EXPLORING EFL STUDENTS' METACOGNITIVE KNOWLEDGE BASED ON THEIR LISTENING ABILITIES IN LUBUKLINGGAU

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ABSTRACT

Metacognition, as a 21st-century skill, is essential in language education. Students with this competence can manage or direct their learning experience within and without the classroom. Since the current study found a positive linkage between the concept and success in language learning, mainly listening, it is critical to be conscious of metacognitive knowledge in listening comprehension. Thus, the current study investigates the metacognitive knowledge of EFL undergraduate students in Lubuklinggau, South Sumatera, based on their listening abilities. This study divides metacognitive information into knowledge of self, learning techniques, and learning task needs. There were three types of data collection tools to elicit the research data: questionnaire, test, and semi-structured interview, and this study used quantitative and qualitative methods based on a case study approach. The research findings indicated that students with high listening abilities are better in metacognitive knowledge than those with middle and low listening abilities. Then, those students also benefited from effective learning strategies, particularly metacognitive strategies, in improving their listening abilities in and outside the classroom. Therefore, the students' metacognitive knowledge has a potential role in helping them to become successful language learners.

Keywords: EFL listening abilities, Metacognitive knowledge

INTRODUCTION

In the era of the fourth industrial revolution, helping ESL/EFL students to understand and memorize basic cognitive knowledge, particularly the English language, is insufficient because they must also become able to cope with a fast-growing amount of information (Haukas, 2018). They are required to become able to construct the basic concepts, principles, and applications of their own accord. Moreover, they should be able to handle various information that can be found quickly and effortlessly. It means

they should be able to plan, monitor, and assess their learning. Therefore, to prepare the ESL/EFL students for their future life, they need to become independent or lifelong learners with good metacognitive knowledge to proceed further or regulate their learning and become successful language learners.

Metacognitive knowledge is a part of the concept of metacognition. This concept is widely defined as one's ability to think about one's thinking or cognition and how one processes information for a set of learning goals and manages the way to do it (Vandergrift and Goh, 2012). Then, Haukas (2018, p.11) describes it as "awareness of and reflections about one's knowledge, experiences, emotions and learning in the contexts of language learning and teaching.

This knowledge deals with what learners know about their cognition and is categorized into three aspects. The three kinds of knowledge about cognition are person, task, and strategy (Knospe, 2018). Knowledge of self consists of knowledge about how a particular individual learns and the various factors that affect that individual's learning. It is about what students know about themselves as learners and their beliefs about what leads to success or failure in learning. Then, task knowledge is knowledge about the purpose, demands, and nature of learning tasks. It discusses knowledge on how to approach and complete a real-life learning task, features of different types of text (i.e., spoken or written texts) such as discourse structures, grammatical forms, formal or informal, and so forth. The other type is strategy knowledge. It involves knowledge about effective strategies for learning tasks and knowledge about how best to approach the learning tasks. It includes knowing which strategies can be implemented to achieve specific goals.

The positive influence of metacognitive knowledge has been reported to enhance the quality and effectiveness of learning (Van Velzen, 2016). In language learning and teaching, Dimmit and McCormick (2012) investigated a study about metacognitive components in several sub-processes of writing, for example, planning, organizing, goal setting, translating, evaluating, monitoring, and revising. Similarly, several previous studies investigated the effect of metacognitive knowledge on EFL students' listening comprehension performance (e.g., Mansoor and Alamdari, 2014; Rahimirad, 2014; Rasouli et al., 2013; Selamat and Sidhu, 2013; Wang, 2016). Then, in examining the influence of metacognitive knowledge on speaking and listening, several studies have been reported (i.e., Vahdany, 2016). It means that metacognitive knowledge has a positive relationship with listening comprehension. Several previous studies are relevant to the research findings, especially metacognitive strategy knowledge (e.g., Al-Alwan, et al., 2013).

