

## NAVIGATING LISTENING TASKS: AN ANALYSIS OF METACOGNITIVE STRATEGY USE AMONG EFL STUDENTS AT UNIROW TUBAN

Azizah Prawoto<sup>1\*</sup>, Risa Triassanti<sup>2</sup>

<sup>1,2</sup> English Language Education Study Program, Universitas PGRI Ronggolawe

\*Email: [azzhprwt@gmail.com](mailto:azzhprwt@gmail.com)

### ABSTRACT

This study investigates the application of metacognitive strategies in listening comprehension for learners of English as a foreign language (EFL) in the second semester at UNIROW Tuban. The research group consisted of 20 students who used Intermediate Listening lecture materials. This study used a qualitative descriptive approach, with data collected through questionnaires and interviews. The findings showed that all five types of metacognitive strategies—Planning and Evaluation, Focused Attention, Personal Knowledge, Mental Translation, and Problem Solving—were frequently used, with the Problem Solving strategy being the most dominant. The results of the study show that all five types of metacognitive strategies have been used frequently, according to the analysis of average scores, with each sub-scale falling into the High group (average score > 3.5). The Problem Solving category had the highest overall average score (M = 4.17), indicating that students mostly relied on listening skills such as context, prior knowledge, and drawing conclusions. These actions demonstrate critical thinking and active participation during the comprehension process. This study also highlights distinctive elements, such as the continued reliance on Mental Translation despite its global discouragement, as well as the gap between students' perception and application of strategies. Emotional reactions associated with strategy use are also recognised as factors influencing students' listening experiences. Despite facing challenges such as audio that was too fast, unfamiliar vocabulary, and difficulty understanding certain accents, students reported significant benefits, such as improved vocabulary mastery and confidence in listening skills. Overall, these results validate the effectiveness of metacognitive strategies while also demonstrating the need for better pedagogical support and emotional understanding in their application.

**Keywords:** Listening Skills; Metacognitive Strategies; EFL Students.

### INTRODUCTION

Language is a communication channel in sharing feelings or thoughts with others. English, as one of the most widely spoken languages in the world, has a great influence in many fields, one of the important skills in learning and using English is listening skills. Good listening plays a very important role in communicating effectively in English (Alzamil, 2021).

However, apart from that, listening is one of the skills in English that is very important because it is not the easiest language skill (Yurko & Styfanyshyn, 2022). Listening is not just about hearing the words spoken by others, but also involves a complex process that includes affective, cognitive, and behavioural aspects. Listening skills are especially important in Education, given that they are often used both in educational and social life. However, in the world of education in schools, students often tend to ignore listening skills in language classes, (Tayşi, 2019). This can be due to several factors, such as a lack of understanding of the importance of listening skills, difficulty paying attention in crowded situations, or a lack of practice in active listening. The importance of the listening process is that it will affect student success in many areas, listening attitudes develop in a positive direction.

Krivosheyeva & Shodiyeva (2020) state that among the other four skills in English, listening is the most forgotten and overlooked skill in English Lessons. In English language learning, proficiency is often seen as the ability to speak and proficiency in writing English. One of the reasons for this can be said to be due to the characteristic demands of listening skills. It is well known that most student activities are required to listen. However, this is often underestimated, and this skill is the most overlooked among others. In accordance with this explanation, it can be clarified that most student activities, both inside and outside the classroom, require good listening skills. However, many students take these skills for granted and prefer to focus on other skills such as speaking or

writing. This may be due to a lack of understanding of the importance of listening skills in the learning process. Many students may assume that just by listening alone, they will not get much benefit or progress in their learning. In addition, problems such as lack of motivation, lack of attention, or low self-confidence in listening ability can also be contributing factors.

Several previous studies have examined students' listening strategies in the EFL context. One study by Trining et al. (2023) explored the use of note-taking strategies to improve listening skills among high school students. The results revealed that note-taking helps students understand and organize spoken information effectively. In addition to note-taking, a substantial number of studies have focused on the application of metacognitive strategies in listening comprehension. For example, Sihite et al. (2024) found that university students actively used planning, monitoring, and evaluating strategies to enhance their listening skills.

Similarly, Wang & Yang (2024) reviewed several studies showing that metacognitive strategies significantly influence listening performance, especially among skilled versus unskilled learners. Gökmen (2023) demonstrated that although students' listening comprehension improved after metacognitive instruction, gains in metacognitive awareness were limited to certain areas. Hashemian & Farhang-Ju (2022) also confirmed that applying metacognitive strategies led to better listening comprehension, particularly by overcoming difficulties in parsing and perception.

