

## ABSTRACT

### **Farah Khaerun Nisa (2026). Exploring Students' Use of Metacognitive Language Learning Strategies (LLS) in Developing English Listening Skill**

#### **: A Case Study at MTsN 4 Karawang**

Listening is widely recognized as one of the most demanding skills for learners of English as a Foreign Language (EFL), as it requires real-time processing of spoken input while dealing with challenges such as limited vocabulary, unfamiliar pronunciation, and rapid speech. These challenges indicate that successful listening comprehension depends not only on linguistic knowledge but also on learners' ability to regulate their cognitive processes. In this regard, metacognitive strategies, particularly planning, monitoring, and evaluating, play a crucial role in supporting learners' engagement with listening tasks. This study aims to explore how students use metacognitive language-learning strategies to develop their English listening skills, identify the factors influencing their use of these strategies, and examine their perceptions of the role of these strategies in improving listening comprehension.

This research employed a qualitative case study design conducted at MTsN 4 Karawang. The participants consisted of three eighth-grade students purposively selected for their experience with listening activities and their ability to reflect on their learning process. Data were collected through semi-structured interviews and open-ended questionnaires, allowing for in-depth exploration of students' experiences and perspectives. The data were analyzed using thematic analysis to identify recurring patterns related to strategy use, influencing factors, and learner perceptions.

The findings reveal that students engage in metacognitive regulation across different stages of the listening process. In the planning stage, students demonstrate preparatory behaviors such as predicting content, setting goals, and identifying focal points. During listening, they employ monitoring strategies by maintaining attention, identifying key information, and adjusting their focus when comprehension difficulties arise. In the evaluation stage, students reflect on their performance by assessing their level of understanding and identifying areas for improvement. However, the extent and consistency of strategy use vary among participants, suggesting differing levels of metacognitive awareness. The study also identifies several factors influencing strategy use, including motivation, perceived improvement in learning, proficiency level, teacher support, and task difficulty. In addition, students generally express positive perceptions of metacognitive strategies, recognizing their role in managing listening challenges and enhancing comprehension.

The findings indicate that the development of English listening skills is not solely determined by exposure to spoken language, but is significantly shaped by learners' metacognitive awareness and their capacity for self-regulation. At the same time, the variation in students' strategy use highlights that such awareness does not emerge automatically and requires deliberate instructional support. These insights underscore the importance of integrating explicit instruction in metacognitive strategies into listening practices to strengthen learners' strategic competence and promote more autonomous and sustainable language learning.

**Keywords:** English listening, metacognitive strategies, language learning strategies, self-regulation, EFL learners





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