SUPPORTING STUDENTS LISTENING COMPREHENSION SKILL THROUGH METACOGNITIVE STRATEGIES

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Abstract: *Listening is related to the ability of vocabulary because by having and memorizing many vocabularies, listening comprehension will also increase. Therefore, the writer wants to increase the students' listening comprehension and vocabulary mastery through the metacognitive strategies. This study has three objectives: (1) to find out how is the implementation of metacognitive strategies in listening comprehension skill (2) to find out in what ways do metacognitive strategies enhance students listening comprehension and vocabulary mastery (3) to describe the barriers found in the implementation of metacognitive strategies in listening comprehension skill. This research is qualitative research in the form of case study. The subject of this study was students of class XI IPA. Data collection is taken through observation and interview. Data is analyzed by reducing the data, display the data, and draw a conclusion. The result of the research is students of XI IPA Putri SMA Terpadu Al-Ishlah Prambon is helped in listening comprehension learning and they can improve their vocabulary using metacognitive strategies, because the metacognitive strategies deal with a plan, monitor and evaluate. Students become aware of the importance of what and how they learn and gain knowledge.*

INTRODUCTION

Listening is a very important activity because it is not only hearing but also understanding what is being heard. According to Nadig (2013) & Gilakjani, AP (2011) listening comprehension is the various processes of understanding and making sense of spoken language. These involve knowing speech sounds, comprehending the meaning of individual words, and understanding the syntax of sentences. It means that in comprehending the listening skill, listeners must capable to interpret and capture all kinds the intent of what the listeners heard.

Listening becomes difficult because there is less attention in listening comprehension. According to (Bingol et al., 2014) when listening to a second language,

many language students face listening difficulties. Second language learners have significant problems in listening comprehension because of the fact that schools pay more attention to structure, writing, reading, and vocabulary Listening is not important parts of many course books or syllabus and most teachers do not attach importance to listening while preparing their lesson plan.

Many students cannot understand what the speaker said because the speaker speaks very fast. According to Walker N (2014) in most case, the pronunciation of the word may also differ greatly from the way they appear in print, listeners must process the text speed determined by the speaker which is generally quite fast, and a spoken passage is the overlap between the listener's vocabulary knowledge and the vocabulary of the passage. The students cannot understand the intent of the passage, they will misinterpret the answer of their vocabulary. Because in English, every vocabulary can be translated into several meanings depending on the sentence served.

Besides, based on the writer's observation in class XI IPA SMA Terpadu Al-Ishlah Prambon Tergayang, Soko, Tuban - East Java, most of the students had difficulties in pronunciation, speed read, and vocabulary. The ideal condition based on standard competence on the syllabus of K13 at the eleventh graders in listening: students must understand the functional short text and simple monolog narrative, spoof, and hortatory exposition in the context of daily life. For this, the students should be able to memorize and master a lot of vocabularies.

But in this case, vocabulary is one of the big problems in listening comprehension. According to the previous research Sari, et al (2013); Kasmani & Bengar; (2013); Walker, (2014); Kassem (2015) Students difficulties in learning listening was needed understanding every word, it means that the students could not understand the listening passage without knowing every vocabulary According to Ma (2009) & Trujillo, C.L et al (2015) vocabulary are knowing the meaning of the word and how to use it appropriately in different contexts, However, what 'knowing a word signified may not be easy to determine, especially for learners". Vocabulary is a set of words, which we understand and use in teaching learning process. It is the first basis for the students in order that they can communicate actively. The teachers should help and guide their students in learning vocabulary because mastering vocabulary will be helpful in understanding the process of listening comprehension.

Listening strategies are skills or methods for listeners to directly or indirectly achieved the purpose of listening comprehension of the spoken input According to Vandergrift (1999) & Gilakjani, AP (2011) strategy development is important for listening training because strategies are conscious means by which learners can guide and evaluate their own comprehension and responses. Listening strategy used of crucial importance due to the online processing that takes place during listening. That is, learners had to decode the message, understood and interpreted it in the course of listening

A five research trend (Alwan, Assasfeh & Shboul, 2013; Ratebi & Amirian, 2013; Krishnan, 2013; Kasmani & Bengar, 2013; Walker, 2014;) has examined that very important to use and training of metacognitive strategies in the listening process to increase the students listening comprehension. Metacognitive strategies deal with learning how to plan, monitor and assess the gathered information from the listening part the same as pre

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listening activities (Holden, 2004 & Bingol, et al., 2014). Metacognitive strategies are those which involved knowing about learning and controlling learning through planning, monitoring and evaluating the learning activity, arrange the condition for someone to learn, set long and short term goals and check learners' comprehension during the listening task.

