

CAKRAWALA PENDIDIKAN

FORUM KOMUNIKASI ILMIAH DAN EKSPRESI KREATIF ILMU PENDIDIKAN

Ketaksaman pada Ruang Quasi Banach

Promoting Task-Based Instruction in Teaching Reading of Narrative Texts

Teaching Reading Report Text Using React Method to Senior High School Students

Promoting SVT in Teaching Reading of Exposition Text Acquiring Detailed
Sentential Comprehension

Penggunaan Teknik Digloglos dengan Perangkat Lunak Komputer
untuk Meningkatkan Kemampuan Mendengarkan Siswa

The Application of SFA in Promoting Lexical Concept Mastery in Reading Text

Implementasi Life Skill Education pada Proses Belajar Mengajar
Mata Kuliah Kewirausahaan untuk Mencapai Kecakapan Hidup Mahasiswa

Analisis Kebijakan Kurikulum Pendidikan Lingkungan Hidup
sebagai Strategi Membangun Konsep Teoritis Green Moral pada Pendidikan Dasar

Implementasi SAT pada Materi Lembaga-lembaga Pendidikan

Meningkatkan Aktivitas dan Prestasi Mahasiswa dalam Mendiskripsikan Syarat-syarat
Terbentuknya Negara melalui Penerapan Metode Problem Based Learning

Pengaruh Lingkungan Kerja terhadap Kinerja Karyawan pada Perusahaan HD Finance

Improving Students' Listening Comprehension for Sma Students
through Metacognitive Strategy with Adobe Audition

Implementasi Langkah-langkah Polya pada Materi Validitas Pembuktian
untuk Meningkatkan Pemahaman Mahasiswa

Penerapan Model Isu Kontroversial untuk Meningkatkan Kemampuan
Berfikir Kreatif Mahasiswa

Improving Students' Speaking Skill through STAD with Audio Visual

CAKRAWALA PENDIDIKAN

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Ketua Penyunting

Kadeni

Wakil Ketua Penyunting

Syaiful Rifa'i

Penyunting Pelaksana

R. Hendro Prasetianto

Udin Erawanto

Riki Suliana

Prawoto

Penyunting Ahli

Miranu Triantoro

Masruri

Karyati

Nurhadi

Pelaksana Tata Usaha

Yunus

Nandir

Sunardi

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3. Semua karangan ditulis dalam bentuk *esai*, disertai judul subbab (*heading*) masing-masing bagian, kecuali bagian pendahuluan yang disajikan tanpa judul subbab. Peringkat judul sub-bab dinyatakan dengan jenis huruf yang berbeda, letaknya rata tepi kiri halaman, dan tidak menggunakan nomor angka, sebagai berikut.

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Peringkat 3 (Huruf Besar-kecil Tebal, Miring, Rata Tepi Kiri)

4. Artikel konseptual meliputi (a) judul, (b) nama penulis, (c) abstrak (50–75 kata), (d) kata kunci, (e) identitas penulis (tanpa gelar akademik), (f) pendahuluan (tanpa judul subbab) yang berisi latar belakang dan tujuan atau ruang lingkup tulisan, (g) isi/pembahasan (terbagi atas sub-subjudul), (h) penutup, dan (i) daftar rujukan. Artikel hasil penelitian disajikan dengan sistematika: (a) judul, (b) nama (-nama) peneliti, (c) abstrak, (d) kata kunci, (e) identitas peneliti (tanpa gelar akademik) (f) pendahuluan (tanpa judul subbab) berisi pembahasan kepustakaan dan tujuan penelitian, (g) metode, (h) hasil, (i) pembahasan, (j) kesimpulan dan saran, dan (k) daftar rujukan.
5. Daftar rujukan disajikan mengikuti tatacara seperti contoh berikut dan diurutkan secara alfabetis dan kronologis.

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6. Naskah diketik dengan memperhatikan aturan tentang penggunaan tanda baca dan ejaan yang dimuat dalam *Pedoman Umum Ejaan Bahasa Indonesia yang Disempurnakan* (Depdikbud, 1987).

IMPROVING STUDENTS' LISTENING COMPREHENSION FOR SMA STUDENTS THROUGH METACOGNITIVE STRATEGY WITH ADOBE AUDITION

Saiful Rifa'i

STKIP PGRI BLITAR

rifai.saiful@gmail.com

Abstract: The purpose of the study is to describe the way how metacognitive strategy with Adobe Audition improve the students' listening comprehension. Research design used in this research is Classroom Action Research applying a spiral model consisting of planning, acting, observing, and reflecting. Subjects of this research are the first grade students of SMA N 4 Blitar in the school year 2013/2014 class X-F consisting of 35 students. The result of the research shows that the use of metacognitive strategy with adobe audition is effective to improve students' listening comprehension.