The investigation of metacognition in English language learning and teaching is still needed, particularly in Indonesia. It is used to clarify the crucial role of this concept. This paper is a primary step to understanding students' metacognitive awareness in EFL listening classes by implementing metacognitive instruction. Therefore, this study explores EFL undergraduate students' metacognitive knowledge based on their listening abilities as one language skill.

LITERATURE REVIEW

Several experts have defined this concept. It refers to "a critical analysis of thought," "knowledge and cognition about cognitive phenomena," or simply the process of "thinking about thinking" (Flavel, 1979). Similarly, Serra and Metcalfe (2009, p. 278) state that the term involves one or more metacognitive aspects such as knowledge, monitoring, and the control of a cognitive process. Then this concept is widely defined as one's ability to think about one's thinking or cognition and think about how one processes information for a set of learning goals and manage the way to do it (Hacker, Dunlosky, and Graesser, 2009; Koedinger, Aleven, Roll, and Baker, 2009; Vandergrift and Goh, 2012). Therefore, this concept deals with not only one's knowledge of cognition but also his or her regulation of cognition.

Metacognition commonly involves two main components, knowledge of cognition and regulation of cognition (Schraw and Moshman, 1995; Wenden, 1998). Knowledge of cognition deals with what learners know about their cognition and is categorized into three aspects. The three kinds of knowledge about cognition are person, task, and strategy (Flavell, 1979; Wenden, 1998). This knowledge is 'similar in structure and function to other kinds of knowledge in long-term memory (Borkowski, 1996, p. 392).

The first type of metacognitive knowledge is personal knowledge. This type consists of knowledge about how a particular individual learns and the various factors that affect that individual's learning. It is about what students know about themselves as learners and their beliefs about what leads to success or failure in learning. Their knowledge determines their self-concept. For instance, students who often experience language problems in learning English (i.e., interactive listening) may strongly believe they are poor students and try to avoid such situations.

The second is task knowledge. It is knowledge about learning tasks' purpose, demands, and nature. It discusses knowledge on how to approach and complete a real-life learning task, features of different types of text (i.e., spoken or written texts) such as discourse structures, grammatical forms, formal or informal, and so forth.

The third type is strategy knowledge. It involves knowledge about effective strategies for learning tasks and knowledge about how best to approach the learning tasks. It includes knowing which strategies can be implemented to achieve a specific goal.

On the other side is the regulation of cognition, which consists of at least three components – planning, monitoring, and evaluation (Schraw and Moshman, 1995). Planning deals with the selection of appropriate strategies and the allocation of resources. Planning includes goal setting, activating relevant background knowledge, and budgeting time. The second component is monitoring. It includes the self-testing skills necessary to control learning at both the local and global levels. The last component is an evaluation which refers to appraising the products and regulatory processes of one's learning. Typical examples of this component are re-evaluating one's goals, revising predictions, and consolidating intellectual gains.

The following figure shows types of metacognitive knowledge about ESL/EFL listening and examples from students (Vandergrift and Goh, 2012, p.87-88).

Table 1
Types of metacognitive knowledge about listening

Type	Examples for ESL/EFL listening
Person knowledge Knowledge of cognitive and affective factors that facilitate students' listening comprehension and listening development	❖ I am an anxious listener. ❖ I can improve my listening if I try harder. ❖ I have problems catching the beginning of what other people say. ❖ English sounds and pronunciation are too different from *Indonesian*.
Task knowledge Knowledge of the purpose and nature of the listening task, task demands, and when the deliberate effort is required.	❖ You need to stay calm to hear clearly. ❖ Since I now can anticipate, I am more aware of what to listen to and can pick up more of the conversations. ❖ News reports are more difficult to follow than stories. ❖ Mobile devices are excellent for my listening development.
Strategy knowledge Knowledge about effective strategies for listening tasks and how best to approach listening tasks.	❖ If you do not understand what you hear, just guess. ❖ When somebody is speaking too fast, we can ask them to slow down or repeat. ❖ My listening depends on guessing too much. If I could not guess the topic correctly, what would I do?