Singh et al., (2022) emphasized the role of person, task, and strategic knowledge in metacognitive listening, while Cao & Lin (2020) found that students who frequently used metacognitive strategies, especially monitoring, achieved higher scores in listening. Other research has focused on students' preferences in using metacognitive strategies. Mohd Nasim (2022) reported that problem-solving was the most preferred strategy, while mental translation was the least favored. Gender-based studies, such as those by Al-Khresheh & Alruwaili (2023) found that while overall strategy use was similar between males and females, females were more inclined to use problem-solving strategies. These findings were also supported by Cao & Lin (2020) who reported that female students used metacognitive strategies more often, particularly in planning and monitoring.

Based on the strong potential demonstrated by metacognitive strategies, the current study aims to further investigate their use among EFL students at UNIROW Tuban and examine their relationship with listening comprehension ability.

Based on the research above, the writer tries to focused on these problems:

1. How do EFL students at UNIROW Tuban describe their use of metacognitive strategies during listening comprehension?
2. What are the perceived challenges and benefits experienced by EFL students when applying metacognitive strategies in listening comprehension tasks?

## **RESEARCH METHOD**

### **Research Design**

In this research, the writer used qualitative method. Lim (2025) stated that qualitative research captures the richness of complex social phenomena, generates understandings that are human-centered, relevant to real-world issues, and responsive to rapid social change. In this research, the writer will analyze student's listening comprehension using metacognitive strategies. Qualitative data tends to be close-ended responses such as found in questionnaire. The purpose of choosing the methodology was to give comprehensible description about the situation in the research by the help of the formulation to give the details about the result.

This research conducted at Universitas PGRI Ronggolawe Tuban (UNIROW). A total of 20 students were chosen as participants of this research. They consisted of 8 male and 12 female students. These students come from English Language Education study program at second semester in 2024 academic year. These students were selected because they have an Intermediate Listening subject as their lesson.

In this study, the researcher used questionnaire and interviews.

#### **1. Questionnaire**

Winata & McLafferty (2025) define a questionnaire as a research instrument consisting of a series of questions or other types of prompts for the purpose of gathering information from respondents. The researcher can use a questionnaire to acquire information about thoughts, feelings, attitudes, beliefs, values, perception, personality, and behavior from research

participants. In this study, questionnaire also conducted to collect some important and supporting information. The questionnaire carried out before the interview. The researcher used a questionnaire about the sub-scales of metacognitive awareness they employ while listening. This strengthens the qualitative data obtained by the researcher. The questionnaire list adapted from the Metacognitive Awareness Listening Questionnaire: Development and Validation (Vandergrift et al., 2006) and has been modified by the researcher.

The questionnaires created to collect feedback from students. It consisting of twenty-one statements in a questionnaire matrix format using Likert scale which are (1 = Strongly Disagree, 2 = Disagree, 3 = Neutral 4 = Agree, 5 = Strongly Agree). Students fill out a questionnaire using Google Form. The researcher chose to use Google Form as a tool for students to fill out questionnaires because it is very useful for collecting data. It appears automatically in Google Form results.

## 2. Interview

After do the questionnaire, the researcher also conducted interviews with students. According to Mcleod (2024), interviews are a data collection technique where a researcher engages in indirect conversation with individuals to gather information about their thoughts, experiences, and behaviors. The questions in the interview are based on the results of the questionnaire to make sure the answers of the subject.

Table 1. The score based on the following formula

HIGH	Strongly Agree	4.5 to 5.0
	Agree	3.5 to 4.4
MEDIUM	Neutral	2.5 to 3.4
LOW	Disagree	1.5 to 2.4
	Strongly Disagree	1.0 to 1.4

## RESULT AND DISCUSSION

### Results

#### A. Metacognitive Strategies Used by EFL Students

Using the Metacognitive Awareness Listening Questionnaire (MALQ), this study planned to investigate students' metacognitive awareness in listening comprehension. Person Knowledge (PK), Planning-Evaluation (PE), Directed Attention (DA), Mental Translation (MT), and Problem Solving (PS) were the five sub-scales into which the questionnaire's twenty-one statements were divided. To determine the students' degree of awareness in each area, the responses were descriptively assessed using a Likert scale that ranged from Strongly Agree (SA) to Strongly Disagree (SD).