Key words: metacognitive, adobe audition. listening comprehension

Abstrak: Tujuan dari penelitian ini untuk mendeskripsikan cara bagaimana strategi metakognitif dengan media *Adobe Audition* untuk meningkatkan kemampuan siswa pada matakuliah *listening comprehension*. Penelitian ini menggunakan rancangan Penelitian Tindakan Kelas dengan menerapkan model spiral yang terdiri dari Perencanaan, Pelaksanaan, Observasi dan Refleksi. Subjek dari penelitian ini adalah kelas 1 SMA N 4 Blitar tahun ajaran 2013/2014 kelas X-F yang terdiri dari 35 siswa. Hasil penelitian ini adalah bahwa strategi metakognitif dengan media *Adobe Audition* efektif untuk meningkatkan kemampuan siswa pada matakuliah *listening comprehension*

Kata kunci: metakognitif, *Adobe Audition*, *listening comprehension*

INTRODUCTION

Nowadays whatever one's profession is, the capability to speak English fluently is absolutely needed. If one wants to go abroad for some businesses, or continues his/her study abroad, he/she needs to master English. English has four skills, those are reading, listening, writing, and speaking that have to be mastered by the students. From those skills, listening is a skill that is felt difficult to

be mastered, because it needs more attention and concentration to comprehend the sounds of listening materials. It can be said that listening is not a passive skill, it is far more difficult than many speakers can imagine (Mee, 1990). The teaching English at that level aims to give the basic English knowledge to students. Based on the objectives of the basic competence for senior high school, the students have to understand the mean-

ing of transactional and interpersonal conversation in the context of daily life.

In fact, based on the researcher's small observation at first grade students of SMA N 4 Blitar, the researcher had found that it was difficult for students to master listening. It was caused by: first, the materials on the CD are usually read by native speakers. There are different accents, difficult idioms and unfamiliar language chunks in their speaking, those were difficulties faced by the students. So the students may not listen how native speakers speak. Second, when native speakers speak English, they usually speak at a normal speed. It is too fast for the students to listen. When listening, the students cannot choose a comfortable listening speed. So sometimes when they have not got the meaning of the first sentence, the second sentence has already passed. The results show that they have missed the whole passage. Third, SMA N 4 Blitar does not have language laboratory. Based on the researcher's interview with the first grade English teacher, he said that because of no the language laboratory, during these 2 years the teacher teaches listening by using tape recorder in the class room. Forth, it is quite difficult for the teacher to find suitable methods or techniques and suitable media to stimulate students in learning listening. Because of the unsuitable method and media, the students could easily feel bored then they just speak with their classmates.

Concerning the facts, in order to achieve good scores of listening comprehension, the teacher should choose suitable method and media used for teaching listening. Adobe Audition is a media in the form of software installed in a computer or laptop that will help sensitivity of the students' sense of listening, and it is assumed that it could solve the problem of teaching listening because adobe audition is facilitated with graphic equalizer to show the length of the sounds produced that makes the teacher can exactly stop the sounds easily anywhere the teacher wants to. As a results the students may have some repetitions on exactly the sounds they do not understand in terms of pronunciations, accents, and meanings.

Based on the above problems, the researcher has carried out classroom action re-

search entitled: "Improving students' listening comprehension for SMA students through metacognitive strategy with adobe audition". The purpose of this research is to describe the way how metacognitive strategy with Adobe Audition could improve the students' listening comprehension. While the significance of this research is that it will not only give the scientific information of the quality of teaching listening but also give the teachers a description how to teach students listening comprehension by using metacognitive strategy with adobe audition.

Theoretical References

Listening comprehension is the traditional way of thinking about the nature of listening. Indeed, in most methodology manuals listening and listening comprehension are synonymous. This view of listening is based on the assumption that the main function of listening in second language learning is to facilitate understanding of spoken discourse. We will examine this view of listening in some detail before considering a complementary view of listening – listening as acquisition. This latter view of listening considers how listening can provide input that triggers the further development of second-language proficiency (Richard. 2008: 3). He further states that successful listening can also be looked at in terms of the strategies the listener uses when listening (Richard (2008: 11-14))