Regarding the critical role of metacognition in learning, Winne and Hadwin (1998) state that there are two roles of metacognition in learning: expertise in the subject matter and metacognitive activities. Scholars have extensively investigated the latter and found that metacognitive knowledge and experience have been important indicators of success in learning across the curriculum (Goh, 1997; Oxford, 1990). Oxford (1990) argues that although metacognition is an indirect strategy, it contributes powerfully to learning. Moreover, Vandergrift (1997) and Wenden (1987) describe that successful FL/SL students know how to plan, organize, focus, and use many strategies to overcome difficulties and evaluate their learning outcomes.

METHOD
This study explored the EFL undergraduate students' metacognitive knowledge based on their listening proficiency. There were several data collection tools to elicit this

study's aim, such as a questionnaire, listening test, and semi-structured interview. Moreover, the research design of this study used qualitative and quantitative methods based on a case study approach. This approach is used to obtain an in-depth description of students' metacognitive knowledge about listening. A case study is a form of qualitative research used to explore the abounded system (e.g., program, event, activity, process, or one or more individuals) based on extensive data collection.

The participants of this study were 27 undergraduate students in the second semester, eight males and 19 females. They are majoring in English education at Universitas PGRI Silampari. The age of the students ranged from 18 to 35.

This study used three instruments: a listening test, questionnaire, and interview. The test consists of 50 questions divided into three parts: short conversation, long conversation, and long talks from Longman's complete course for the TOEFL test. Students' scores from this test were categorized into three aspects: high, middle, and low achievers. The second instrument was a questionnaire to examine students' metacognitive listening knowledge. The questionnaire involved three aspects of metacognitive knowledge. They are knowledgeable about self, knowledge about listening tasks, and knowledge about listening strategies. Self-knowledge was focused on asking about students' volition, support, and anxiety adapted and adopted from Mbato's study. Learning about listening tasks then focused on asking about students' listening difficulties. The last aspect of metacognitive knowledge is knowledge of listening strategies adopted and adapted on MALQ (metacognitive awareness listening questionnaire). The last instrument was an interview. This interview was used to confirm students' perceptions about metacognitive knowledge in listening.

Those data were analyzed quantitatively and qualitatively. First, the listening test was statistically calculated to identify students' levels. The levels were categorized into three aspects: high achievers, middle achievers, and low achievers. The second type of instrument was a questionnaire. The research data from this questionnaire were analyzed based on the themes of metacognitive knowledge. Then, those themes were categorized based on the students' levels. The last instrument was used to triangulate the research data taken from the questionnaire. It was a semi-structured interview. The research data from the interview were then transcribed and analyzed based on the aspects of metacognitive knowledge. They are personal knowledge, listening tasks, and learning strategy knowledge.

FINDINGS
A. Results
1. Students' listening comprehension abilities

The students' listening comprehension abilities were viewed from a TOEFL-like preparation test. This test consists of 50 questions divided into three parts, namely short conversations (30 questions), more extended conversations (8 questions), and long talks (12 questions). These questions are multiple-choice. In order to find the levels of the students' proficiency in listening, this study tried to arrange their scores from the highest to the lowest. There were 27 undergraduate students, eight males, and 19

females, divided into three categories: high achievers, middle achievers, and low achievers. The maximum score of students' listening abilities is 33, and the minimum score is 6. The mean score is 12. They are based on the correct answers of the students.

Table 1. Categories of students' listening abilities

Categories	The calculation	Results
High achievers	$M + 1SD \leq X = 24 \leq X$	3
Middle achievers	$M - 1SD \leq X < M + 1SD = 15 \leq X \leq 24$	4
Low achievers	$X < M - 1SD = X < 15$	20

The analysis result of the calculation indicated three students categorized as high achievers, four students are in middle achievers, and twenty students are in low achievers. High achievers consist of one female and two males. Then, middle achievers include one male and three females. The last are low achievers. It involves five males and fifteen females.