##### 1. Planning and Evaluation (PE)

Before listening, students usually plan, and after the activity, they evaluate. For example, several students stated that they frequently consider related texts before listening (statement 10, M = 4.2) and evaluate their understanding at various points during the listening process (statement 20, M = 3.9). Additionally, they set objectives before to listening (statement 21, M = 4.0) and consider areas for improvement afterwards (statement 14, M = 3.85). This demonstrates that UNIROW EFL students understand the value of planning and introspection in the listening process.

##### 2. Directed Attention (DA)

The consistently high mean scores for this method show that students are very interested and focused when listening. For instance, students attempt to regain attention when they get lost (statement 6, M = 4.1) and attempt to regain focus after becoming distracted (statement 12, M = 4.35). Additionally, when individuals have trouble understanding, they focus harder (statement 2, M = 4.25). One issue, "When I have difficulty understanding what I hear, I give up and stop listening" (statement 16), was classified as medium and had the lowest average score (M = 2.85). This implies that although the majority of students remain attentive, some still become frustrated when faced with challenging listening contexts.

### 3. Person Knowledge (PK)

Furthermore, this method shows a high degree of metacognitive awareness. Students say that listening is difficult (statement 8,  $M = 3.95$ ) and that they struggle with it more than other abilities (statement 3,  $M = 3.65$ ). Surprisingly individuals are still able to keep their anxiety levels low when performing listening activities (statement 15,  $M = 3.95$ ). This shows that students have a good self-concept and are aware of their own listening comprehension strengths and weaknesses.

### 4. Mental Translation (MT)

During listening, students often employ translation techniques. Many of them continue to translate in their minds (statement 4,  $M = 4.15$ ), and they translate keywords (statement 11,  $M = 4.35$ ). There is some variance in mental translation methods, but as seen by the lower score for word-by-word translation (statement 18,  $M = 3.55$ ). Overall, this approach is still seen as being used often, indicating that students frequently turn to their native tongue for guidance.

### 5. Problem-Solving (PS)

All relevant items had high ratings (above 4.0), with the exception of one that was somewhat lower but still high (statement 13,  $M = 4.0$ ), indicating that problem-solving techniques are the most often utilized. Students actively infer meanings from context (statement 5,  $M = 4.25$ ), compare the current input with what they already know (statement 7,  $M = 4.15$ ), and infer unknown vocabulary from the text's main concept (statement 17,  $M = 4.05$ ). This illustrates how well the students are able to use background information and contextual signals when doing listening exercises.

Overall, the results indicate that UNIROW Tuban EFL students actively employ a variety of metacognitive techniques during listening, with a special focus on problem-solving and directed attention. Students might still grow less dependent on mental translation and more powerful in the face of understanding difficulties with more instructional support.

**Table 2. Mean Scores of Metacognitive Listening Comprehension Strategies**

NO	SUB-SCALE	ITEM NUMBERS	MEAN SCORE	CATEGORY
1	Problem Solving (PS)	5, 7, 9, 13, 17, 19	4.17	High
2	Mental Translation (MT)	4, 11, 18	4.02	High
3	Planning & Evaluation (PE)	1, 10, 14, 20, 21	3.96	High
4	Directed Attention (DA)	2, 6, 12, 16	3.89	High
5	Person Knowledge (PK)	3, 8, 15	3.85	High
<b>MEAN</b>			<b>4.00</b>	<b>HIGH</b>

Students usually showed a high level of metacognitive strategies utilization in listening comprehension, according to the results of the Metacognitive Awareness Listening Questionnaire (MALQ). The mean scores for each of the questionnaire's subscales are displayed in Table 4.1, which demonstrates that all five approach categories are in the "High" range. Based on the average results of the students, each sub-scale is explained in depth in the section that follows.

All five types of metacognitive strategies have been used often, according to the analysis of mean scores, with each sub-scale falling into the High group (mean  $> 3.5$ ). The Problem-solving category had the highest overall mean score ( $M = 4.17$ ), indicating that students mostly depend on listening skills such context, prior knowledge, and drawing conclusions. These actions demonstrate critical thinking and active participation during understanding.

Many students still rely on translating English into their native tongue while listening, as seen by the high Mental Translation sub-scale score ( $M = 4.02$ ). Although this could help with first comprehension, relying too much on translation could hinder processing speed and fluency in real-time comprehension.

Planning and Evaluation strategies follow closely ( $M = 3.96$ ), showing that students are consistently planning before listening (e.g., thinking about related topics, setting goals) and

evaluating their comprehension afterward. These habits reflect strong self-regulation and awareness of their learning process.