In this research, the writer believed that metacognitive strategies would be very effective in teaching listening as they could improve students spoken texts comprehension and vocabulary mastery. According to Kasmani & Bengar (2013) students who used metacognitive strategies to find the meaning of new words were better at listening comprehension in comparison with those who did not use metacognitive strategies. Meanwhile, the used of the strategies is expected to give new horizons in teaching English as a foreign language (EFL).

LITERATURE REVIEW
The Nature of Listening

Hornby (2000: 750) states that listening is the act of single who listens (pays attention to somebody or something that you can hear). According to Wipf (in Wallace1998: 244) states that listening is more than the just perception of sounds, although perception is the foundation. Listening also includes comprehension of meaning-bearing words, phrases, clauses, sentences, and connected discourse.

Listening is an essential aspect of communicative competence and the most frequently used language skill (Richards, 2008). Listening not only to hear but to listen and understand. We must learn to listen to facilitate our communication. The Reading Study Group (2002) stated that comprehension is "the process of simultaneously extracting and constructing meaning through interaction and involvement with written language" (p. 11). It means that comprehension processes to make us understand through written language.

According to Nadig (2013), listening comprehension is the various processes of understanding and making sense of spoken language. These involve knowing speech sounds, comprchending the meaning of individual words, and understanding the syntax of sentences. It is important to understand because this part related to each other. It means that in comprehending the listening skill, listeners must capable to interpret and capture all kinds the intent of what the listeners heard.

Vocabulary is one of the language aspects which should be learned by the students. Nunan (2006) & Nihayah, Yukesty, Pujiati (2013) states, "Vocabulary is the collection of words that an individual knows." It means words which are known and collected by someone are called vocabulary. Vocabulary mastery is important for language learners in learning the whole language. Willis (2008) & Nihayah, Yukesty, Pujiati (2013) says that "When students build vocabulary mastery, they can more effectively communicate their ideas, knowledge, and voice". When learners try to develop their vocabulary mastery, their thinking and understanding of speaking will improve. Then, they can communicate effectively. Based on Langford (1995:68), "... mastery is defined by the ability to demonstrate sufficient knowledge of the vocabulary words to be able to define and use them in sentences." It means that mastery is the capability in showing the comprehension of words and words should be defined or used in sentences.

Metacognitive Strategies

Metacognitive strategies deal with learning how to plan, monitor and assess the

gathered information from the listening part the same as pre listening activities (Holden, 2004 & Bingol, et al., 2014). By making a plan and monitoring, the learners will be easier to see the result and progress of their learning.

According to Edgar Morin (2014), metacognitive involves thinking and reflecting before, during and after a learning task. Metacognition starts when students think about the strategies they will use to perform a task. Metacognition happens when they choose the most effective strategies and decide for themselves whether the outcome of these strategies meets and standards. The time taken to teach a variety of strategies is very important because students must choose strategies for each task they perform.

Metacognition has two constituent parts: knowledge about cognition and monitoring of cognition (Cross & Paris, 1988; Flavell, 1979, Paris & Winograd, 1990; Schraw & Moshman, 1995; Schraw et al., 2006; Whitebread et al., 1990). Knowledge about cognition is knowledge people have about their cognitive abilities ("I have a bad memory'), about cognitive strategies ("Sto remember a phone number I should rehearse it"), about tasks ("categorized items are easier to recall"), and so forth (Flavell, 1979). And cognitive monitoring (e.g., error detection, source monitoring in memory retrieval) it means this is able to monitor and control the information processing necessary to produce voluntary action.