Based on the categories of the students' listening comprehension abilities, this study explored their metacognitive knowledge in listening, which is divided into three aspects: knowledge of self, learning strategies, and learning task demands. The research data on the metacognitive knowledge in listening were elicited by distributing a questionnaire. The data will be explained below.

2. Metacognitive knowledge
a. Knowledge about self

Self-knowledge is knowledge about how students learn and the various factors that affect their learning. They know about themselves as learners and their beliefs about what leads to success or failure in their learning, particularly in listening. This present study focuses on three factors of students such as volition, support, and test anxiety. Support is then defined as help by teachers, peers, family members, or others in learning English. The last is test anxiety. It is a nervousness of students in learning tests, for example, listening tests. Therefore, these factors are closely related to students' listening skills.

Table 2. Summary of Students' person knowledge

Categories	Percentages		
	Volition	Support	Test-anxiety
High-achievers	87.5%	77.78%	73.34%
Middle achievers	50%	62.5%	75%
Low achievers	63.75%	56.67%	79%

Specifically, volition in language learning refers to attaining the students' language learning goals. They are asked to consider that making their learning goals is crucial to English language learning. Moreover, the most important thing here is to protect them from distraction and have the self-determination to facilitate their learning goals, particularly in listening.

The students were asked about their volition in English language learning using a questionnaire. This questionnaire includes eight questions: 1) Once I have made my goals in life, I try to achieve them; 2) I monitor my performance in order to achieve my learning goals; 3) When listening, I direct all my attention to what I am listening; 4) I am the type of person that is persistent in achieving my learning goals; 5) I am the type of person that can protect my learning goals from distractions; 6) I can handle negative peer pressure concerning my learning goals; 7) My surroundings will not prevent me from achieving my learning goals; 8) Overall, I am the type of person that will keep trying until I achieve my learning goals.

The table shows that the high achievers' knowledge about volition is higher than those with middle and low listening achievements. 87.5% of high achievers know their volition in learning to listen well, but the middle achievers' knowledge is only 50%, and the low achievers are 63.75%.

The interview data also support the results of the volition aspect. The data show that most of the students generally have made their learning goals in life and tried to achieve them by monitoring their performance in order to achieve their learning goals, directing all their attention to what they are listening to, and persisting to achieve their learning goals, all of the students who have high abilities in listening state that they know them well. Then, all of the high achievers students argue that they are the type of persons that will keep trying until they achieve their learning goals. Therefore, high achievers generally have better knowledge of their volition to protect them in learning English.

The second aspect of the students' knowledge of themselves is supported. This aspect was also asked of the students in a questionnaire form. The questionnaire asked the students whether they elicit sufficient guidance or support for their English language learning. This questionnaire consists of six questions. They are 1) if I need

assistance in learning English, this assistance is easy to get; 2) my previous teachers (or current lecturers) are a good source of support and advice regarding English language learning; 3) my fellow students or friends are a good source of support for English language learning; 4) overall, I feel that my previous schools (or current college) are supportive of my English language learning; 5) I feel generally supported in my English language learning, and 6) overall support is an essential aspect for my success in language learning.

The table shows that the high achievers' knowledge about support is also higher than those with middle and low listening achievements. 77.78% of high achievers know well that support is an essential aspect of helping them in mastering English, particularly in learning listening. However, the middle and low achievers' knowledge is only 62.5% and 56.6%.

To clarify the questionnaire data about support, this study used an interview technique to triangulate them. The data revealed that high achievers argue that if they need assistance learning English, this assistance is straightforward. However, the middle and lower achievers do not. Then, all high achievers state that their previous teachers or current lecturers are an excellent source of support, but for middle and low achievers, only half have the same argument. Moreover, most of the students feel commonly assisted in learning English. Therefore, from the table, it can be seen that high achievers know that support is crucial in assisting them in learning English, especially in learning to listen.