A focus on how to listen raises the issues of listening strategies. Strategies can be thought of as the ways in which a learner approaches and manages a task, and listeners can be taught effective ways of approaching and managing their listening. These activities seek to involve listeners actively in the process of listening. Buck in Richard (2008: 11) identifies two kinds of strategies in listening. They are: 1) Cognitive strategies: Mental activities related to comprehending and storing input in working memory or long-term memory for later retrieval, those are: a) comprehension processes: Associated with the processing of linguistic and nonlinguistic input, b) storing and memory processes: Associated with the storing of linguistic and nonlinguistic input in working memory or long-term memory, c) using and retrieval processes: Associated with accessing

memory, to be ready for output. 2) Metacognitive strategies: Those conscious or unconscious mental activities that perform an executive function in the management of cognitive strategies. Those are: a) Assessing the situation: Taking stock of conditions surrounding a language task by assessing one's own knowledge, one's available internal and external resources, and the constraints of the situation before engaging in a task, b) Monitoring: Determining the effectiveness of one's own or another's performance while engaged in a task, c) Self-evaluating: Determining the effectiveness of one's own or another's performance after engaging in the activity

According to Goh and Yusnita in Richard (2008: 13), eight listening lesson which combined guided reflection and teacher-led process-based discussion were conducted. At the end of period of metacognitive instruction, the children reported in their written diaries a deeper understanding of the nature and the demands of listening, increased confidence in completing listening tasks, and better strategic knowledge for coping with comprehension difficulties. There was also an increase in the scores in the listening examinations of the majority of the students, particularly the weaker listeners, suggesting that metacognitive instruction also had a direct impact on listening performance.

Adobe Audition 1.5 is an audio recording, editing, and mixing application for Windows 2000 and XP. Adobe upgraded and redesigned Audition from its origins as Cool Edit Pro, adding a suite of digital video tools to work alongside Premiere Pro, After Effects, and Encore DVD, to provide a completely integrated workflow and a more efficient way to develop high-quality audio. Audition is designed to work in a variety of environments and for a variety of end-users. It has been developed in the work of broadcasting and post production facilities, audio designers, video production houses, and multimedia developers can all use Audition to create, edit, loop, and enhance individual sounds and mix them in a multitrack recording environment using up to 128 different tracks. To know more about Adobe Audition, see the following functions: a) importing/ recording/ playing audio: importing audio from CD, playing audio, playing audio from the organizer window, recording audio, recording in multitrack view, b)

editing sound: selecting audio data, selecting frequencies in spectral view, copying/cutting/deleting audio, pasting audio, time stretching audio, adjusting to zero crossing points, finding beats and snapping, setting up and working with cues, modifying cues, play lists, converting sample types pt. 1, converting sample types pt. 2, adding or, removing silence, c) looping sound / repeating sound: creating loops, calculating loop tempos, setting loop properties in edit view pt. 1, setting loop properties in edit view pt. 2, setting loop properties in multitrack view, loops in multitrack view pt. 1, loops in multitrack view pt. 2, d) working in multitrack view: working with sessions, grouping and aligning clips, splitting and rejoining clips, cross fading and inserting empty clips, configuring tracks, mixing with clip envelopes, mixing real-time effects, e) multichannel audio: about 5.1 surround sound audio, using the multichannel encoder, setting panning assignments, the surround panner, surround sound pan envelopes, exporting, surround-sound files, f) noise reduction: auto clip/ pop eliminator effect, click pop removal pt. 1, click pop removal pt. 2, clip restoration, hiss reduction, noise reduction effect pt. 1, noise reduction effect pt. 2, g) equalization tools: audition equalization tools, equalizing in multitrack view, using the quick filter, using the graphic equalizer, using the parametric equalizer, using the dynamic eq effect, h) using effects: audition effects: an overview, configuring and organizing effects, previewing effects, working with real-time effects, amplitude effects, delay effects, special effects, time/pitch effects, multitrack only and plug-in effects, i) working with video: linking exports to sessions, inserting and previewing video in audition, working on audio tracks in video files, j) preparing audio files for the web: wave properties menu, MP3 compression pt. 1, mp3 compression pt. 2, preparing files for optimization, compressing files with the batch processor

RESEARCH METHOD

Research design used in this research is Classroom Action Research (CAR) applying a spiral model as suggested by Kemmis and Taggart (1988) consisting of planning, acting, observing, and reflecting. The classroom action research is

used because of the following reasons: 1) this study was done in natural ways; 2) the data collected consist of soft and hard data; 3) this study concerns to improve the quality of teaching and learning process. The subject of this research was the first grade students of SMA N 4 Blitar in the school year 2013/2014 class X-F consisting of 9 men and 26 women. This research was carried out in SMAN 4 Blitar. The target of the researcher was first grade students of SMA N 4 Blitar in the school year 2013/2014, exactly on class X-F. The research was done from 6 June 2014 until 30 June 2014. The researcher used a model designed by Stephen Kemmis and Robin McTaggart (1988). It is a simple and helpful model of spiral system. It involves planning, acting, observing, and reflecting.