In terms of Directed Attention ( $M = 3.89$ ), students reported that they actively managed their focus and attention while listening. They made a conscious effort to refocus when distracted, although one item (giving up when they did not understand) slightly lowered the average. This shows that although attention control was generally good, some students still lacked perseverance in difficult situations.

Lastly, Person Knowledge ( $M = 3.85$ ) demonstrates that students are conscious of their own listening skills, difficulties, and feelings. They seem to have low anxiety and moderate confidence when performing listening activities, even if they acknowledge that listening is more challenging than other abilities.

According to the descriptive statistics, the study's participants demonstrate a high level of metacognitive awareness in their listening comprehension of English. The most common approach is problem solving, which is closely followed by planning-evaluation and mental translation. The regular application of these techniques demonstrates students' capacity to successfully regulate and control their listening processes, which is crucial for language acquisition success. These results emphasize how crucial it is to incorporate teaching metacognitive strategies into listening exercises in order to enhance comprehension results and further encourage independence among students.

In order to get better understanding how EFL students at UNIROW Tuban characterize their usage of metacognitive methods, a set of five interview questions was created to examine the students' metacognitive participation during listening comprehension. Planning, monitoring, evaluating, and regulating their listening procedures were among the main topics covered by these questions. Students' knowledge and use of these strategies in their learning experiences are descriptively understood from the replies. The viewpoints of the participants are presented in this section, backed up by actual quotes, and are interpreted using a descriptive qualitative.

The first item is about students' behaviour before listening to an English audio. From the result of the interview, it can be concluded that there are three different answers. Before listening, the used headphones and take notes the words they did not understand. As stated by the students below:

*Student 5: "I wear headphones and prepare a notebook to write down unfamiliar words, then look up unfamiliar words on the internet."*

Therefore, there are students that doing listening by guessed the answers by looked at the answers (multiple choice). Because before they had the Listening test, the lecturer would send the questions in Telegram. As stated by student below:

*Student 1: "I usually read the answer choices first, because they are sent in advance via tele. Not for the final exam, because the questions and answer choices are given at the time of the class, but for the midterm exam, yes, I read the answer choices first and the questions can be repeated too."*

However, most students were prepared themselves without doing anything. This is reinforced by the opinion below:

*Student 2: "Before listening to the audio in English, I didn't do anything. If I was told to listen, I would do it right away without any preparation."*

The second item is about describing specific goals or focus when listening to English material. From the result of the interview, it can be concluded that there are three answers that represent all students. The first one is the students more focused on intonation and pronunciation because they often made a mistake there. As stated by student below:

*Student 8: "I focus more on intonation and pronunciation, because I often make mistakes there. For example, I often make mistakes when pronouncing words ending in 'ed'."*

The main goal and focus of the students are to understand the explanations and interpret the audio listening material. As stated by student below:

*Student 2: "The goal is, of course, to interpret the explanation in English so that it can be understood. My focus is usually on the module book. For example, in class, I try to understand the concepts and questions in the module while listening to the lecturer's explanation."*

The third item is about how the students monitor their understanding while listening when there's something unclear in the audio. From the result of the interview, there are two conclusions that can be drawn. The first is the student only focused on important words and the pronunciation of the native. If they still did not know about the meaning of the words, they tried to transcript and translated it to application as explained below:

*Student 8: "I try to focus on important words and pronunciation in the audio. If there are parts that I don't understand, I usually try to transcribe them or look up the correct pronunciation in a translation app, then I try to read that part over and over again."*

The fourth item is about ask whether or not they have conducted an evaluation after listening. From the result of the interview, it can be concluded that there are 2 answers. The first one is the students who always evaluate their listening comprehension after finished so it can help to improve their understanding and vocabulary as stated below:

*Student 9: "Yes, I have evaluated my listening skills. I do this by replaying the audio, reading the transcript, and seeing which parts I missed or misunderstood. From there, I know what I need to improve."*

Also, there are students that never evaluated their listening comprehension after finished because it made them even more confused and they chose to just leave it at that as stated below:

*Student 1: "Almost never, because the listening class is short and we rarely get assignments or materials for it, so usually after class is over, we don't do anything. We never study listening from the listening class either."*

The fifth item is about the strategies they used to help them focused while listening and how they handled the distractions. From the result of the interview, it can be concluded that most of the students went to the quieter place to get back their focused. As this student stated:

*Student 2: "My strategy is to find a place that is not too crowded and then focus on listening. I usually just stay quiet and focus on listening, sometimes writing down the sentences I hear on paper. If I lose concentration, I repeat listening from the beginning (if the material is audio), but if I am listening to an explanation directly, I try to refocus, even though it is a little difficult if I don't understand halfway through."*

### **The Challenges and Benefits Experienced by EFL Students**

This section describes students' perceptions of the challenges they face and the benefits they gain from participating in English listening comprehension class. Based on data collected through questionnaires and interview responses, various factors were identified that influence students' listening experiences. These factors include language barriers, limited vocabulary, audio that is too fast, and the use of British accents in the audio.

The following findings provide deeper insights into how students cope with these experiences and how they view the impact of listening activities on their language development.

#### **1. The Challenges Experienced by the Students during Listening Comprehension**

This section presents findings from interviews related to the challenges faced by students during listening comprehension activities. Data was collected through interviews with

participants who shared their personal experiences and difficulties when engaging in listening activities. Students' responses provided insights into the various obstacles they faced, such as unfamiliar vocabulary, fast speech, different accents, limited concentration, and lack of contextual understanding.

This analysis aims to describe these challenges in detail and descriptively to better understand students' listening experiences. By exploring their perspectives, this section seeks to highlight recurring patterns and individual struggles that may influence their overall performance in listening comprehension tasks.

The sixth item, is about students' difficulties when tried to apply metacognitive strategies during listening. From the result of the interview, it can be concluded that there are two representative answers from all of the students' answers. As stated below, some students feel that they have difficulty listening because the audio is too fast. In addition, their limited vocabulary makes it even more difficult for them to understand the meaning of the audio.

*Student 8: "The difficulty I experience is that sometimes the audio is too fast, making it hard for me to listen. In addition, limited vocabulary often makes it difficult for me to listen."*

Also, some students added that they found it easier to listen to American accents than British ones. As stated below:

*Student 2: "The use of strong accents, especially British accents, which can sometimes be difficult to understand."*

The seventh item is about students who feel frustrated when using strategies such as translating, predicting, or guessing while listening, often because of difficulties in understanding or applying these strategies effectively. From the interview result, it can be concluded that there are two results that represent all of the students' answers. Among them, this strategy was not very successful because it could lag behind the audio listening. As stated by student below:

*Student 9: "Yes. Because that strategy doesn't always work. For example, when I try to translate a word that I don't recognize, I fall behind the audio. Meanwhile, my predictions are sometimes inaccurate, so I feel less confident about my guesses."*

Meanwhile, some students feel that using this strategy is not a problem for them. In fact, they feel that it makes listening more enjoyable. As stated by student below:

*Student 2: "Not really, I feel more excited when translating, guessing, and predicting while listening because when I get the translation and guess right, it feels very satisfying. If it's difficult to understand, I usually just keep guessing, and only when I really don't understand do I search for the answer."*

## **2. The Benefits Experienced by the Students during Listening Comprehension**

This section describes the benefits students experience when participating in listening comprehension activities. Based on interview results, various positive outcomes were identified, such as increased vocabulary, improved concentration, increased confidence, and better ability to understand spoken English in various contexts. These benefits reflect students' perceptions and highlight how listening comprehension tasks can contribute to their overall language development. The following descriptions explain each benefit as expressed by the participants.

The eighth item, is about the useful metacognitive strategies to help the students understanding in spoken English better and gave an example of it. From the interview results, it can be concluded that there are two opinions among the students. Most of the students' answers

are that this strategy is very helpful because it can monitor weaknesses and strengths when listening. As stated by student below:

*Student 2: "I think the strategy is very helpful. As students, we can monitor our strengths and weaknesses in listening. For example, if we know which words we don't know and understand in listening, we can search for their meanings so that we can add new vocabulary every time we study."*

In addition, some students said that this strategy was "quite" helpful. This is because when listening, they tried to predict the content of the conversation based on guessing the context of the listening passage. As stated by student below:

*Student 8: "I think this strategy is quite helpful in listening to English. For example, when I listen to audio, I try to predict the content of the conversation based on the information I get, then I try to guess the context of the conversation."*

The ninth item, is about various benefits that students have experienced since starting to use metacognitive strategies in listening. From the interview results, it can be concluded that the students felt the same benefits. These included an increase in vocabulary, understanding of the material, improved listening skills, and improved focus and concentration. As shown below:

*Student 11: "What is clear is that I listen much better during the listening process, capturing audio or sound while listening, understanding the material, and feeling more confident and ready to learn because I am used to it."*

The tenth item is about students who share their opinions on whether metacognitive strategies are worth using regularly in listening exercises, while explaining the reasons behind their views. From the interview results, it can be concluded that the students share the same opinion, that this strategy is worth using regularly because it is effective in improving and evaluating students' understanding and training their focus. As stated by student below:

*Student 9: "Yes, this strategy is worth using regularly because it can improve understanding, train focus, and make listening more focused and effective."*

## DISCUSSION

The findings of this study indicate that EFL students at UNIROW Tuban use all five categories of metacognitive listening strategies—Planning and Evaluation (PE), Directed Attention (DA), Personal Knowledge (PK), Mental Translation (MT), and Problem Solving (PS)—with high overall frequency of use. Among these five categories, Problem Solving emerges as the most dominant strategy, followed by Mental Translation and Planning-Evaluation. These findings align with previous studies. For example, Sihite et al., (2024) also found that EFL students in higher education actively use metacognitive strategies, particularly planning, monitoring, and evaluation, to support their listening comprehension. Similarly, Mohd Nasim, (2022) reported that problem-solving was the most preferred subscale among Arab EFL learners, which aligns with the results of this study, where all 20 participants indicated problem-solving as their dominant individual strategy.

In addition, qualitative interview data showed that students often approached listening tasks without clear preparation or planning, even though questionnaire data showed the opposite. This contradiction highlights the gap between perceived strategy use and actual implementation, a nuance that has not been clearly reported in previous studies. This suggests that although students are aware of certain strategies, their actual implementation during listening tasks may not be consistent.

A key finding of this study is that some students experienced positive emotions, such as enjoyment and satisfaction, when strategies like translating and guessing were successful—showing the role of emotions in motivation. This study confirms the effectiveness of

metacognitive strategies, especially problem-solving, in improving EFL listening comprehension, while also noting challenges such as reliance on mental translation and gaps between awareness and actual practice. These insights suggest the need for more explicit strategy training to help students apply them consistently.

However, this study also reveals new insights that were not emphasized in previous research. For example:

1. **Mental Translation is Still Widely Used:** Contrary to the findings of Mohd Nasim, (2022) and Gökmen, (2023) which suggest a decline in reliance on mental translation, this study found that students at UNIROW Tuban still frequently translate in their minds while listening. The high average score on this subscale ( $M = 4.02$ ) indicates that students still rely on their native language, especially when encountering unfamiliar vocabulary.
2. **The Influence of Exam Strategies:** An interesting and unique finding not discussed in previous studies is that some students reported preparing for the listening task based on multiple-choice questions shared beforehand (via Telegram) before the exam. This strategy, though not traditionally categorized, reflects exam-oriented adaptation and reveals how context (e.g., teaching methods, platforms) shapes metacognitive behaviour.
3. **Frustration vs. Enjoyment in Strategy Use:** While many previous studies—such as Singh et al., (2022)—have focused on the challenges of implementing metacognitive strategies, this study found more nuanced results. Some students expressed frustration with strategies such as translating and predicting, consistent with previous findings. However, others actually enjoyed using these strategies and felt satisfied when their guesses were correct—an affective factor underrepresented in previous literature.

In summary, while this study supports the foundational role of metacognitive strategies in listening comprehension, particularly problem-solving and focused attention, it also offers new perspectives—particularly regarding strategy persistence (e.g., mental translation), test preparation habits, and the emotional dimensions of strategy use—that enrich the current understanding of EFL students' listening behaviour.

## CONCLUSION

This study examined the use of metacognitive listening strategies among EFL students at UNIROW Tuban. All five categories—Planning and Evaluation, Focused Attention, Personal Knowledge, Mental Translation, and Problem Solving—were applied, with Problem Solving as the most dominant. The use of these strategies was found to enhance students' comprehension, confidence, and concentration.

Unique findings include the continued reliance on Mental Translation, differences between perceived and actual strategy use, and the influence of emotional responses on listening performance. Students also reported challenges such as fast audio pace, unfamiliar vocabulary, and difficulty with accents, which sometimes caused frustration and loss of focus.

Despite these obstacles, students recognized clear benefits: better vocabulary mastery, improved comprehension, and greater confidence. Overall, metacognitive strategies proved effective and valuable for supporting listening comprehension, though gaps in consistent application and emotional regulation remain areas for further attention.

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