Moreover, the third aspect of students' knowledge is test anxiety. It is a psychological condition in which students experience an unpleasant state of mental uneasiness during tests. Many students experience some degree of stress and anxiety before and during tests; however, others with high test anxiety can hurt their test performance. The questionnaire relating to the aspect includes five questions: When I take a listening test, I think about how poorly I am doing compared with other students; 2) When I take a listening test, I think about items on other parts of the test I cannot answer; 3) When I take listening tests I think of the consequences of failing; 4) I have an uneasy, upset feeling when I take a listening exam; and 5) I feel my heart beating fast when I take a listening exam.

The table revealed that students with high knowledge of test anxiety are lower than those with middle and low listening achievements. 73.34% of high achievers know that the aspect still makes them nervous and afraid in taking a listening test. Then, the middle and low achievers' knowledge about the aspect is 75% and 79%. The data indicated that although all students understand that test anxiety is an unavoidable aspect of a listening test, high achievers have lower test anxiety than those with middle and low achievements.

The interview data also supported those data. The data indicated that most students feel anxiety when taking a test, mainly listening. They think that they are poor students in doing tests compared to other students. They explained that when they could not answer the test well, they fell and were a failure. Then, most middle and low achievers felt their hearts beating fast when taking a listening exam. They argued that

listening is the most challenging language skill. On the other side, the students who achieved high scores in listening argued that although test anxiety is an unavoidable aspect of taking a listening exam and makes them afraid of failure, they always try to handle and control it. Therefore, based on both questionnaire and interview data, the students with high listening scores showed lower test anxiety than the other students, who were middle and low achievers.

In conclusion, the summary of students' knowledge of themselves revealed that high achievers had better knowledge of their volition, support, and test anxiety.

b. Knowledge about listening task

The listening tasks may refer to almost any area of life, such as street gossip, proverbs, everyday conversation, and new products. However, this study focused on listening for professional contexts so that the learning materials deal with interviews, lectures, news reports, etc. Therefore, the participants were asked about their knowledge of listening task demands, particularly in professional contexts, such as their difficulties.

It is not surprising that listening is one of the most challenging skills. Not all of the students have good abilities in listening. They still face many problems in learning to listen, such as unfamiliar vocabulary, speed speech, etc. The following table shows students' difficulties in learning to listen. In general, most students, particularly middle and low achievers, face many difficulties in listening.

Table 3. Summary of students' listening difficulties

No.	Listening problems	High	Middle	Low
1	Unfamiliar vocabulary	33.3%	75%	85%
2	Rapid speech rate	66.67%	75%	75%
3	Speaker's accent	66.67%	100%	90%
4	Linking sounds between words	66.67%	50%	80%
5	Cannot listen to the next part when thinking about the meaning	66.67%	50%	70%
6	Cannot segment the speech	33.3%	75%	80%
7	Cannot remember what was heard	33.3%	75%	70%
8	Cannot form a mental image from words heard	33.3%	50%	65%
9	Cannot figure out the main ideas of the message	33.3%	100%	70%
10	Lack of background knowledge to understand the intended meaning	33.3%	100%	80%

The table reveals that 66.67% of the high achievers had listening difficulties in rapid speech rate, speaker's accent, linking sounds between words, and listening to the next part when thinking about meaning. Then, 33.3% of them faced difficulties in unfamiliar vocabulary, segmenting the speech, remembering what was heard, forming a mental image from words heard, figuring out the main ideas of the message, and having a lack of background knowledge to understand the intended meaning.

Based on the interview data from the students who had high achievements in the listening test, they still have many problems in learning to listen, such as rapid speech rate, speaker's accent, and so forth from the recordings in the professional contexts that they had heard. Then, they also mentioned that topics in the professional contexts were generally new for them, so they needed much time to understand them.