In the procedure of collecting data, 1) source of data were researcher, collaborator and students; 2) type of data were quantitative and qualitative: a) quantitative data were taken from listening comprehension test and from questionnaire which were in the form of nominal data; b) qualitative data were taken from the researcher and collaborator, observation sheet, teacher' and students' anecdotal records in the process of teaching and learning

In the procedure of data analysis, for qualitative data, The researcher wrote and recorded the teachers' and students' activities and creativities during the process of teaching and learning, the instruments used were observation sheets, recording tools. For quantitative data, The researcher applied percentage formula for questionnaire which was in the form of nominal data, and the mean formula for ongoing assessment which was in the form of interval data.

RESEARCH FINDING

Cycle 1

Meeting 1

The teacher explained the purpose of studying descriptive text, "According to the syllabus, the basic competence that the students have to reach is the students can respond the meaning of simple descriptive monolog test accurately, flu-

ently and acceptable in simple short functional spoken text in the context daily life. Through the listening descriptive text, the students are able to listen, identify, and make a small group about the content of the story. Understand?" and then the students answered, "No, we cannot get it". Then one of the students said, "So, we have to practice listening for our daily life?". The teacher replied, "Of course, you do. By delivering the material about descriptive text. The teacher explained the definition of descriptive text. He wrote it on whiteboard. As result, the students understood about it. Most of them learned about it. The teacher asked some questions to the students about their experience in describing someone, something, or someplace. "Asri, have you ever described someone?", the teacher asked. "Yes Sir, I described about my girlfriend". "Who is he? Is he someone who sits beside you?", the teacher added while he laughed. The class situation was crowded because of Asri. "Ok, Fatimah, please answer my question. Do you know what the difference between descriptive text and report text is?". And then Fatimah seemed confused, "Maybe, the descriptive text is more specific, and report text is more general". And the teacher said "Fantastic". Some minutes later, the teacher distinguished the difference between descriptive text with report text. It was done because of some students were still confused. According to the first pre-test, the students' understandings were good about descriptive text. So, the teacher just explained the definition and the generic structure. The material was taken from *Intan Pariwara* book, which the school usually used. After the material was clear enough for the students, then, the teacher moved to the next step. Over there, the teacher distributed a text entitled "My Timmy". He asked the students to listen carefully the story about My Timmy, "Please listen carefully and fill the blank!". The students answered, "Ok Sir". The teacher played the story first time. The students listened and filled the blank. After the first playing, the teacher said, "Guys, do the test by yourself, don't make a group with your friends, okay?". "Sir I don't understand the meaning of the words that the speaker says", Ainun said. "Sir, the story is too fast, I cannot follow it", Meyda added. "Ok,

I will loop or stop the sound exactly at every sentence”, after the first sentence had been played they still seemed confused. Knowing that they still confused, the teacher bargained to the students to repeat the story, “I will repeat once again, please listen carefully”. Then the students listened the second sound. After the story was played, the students asked the teacher to play once time again. Finally, the teacher played story using the adobe audition 3 times. After that, the teacher asked the students to collect the text. One by one, the students came forwards to collect it.

While the students were collecting it, the bell rang. It meant that it was time for them to have break. Before closing the meeting, the teacher reminded the students that the next meeting they will practice listening again. He closed the lesson and said, “Good bye see you next time, The students answered, good bye sir “.

Meeting 2

It was a confirmation time of listening process. He gave the students a story entitled “Elephant”. First, the teacher told about the title of the story in the text. He gave stimulation in order that the students could imagine and predict some words related to the title. The teacher wrote down the title on the whiteboard. Then the students spelled it, “E-L-E-P-H-A-N-T”. The teacher said, “Can you imagine about it?”. It seemed the students knew some descriptions about elephant. “Right now, please prepare your ballpoint, paper, and dictionary on your table. Please, save your other instruments into your bag!”, the teacher commanded. The special instruction that the teacher instructed was that the teacher asked the students to prepare just a ballpoint, a piece of paper, and a dictionary on the table. The students should save their other books in their bag. Its function was to build the students’ concentration. All of the students did what the teacher instructed. Once in a while the teacher reminded the students, “You have to be relaxed and to pay much attention. What is the title of the story?”. Then the students answered together, “Elephant”. “It is not ‘delepen’ ok, but Elephant”, he added while smiling. Then the students laughed together when the teacher said ‘delepen’. Second, the teacher

