the other study revealed that the students metacognitive understanding about the listening process and their confidence in complementing the listening practice were raised by their experience (Fiani, 2018). Therefore, the students who were able to arouse their metacognitive knowledge gain more advantages such as increasing their confidence in learning and be more strategic in the learning process. The strategy refers to the students' action taken consciously while they are in the middle of listening to the text they heard (Nurchalisa, 2019). The metacognitive strategy in this study was important and useful to facilitate the learners to be able to plan, monitor, and evaluate their selves in order to reach the goal of their listening comprehension. This usefulness of the metacognitive strategy was consistent with aspects that this strategy is the ability to consciously use knowledge to plan, arrange, monitor, and evaluate the process and learning situation, then choose the best strategies for ourselves in order to reach the goal of learning (Cao & Lin, 2020; Kristiandi, 2019).

Based on the statistical analysis, there is a significant relationship between the use of metacognitive strategies and listening ability. A key step in employing metacognitive strategies is monitoring. During this step, students are trained to stay on track to meet their learning goals by being attentive to their own progress and effectively utilizing their planned strategies (Alber & Safriyanti, 2021; Zheng, 2018). This monitoring process enables students to select appropriate metacognitive strategies for completing listening comprehension tasks. When working on listening tests or tasks, students concentrate on the material, navigate complex vocabulary, and strive to understand the content. By using metacognitive strategies, they can draw upon prior knowledge and adjust their strategies according to the difficulty level of the listening material, ultimately enhancing their comprehension (Cao & Lin, 2020).

Applying YouTube as a multimedia resources in teaching listening with the metacognitive strategy has shown the increase the students' achievement in listening comprehension. The students

seem to enjoy and able to increase their engagement to the listening activities when it comes to the audio-visual resources (Bump, 2018). Besides, the students find that it was easier to catch the message of text when they have more than just the sound in the learning process. This condition were possible since the students were able to maximize their performance and understanding in listening activity when they have an access to other different types of information such as picture, gesture, or movement instead of audio only (Renandya & Farrell, 2011). The utilization of media technology as the medium in teaching listening has been popular for the last ten years (Maulina et al., 2022). From the point of view of multimedia resources as the media in teaching listening, it showed that the students prefer to use the audio-visual resources like YouTube as media rather than audio resources (Setyawan, Ivone, & Suryati, 2022).

The use of multimedia resources in the teaching activities provided the students with a lot advantages since they have more information from watching and listening what is happening at the same time (GARCIA, 2016). Those paralinguistics in features are involved in the multimedia resources help the learners to be more conscious in the learning process and develop a richer language context for their listening skills (Miller, 2003; Paul & Mercedes, 2023; Zaim, 2016). During the research, it can be seen that the experimental group's students enjoyed, were interested and better understood the learning process through the YouTube video as the media of learning. This situation is the opposite to the students in the control group that act passively during the process of listening. The result showed that the score of the experimental group students better than control group students. this study showed that the implementation of multimedia resources as the media in teaching listening has given the prominent impact on the development of teaching learning process. This is similar to the previous studies that also found the use of multimedia resources in teaching listening has strengthened and promoted the teaching learning process on the listening skill (Aguirre, 2022; Paul & Mercedes, 2023).

#### 4. CONCLUSION

Based on the statistical findings, it can be concluded that metacognitive strategies and multimedia resources significantly impact the listening comprehension of students at HKBP Nommensen University. This conclusion is supported by the observed score improvements in both pre-test and post-test results for the experimental and control groups. The study demonstrates that lecturers can utilize metacognitive strategies and multimedia resources to enhance students' listening comprehension skills. These strategies play a crucial role in helping students process listening activities more effectively, thereby achieving their listening comprehension goals. By employing metacognitive strategies, students gain greater insight and self-confidence, enabling them to understand and comprehend listening materials more thoroughly. Additionally, these strategies help students recognize their strengths and weaknesses in listening activities. This study specifically used YouTube as a multimedia resource for teaching listening. Future researchers interested in similar studies can explore other types of multimedia resources combined with metacognitive strategies to achieve even better results.

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