Moreover, of the students who have middle achievements, 100% had listening obstacles in the speaker's accent, figuring out the main ideas of the message, and lacking background knowledge to comprehend the intended meaning. The students who had problems with unfamiliar vocabulary, rapid speech rate, segmenting the speech, and remembering what was heard were 75%. Then, 50% of them faced difficulties linking sounds between words, listening to the next part when thinking about meaning, and forming a mental image from words heard.

The interview data from the middle achievers revealed that most also face many listening problems. All of them stated that the speaker's accent and unfamiliar topics in the recordings were the most challenging aspects of learning to listen. They argued that listening is a complex skill to achieve. They should have extra time to learn.

The last category of the students is low achievers. 90% of the students argued that the speaker's accent is the most challenging aspect of learning to listen. 85% of them had problems identifying unfamiliar vocabulary. Next, 80% of all students stated linking sounds between words, segmenting the speech, and lacking background knowledge to understand the intended meaning. Then, 75% of them mentioned that rapid speech rate is also their problem in learning to listen. Furthermore, 70% of the whole students faced difficulties in listening to the next part when thinking about meaning, remembering what was heard, and figuring out the main ideas of the message in the recordings.

The interview data from the students who elicited low achievements in listening comprehension stated that listening is one of the most challenging language skills to comprehend. When they learned to listen, they felt upset and failed because they did not get the information from the recordings.

Moreover, based on the other interview data regarding the aspect of learning task knowledge, most of the students did not know well that different listening task has different learning purposes (81%) and the demands in methods, skills, and knowledge that were necessary for learning to do listening task (93%). On the other side, only 11 % of the participants knew that their understanding of the nature and features of listening tasks could help them identify different listening tasks.

In short, all of the EFL undergraduate students in the research site still had problems learning to listen. Most of them argued that the speaker's accent in the recording is the most challenging aspect. Then, from the findings, this study indicates that the students who have middle and low abilities in listening comprehension have many listening problems in learning listening compared with high achievers. Most of them still focus on the problems but are still confused about solving such problems. They still perceive that they are poor students in learning to listen.

c. Knowledge about listening strategies

In learning to listen, there are various strategies that students can use to improve their learning. Regarding metacognitive knowledge of learning strategies, they have been asked to answer the questionnaire that involves eighteen questions divided into four aspects of metacognitive strategies: problem-solving, planning-evaluation, directed attention, and mental translation. Problem-solving consists of six statements, planning-evaluation involves four strategies, directed attention also includes four statements, and mental translation uses three strategies. This questionnaire aims to investigate students' metacognitive knowledge related to learning strategies in listening.

The following table summarizes listening strategies divided into three categories of the EFL undergraduate students in the research site.

Table 4. Summary of learning strategies in listening

Learning strategies	Categories		
	High	Middle	Low
Problem-solving	72.22%	50%	49.17%
Planning-evaluation	80%	65%	55%
Directed attention	91.67%	75%	42.5%
Mental translation	66.67%	58.33%	36.67%

The table shows that high achievers have frequently used learning strategies in developing their listening skills, such as directed attention, planning-evaluation, and problem-solving. 91.67% of them used directed attention strategies such as focusing harder on the text when they have trouble understanding, recovering their concentration right away, and trying to get back on track when they lose concentration. These strategies are the most strategies the high achievers use during learning to listen. 80% perceived that they used planning-evaluation strategies, and 72.22% used problem-solving strategies. However, the mental translation strategies were the least strategies they used. Only 66.7% of the students used the strategies such as translating word by word as they listened.

Then, from the interview data, they argue that they need effective strategies in listening to develop their listening comprehension, such as predicting, note-taking, and so forth. They used the strategies to help them improve their listening skills both in and outside their classrooms.