said, “Now, please write down in your own paper everything about elephant”. And then, the students imagined and predicted the words or phrases related with Elephant. Sometimes, they were so crowded. But the teacher said if they were still crowded they would not hear what the teacher shared. The students wrote the prediction in their each paper. Some of them predicted in their native language but, the teacher reminded them to translate into English.. The teacher walked around the students’ chair and said, “All about elephant in your brain, write it!”. Then the students said, “Big. Weight”. “Ok, don’t say but write it!”, the teacher said. “Oh yeah, don’t forget to write in English”, the teacher asked. “I hope you do by yourself, don’t make a team work with your friend!”, After some minutes passed, the teacher said, “Time is up, give attention to me please”. There were the students who still wrote, and there were students who stopped writing. Third, in this session, the teacher distributed the text to the students and the text was constructed by deleting some words of the story. The teacher reminded, “The answer which you have written is only for you yourself, not for your friends”. “Yes Sir”, they said. Fourth, the teacher asked the students to focus on it and they were forbidden to write anything in this phase. “Now, I will play the CD formatted in MP3 on about elephant, don’t write anything, you just listen, ready?”, he asked. “Ready”, they answered. He played the MP3 from the laptop installed with Adobe audition. The students listened the story carefully. In this session, the students seemed so serious when they were listening the story but, there were some students who wrote something form what they listened. Fifth, the teacher instructed the students to circle the words or the phrases that they have predicted correctly, “The fourth step was done; now, let you circle the words or phrases in this paper that were same with your predictions in your own paper. Is there any?”. “Yes Sir, I think there are some words”, Reni answered. And as they listened, students circled the words or phrases which were the same with their predictions. A student asked a question but the teacher gave him a chance to open the dictionary. “Sir, where must I circle? Is it in this paper?”, Fatkun asked. “Yes,

you must circle it in the paper which I have distributed to you”, the teacher answered. “Maybe you can use your pencil”, the teacher said. “I ask your real working, not unreal working, okay?”, the teacher asked. Then the students said, “Yes Sir, of course”. Some minutes later the teacher asked, “Have you finished?”. “Not yet”, the students replied. “Ok, I give you more time”, the teacher added. Then, the teacher continued to the next step. Sixth, the teacher asked to the students to explain what they predicted, “I ask from this line (while pointing the left line from students' chairs) to mention what the same words that you have predicted! And give attention for this line (while pointing the right side) please make a note about what the left side said, Okay? Do you get it?”. Then the students answered, “Yes, I get it”. “Start from now!”, the teacher commanded. “Tusk. Legs. Big. Long. Tail. Trunk. Gray. Strong. Wide ears. Small eyes. Short tail”, the students answered. “Is there any words?”, the teacher asked. “How is about mammal?”, the students asked. “I think there is not word mammal in this text”, he explained. “Ok, the question: are they suitable with elephant characteristics?”, the teacher asked to the right side. “Yes, Sir they are suitable with elephant characteristics”, the students replied. As the result, they uttered the words and phrases in front of the class. In this phase, the students and the teacher built communication well. Therefore, the teacher and the students gave clarification about why some words were suitable and why some words were not suitable in prediction. Seventh, the teacher asked to the students to make a group which each group consisted of 2 students, “Now, you must make a group with your chair mate”. But, at that time, Syahrul Bima and Binti sat alone. And the teacher asked them to be one group. Their friends were so crowded. When the teacher uttered a kidding, sometimes they laughed together. Suddenly, the teacher said something and it was funny for the students. Eight, the teacher asked each group to identify the parts of the text that caused confusion, he said, “Right now, each group must identify what the speaker says in the story which makes you confused. And then, you must do it together with someone next to you, do you get it?”. “Get it Sir”, they answered.

In pairs, the students identified it and made a note about the difficult part. In this phase, students could predict about what word they would write in the blank story or the right answer. Ninth, the teacher asked to the students to give special attention in the blank story that they would hear in the second listening story, “Give attention the part that you have already confused! Are you ready?”. “Ready”, they answered. The students prepared it in pairs and they discussed about it together. Tenth, the teacher played again the MP3 from the laptop installed with adobe audition. And he asked the students in order they gave special attention to fill the blank. They should fill the blank while they were listening the story. When the story was played by the teacher, the students listened carefully. In the third listening story, the teacher did looping at every phrase by using adobe audition. Finally, the listening section was finish for about three times, the teacher and the students discussed together about the content of the story.

While the students finished discussing, the bell rang. It was a mark that the time was up. The students prepared the next extracurricular. The teacher closed the lesson. He reminded the students to try again listening practice. The teacher said “Ok, thanks for your nice attention, I am so sorry for my mistakes, Wassalamu'alaikum wr, wb”. Then, the students replied “Wa'alaikumsalam wr, wb”. “Bye-Bye see you next time”, the teacher ended, then they answered “See you too Sir”.

Observing

The teacher did the observation on Monday, January 20th 2014. The teacher acted as a teacher and an observer.

The Result of Listening in Cycle 1

The result of listening in cycle 1 showed that two (2) students got 45, one (1) student got 50, one (1) student got 55, three (3) students got 65, eight (8) students got 70, five (5) students got 75, eight (8) students got 80, two (2) students got 85, three (3) students got 90, and two (2) students got 95.