Middle achievers, 75%, also mostly used the directed attention strategies. They try to focus harder on the recording when they have problems understanding and recovering their concentration correctly during listening. On the other side, the mental translation strategies were the least perceived by them, 58.33%. Regarding this, the interview data from the middle achievers revealed that most still have difficulty concentrating during listening because they quickly forget what they have heard from the recordings.

However, most of the students with low listening abilities indicated that they did not use the strategies yet, such as problem-solving, directed attention, and mental

translation. Only 36.67%-55% of all the students indicated that they implement those strategies. The data from the interview section were also considered to clarify the findings. Most of them did not understand yet that there are various ways of effective learning strategies that can be used to help them in improving their listening abilities.

Therefore, the students with high scores on listening comprehension tests indicate that they know more about several learning strategies that can help them enhance their listening abilities compared to middle and low achievers.

Discussion
This study examined the metacognitive knowledge of the EFL undergraduate students based on their listening abilities in a private university in Lubuklinggau. The empirical data of this study originates from a listening intervention, which took its point of departure from the assumption that an approach that enhances self-regulated learning is required in order for the students to make full use of knowledge and regulation processes in listening (Vandergrift and Goh, 2012; Wang 2016). The intervention was implemented during one semester in a class on listening in a professional context. During the listening sessions, fifteen learning strategies in listening were learned and used.

Based on the research findings, it was found that the students who have high achievements in listening are better compared with middle and low achievers in understanding themselves as listeners, their difficulties in learning to listen, and various effective listening strategies that can help them in improving their listening abilities independently in and outside the classrooms. This seemed consistent with findings of the previous studies where metacognition is one of the potential aspects of successful language learners, which positively influences their beliefs and decisions (Al-Alwan et al., 2013; Tavakoli, 2012). It means that students' metacognitive knowledge positively affects their proficiency in listening. However, the present studies explored three aspects of metacognitive knowledge, namely knowledge of a person, learning, and learning strategy, whereas the previous studies only examined one of those aspects, metacognitive strategy knowledge of listening.

Our results revealed that our sample had variability in understanding their knowledge and listening tasks, mainly listening difficulties, and using different strategies contributing to their listening comprehension. In knowledge about the self, the students with high, middle, and low achievements were associated with understanding the concepts of volition, support, and test anxiety. The high achievers showed that they had better knowledge of those aspects than middle and low achievers. This meant that they could handle themselves related to their strengths and weaknesses in learning to listen.

Moreover, in the knowledge of listening task, all of the EFL undergraduate students still faced many problems in learning to listen based on the questionnaire, particularly in listening for professional contexts such as speaker's accent, rapid speech rate, lack of prior knowledge to understand the meaning of the recordings. However, they had difficulties in identifying and explaining their knowledge of listening task

demands during the interview session. Regarding this, most of them still focus on their problems on listening without considering how to understand and solve their limited knowledge of the purpose and nature of the listening task.

Concerning the students' knowledge about listening strategies, the participants who had high scores in listening used directed attention and planning-evaluation strategies, helping them develop their listening comprehension abilities. However, the previous studies on different cultural backgrounds revealed that problem-solving strategies are the highest strategies high achievers use (e.g., Selamat and Sidhu, 2013; Vahdany et al., 2016). It indicated that the participants were still struggling to use effective strategies to help them in improving their listening comprehension performance.

Although this study is just on a small scale, the results suggest that when the participants are asked to reflect on their language learning, mainly listening activities, they can verbalize how they think and feel, although most explain shortly and limitedly.

CONCLUSION

The present study explored the EFL undergraduate students' metacognitive knowledge based on their listening abilities in a private university in Lubuklinggau. The aspects of metacognitive knowledge were indicated to play a potential role in helping them become more successful language learners. Because of those possibilities of the critical role of metacognitive knowledge in language learning, the EFL teachers, particularly in Indonesia, should try to encourage their students to improve both the English language and metacognitive knowledge. Then, for the further researchers, they can implement a metacognitive approach to enhance their students' metacognitive knowledge and English competencies.

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