In cycle 1, the students' score were not satisfied for the teacher. Because there were some students that got score less than the criteria of the

minimum score. From 35 students, there were 15 students got score less than 75, then there were 5 students got score between 75-79, next, 10 students got score between 80-89, and 5 students got score between 90-100. The result could not reach the target that the teacher wanted. The score of listening in cycle 1 increased than the students' score in pre-test. But, although the students' score was better than the pre-test in which all students' score was less than 75, the average students was also bad. In cycle 1 there were still 43% students who got score less than 75. Whereas, the strategy could be said successful if the criteria of the minimum score (75-100) were 100% or 35 students. The result of students' motivation in cycle 1 showed that three (3) students got 45, four (4) students got 55, six (6) students got 65, four (4) students got 70, five (5) students got 75, six (6) students got 80, three (3) students got 85, three (3) students got 90, and one (1) student got 95. In cycle 1, it could be concluded that the students' motivation also increased.

Reflecting

From 35 students, in the listening test, two (2) students got 45, one (1) student got 50, one (1) student got 55, three (3) students got 65, eight (8) students got 70, five (5) students got 75, eight (8) students got 80, two (2) students got 85, three (3) students got 90, and two (2) students got 95. The students' motivation to face the method, process, and time in the students' study test, three (3) students got 45, four (4) students got 55, six (6) students got 65, four (4) students got 70, five (5) students got 75, six (6) students got 80, three (3) students got 85, three (3) students got 90, and one (1) student got 95. The result could not reach the target that the teacher wanted. The criterion of the minimum score in SMA N 4 Blitar was 75. In this cycle, the number of the students who got scores less than 75 was 43%. Because this cycle failed, so the researcher continued to cycle 2 with some improvements on metacognitive strategy with adobe audition media. In cycle 2, the teacher would repeat the story many times. The teacher arranged the position of the sound too because the lesson was carried out

in the class room without language laboratory. The teacher reminded students to focus and follow the teacher' instruction

Cycle 2

Meeting 1

Before starting the lesson, the teacher reviewed the lesson of the last meeting. He asked, "do you remember what we talked about in the last meeting?", and the students answered, "Descriptive text". The teacher asked again, "What the skill have we discussed?", "Listening Sir" they answered. And the teacher answered nicely "you are right".

After that, the teacher gave advice to the students about their score and listening process before. He said that the students should pay more attention and be more serious again. The teacher said, "Today, I am going to distribute this text and please listen the story carefully". After the students were ready to listen, the teacher played the story as the first meeting in cycle 1. The students listened and filled the blank. After playing the story, the teacher said, "Do the test by yourself, don't make a group with your friends, okay?". "Sir I don't understand the meaning of the words that the speaker says", Isma said. "Sir, the story is too fast, I cannot follow it", Itsma added. "Ok, I will pause every sentence", the teacher said. Over there, they seemed confused. But, the teacher bargained to the students to repeat the story, "I will repeat once again, please listen carefully". Then the students listened the story for the second time. After the story was played, the students asked to play once again. Finally, the teacher played the MP3 three times.

In this cycle, the teacher thought that the students needed to practice their listening skill. So, the teacher played one story again entitled "Brownie". Then, the teacher distributed the text and asked to the students to listen the story carefully, "Please pay much attention and listen carefully. Don't write anything first". And then the teacher played the MP3 about Brownie. And the students listened the story. At once, the teacher reminded to students in order they were not be crowded. After first listening, the teacher repeated

again the story for the second listening. "Must I repeat once again?", the teacher asked. "Yes Sir, we have not filled the blank yet", the students answered. "Ok, I will repeat twice again", the teacher added. Then, the total of repetition was three times. After the students finished filling the blank, the teacher asked the students to collect the text. One by one, the students came forwards to collect it. While the students collected it, the bell rang. It meant that it was break time and the teacher must close the lesson. The teacher reminded the students that the next meeting they will practice listening again. He closed the lesson and said, "Good bye see you next time, assalamu'alaikum wr, wb". The students answered, "Wa'alaikumsalam wr, wb".

Meeting 2

It was the confirmation time of the listening process. He gave the students a story entitled "My House". First, the teacher told about the title of the story in the text. He gave stimulation in order the students imagined and predicted some words related the title. The teacher wrote down the title on the whiteboard. Then the students spelled it, "My House". The teacher said, "Can you imagine about it?". When he wrote the title on the whiteboard, the students gave well response when he wrote it. It seemed the students knew some descriptions about my house. "Right now, please prepare your ballpoint, paper, and dictionary on your table. Please, save your other instruments into your bag!", the teacher commanded. The special instruction that the teacher instructed was the teacher asked to the students to prepare just a ballpoint, a piece of paper, and a dictionary on the table. The students should save their other books in their bag. Its function was to build the students' concentration. All of the students did what the teacher instructed. What is the title students?". Then the students answered together, "My House". Second, the teacher said, "Now, please write down in your own paper everything about house". And then, the students imagined and predicted the words or phrases related with house. Sometimes, they were so crowded. But the teacher said if they were still crowded they would not hear what the teacher shared. The students wrote the prediction in their each paper.

Some of them predicted in their native language but, the teacher reminded them to translate in English. Until that time, the students did not know about the text yet. So, they could imagine as free as they wanted without centered to the text. The teacher walked around the students' chair and said, "All about house in your brain, write it!". Then the students said, "Window. Door. Refrigerator". "Ok, don't say but write it!", the teacher said. "Oh yeah, don't forget to write in English", the teacher asked. "Of course Sir", they said. "I hope you do by yourself, don't be depended with your friend!", the teacher asked. After some minutes passed, the teacher said, "Time is up, give attention to me please". There were the students who still wrote, and there were students who stopped writing. Third, in this section, the teacher distributed the text to the students and the text was constructed by deleting some words of the story. And the students accepted the text. They were laughing when the teacher distributed it. They made a kidding in the class with the teacher in order the situation could be enjoyable. The teacher reminded, "The prediction which you have written is only for you, not your friends". "Yes Sir", they said. Fourth, the teacher asked to the students to be focus and they were forbidden to write anything in this phase. "Now, I will play this story about my house, don't write anything right, you just listen, ready?", he asked. "Ready", they answered. He played the MP3 from the laptop installed with Adobe audition one time. The students listened the MP3 carefully. In this session, the students seemed so serious when they were listening the story. Fifth, the teacher instructed the students to circle the words or the phrases that they have predicted correctly, "The fourth step was done; now, let you circle the words or phrases in this paper that were same with your predictions in your own paper. Is there?". "Yes Sir, maybe there are some words", Tedy answered. And as they listened, students circled the words or phrases which were the same with their predictions. A student asked a question but the teacher gave him a chance to open the dictionary. "You can use your pencil", the teacher said. "Please, honesty is the key of learning", the teacher said. Then the students said, "Yes Sir, I agree". Some minutes later the teacher asked, "Have you

finished?”. “Not yet”, the students replied. “Ok, I give you more time”, the teacher added. Then, the teacher continued to the next step. Sixth, the teacher asked to the students to explain what they predicted, “I ask from this line (while pointing the right line from students’ chairs) to mention what the same words that you have predicted! And give attention for this line (while pointing the left side) please make a note about what the right side said, Okay? Do you get it?”. Then the students answered, “Yes, I get it”. “Start from now!”, the teacher commanded. “Wall. Garden. Bathroom. Garage. Guest room. Room. Kitchen.”, the students answered. “Is there any words?”, the teacher asked. “Ok, the question is: are they suitable with house characteristics?”, the teacher asked to the right side. “Yes, Sir they are suitable with house characteristics”, the students replied. As the result, they uttered the words and phrases in front of the class. In this phase, the students and the teacher built communication well. Therefore, the teacher and the students gave clarification about why some words were suitable and why some words were not suitable in prediction. Seventh, the teacher asked to the students to make a group which each group consisted in 2 students, “Now, you must make a group with your chair mate”. When the teacher uttered a kidding, sometimes they laughed together. Suddenly, the teacher said something and it was funny for the students. Eight, the teacher asked each group to identify the parts of the text that caused confusion, “Right now, each group must identify blank words which make you confused. And then, you must do it together with someone next to you. In pairs, the students identified it and made a note about the difficult part. In this phase, students could predict about what word they would write in the blank story or the right answer. Ninth, the teacher asked to the students to give special attention in the blank story that they would hear in the second listening story, “Give attention the part that you have already confused! Are you ready?”. “Ready”, they answered. The students prepared it in pairs and they discussed about it together. Tenth, the teacher played again the MP3 from the laptop installed with adobe audition. And he asked the students in order they gave special attention to fill the blank. They should fill the blank

while they were listening the story. When the story was played by the teacher, the students listened carefully. In the third listening story, the teacher did looping at every phrase by using adobe audition. Finally, the listening section finished for about five times, the teacher and the students discussed together about the content of the story.

After the teacher taught, the bell rang and the students would go home. The leader of that class leaded his friends to pray. After that the teacher said “Thank you so much for your nice attention, I hope you study hard, Wassalamu’alaikum wr, wb”. The students answered “Yes Sir, Wa’alaikumsalam wr, wb”.

Observing

The teacher did the observation on Moday, January 27th 2014. The teacher acted as a teacher and an observer. The result of listening in cycle 2 showed that ten (10) students got 75, nine (9) nine students got 80, four (4) students got 85, eight (8) students got 90, and four (4) students got 95. In cycle 2, the students’ score of the listening was satisfied. From 35 students, 10 students got score between 75-79, then 13 students got score between 80-89, next 12 students got score between 90-100, and there was not student who got score less than 75.

That result pointed that the teacher reached his target. The teacher learned from the failure of strategy implemented in cycle 1. To make the cycle 2 became successful, the teacher did the research patiently. Finally, in this cycle, students knew that the metacognitive strategy and adobe audition media were suitable to improve students listening comprehension. They also gave attention from teacher’s instruction so that they could more focus in the listening practice. So, they got better scores in cycle 2.

Based on the criteria of the minimum scores, the strategy could be said successful because 100% of the students got score (75-100). The result of students’ motivation in cycle 2 showed that five (5) students got 75, six (6) students got 80, twelve (12) students got 85, eleven (11) students got 90, and one (1) student got 100. it could be concluded the students’ motivation in this cycle also increased.

Reflecting

The average score in cycle 1 was 74,39 and in cycle 2 was 83,14. It can be concluded that their listening skill have increased. They have known what they have to do in the listening process so they could listen well. It means that the metacognitive strategy with adobe audition media could increase the students listening comprehension. In cycle 1, 15 students got score less than 75, then there were 5 students got score between 75-79, next, 10 students got score between 80-89, and 5 students got score between 90-100. In cycle 2, 10 students got score between 75-79, then 13 students got score between 80-89, next 12 students got score between 90-100, and there was not student who got score less than 75.

DISCUSSION

Actually, listening practice in SMAN 4 Blitar was not the priority as other skills. Since the teacher did the research, the students in X-F said that they joined in listening for about three times as long as they studied there. Their English teacher rarely gave them listening practice. Moreover, the English teacher used the conventional technique in listening practice. It made the students uninterested in attending the listening class. Besides, the school did not have the language laboratory. Based on the problem, the teacher used metacognitive strategy with Adobe Audition media. Metacognitive could stimulate students to think and the adobe audition has some functions that could support the listening lesson. As far as the teacher taught listening, the students felt that the teaching strategy applied by the teacher was different from the previous strategy. As the result, the students got better scores. The result of pre-test showed that it did not meet the criteria of the minimum passing grade because all students got score less than 75. While the criteria of the minimum score of SMA N 4 Blitar was 75. Then the teacher did the cycle 1, but the result was not too satisfied. Their average score was 74. It was still less than 75. Besides, the teacher's target was that the research could be said successful if all of

the students got scores between 75-100. So, the teacher continued to cycle 2, in this cycle, the students could be more active in attending the class, and could asked more questions. Moreover, they could build good communication in solving some problems with their friends. The teacher tried to be friendlier to the students, as result they were not afraid again to ask the teacher questions because before this strategy was implemented, they looked so shy and afraid to deliver their ideas and they were almost silent and passive during the process of teaching and learning.

After the teacher failed in the first cycle, the teacher continued to second cycle and giving more practices to the students. In cycle 2, the students understood about how to listen and fill the blank in correct answers. They knew the instruction and did not talk with their friends anymore. The result of this cycle was good. Exactly, they got the good score between 75-100. It means that the students' listening comprehension increased. The average was 83,14. It was successful because all of the students got score higher than 75. Here, the teacher stopped the research in this cycle.

This research showed that metacognitive strategy with adobe audition media was suitable for teaching listening comprehension. From pre-test, the students have been taught by conventional technique. Then, in listening test in cycle 1, the students have been taught by metacognitive strategy with adobe audition media, but their score were still less than 75. And then in listening test in cycle 2, the students have been taught by metacognitive strategy with adobe audition media and the score was good, there was good progress on the listening scores.

The metacognitive strategy could be used in teaching listening for SMA students in which they are not taught listening comprehension in the language laboratory. From this research, it was also concluded that using adobe audition media was effective for teaching listening. The teacher just needed laptop and active speaker to support adobe audition media.

CONCLUSION

The students' listening score in cycle 1 was not satisfied because there were 15 students who got score between (0-74), 5 students got score between (75-79), 10 students got score between (80-89), and 5 students got score between (90-100). So, the researcher should continue to cycle 2 with some improvements on the researcher's planning that would be used in teaching listening using metacognitive strategy with adobe audition media. In cycle 2, the researcher repeated the story 3 times. The researcher arranged the position of the sound too because the lesson was carried out in the class room not in a language laboratory, so, it needed high concentration. The researcher reminded students to be serious and pay much attention on the teacher instruction and the students' listening score in cycle 2 was good enough and achieved the minimum standard of mastery learning. In short, metacognitive strategy with adobe audition media is really proved very effective used in teaching listening comprehension.

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