According to Nelson & Narens, (1990), Reder & Schunn, (1996) & Duque (2000) Metacognitive regulation refers to processes that coordinate cognition. These include both bottom-up processes called cognitive monitoring (e.g., error detection, source monitoring in memory retrieval) and top-down processes called cognitive control (eg., conflict resolution, error correction, inhibitory control, planning, resource allocation). It can be concluded that metacognitive is individual knowledge about cognition, associated with knowledge, awareness and individual thinking process.

Metacognitive in Listening comprehension

Metacognitive strategies training which was carried out by Vandergift and Tafagodhtari (2010) in Canada, report on the effects of metacognitive processes based approach on teaching listening as a second language. In addition, the learner trained in metacognition evidenced a growth of metacognition knowledge that was estimated to have a positive effect on their performance.

According to Kasmani & Bengar (2013) students who used metacognitive strategies to find the meaning of new words were better at listening comprehension in comparison with those who did not use metacognitive strategies. Metacognitive strategies will very effective in teaching listening as they can improve students spoken texts comprehension.

(Alwan, Assasfeh & Shboul, 2013; Ratebi & Amirian, 2013; Krishnan, 2013; Kasmani & Bengar, 2013; Walker, 2014;) has examined that very important to use and training of metacognitive strategies in listening process to increase the students listening comprehension because metacognitive strategies are those which involve knowing about learning and controlling learning through planning, monitoring and evaluating the learning activity, arrange the condition for someone to learn, set long and short term goals and check learners' comprehension during listening task.

The Steps of Teaching Listening Comprehension Through Metacognitive Strategies

Quoted from Strategic Teaching and Reading Project Guidebook combined with the

pedagogical sequence to develop an awareness of the process of listening and help students acquire the metacognitive knowledge critical to success in listening comprehension (1995, NCREL, rev. ed.) (Vandegrift, 1999 & Sucipto, 2015) as follows:

Pre Listening

Here the students plan for the successful completion of a listening task. Pre-listening activities help students make decisions about what to listen for and, subsequently, to focus attention on meaning while listening. When students are developing the plan of action, they should ask themselves: "What in my prior knowledge will help me with this particular task? In what direction do I want my thinking to take me? What should I do first? Why am I listening to this selection? How much time do I have to complete the task?"

While Listening

During the listening activity itself, students monitor their comprehension and make decisions about strategy use. When students are maintaining/monitoring the plan of action, they should ask themselves: "How am I doing? Am I on the right track? How should I proceed? What information is important to remember? Should I move in a different direction? What do I need to do if I do not understand?"

Students need to evaluate continually what they are comprehending and checking: firstly, consistency with their predictions, and secondly, internal consistency, the on going interpretation of the oral text or interaction

After Listening

Students need to evaluate the plan in pre-listening and action in whilst listening. When students are evaluating, they should ask themselves: "How well did I do? Did my particular course of thinking produce more or less than I had expected? What could I have done differently? How might I apply this line of thinking to other problems? Do I need to go back through the task to fill in any "blanks" in my understanding?

RESEARCH METHOD

This research was held at SMA Terpadu Al-Ishlah Prambon Tergayang, in academic year 2021/2022. The research is descriptive qualitative research. It means that this research used the descriptive method. Longman Dictionary of Language Teaching and Applied Linguistics (2002) describes Qualitative research is research that used procedures that uses of non-numerical data, such as interviews, case study or participants observations. It means that this research included a form of the word, sentence, terminology, etc. The type of this research methodology was a descriptive case study. This type of case study is used to describe a phenomenon and the real-life context in which it occurred (Yin, 2003). Descriptive analysis is used to describe the focus of the research. The focus of the study was to describe using metacognitive strategies to support the listening comprehension and vocabulary mastery. In this research, the writer used case study because she wanted to describe and explained a phenomenon about the use of metacognitive strategies in supporting students listening comprehension and vocabulary mastery.

FINDING AND DISCUSSION
The Implementation Of Metacognitive Strategies In Listening Comprehension Teaching and Learning

Strategies are things that should be used in the learning process. The strategies used must be in accordance with the ability of students, so the process of understanding becomes easier. By practicing and applying metacognitive strategies, students will become good thinkers, capable of handling any text across a curriculum. The use of metacognitive as strategies in learning listening is recommended because it can foster awareness of our capabilities and the stages in metacognitive strategies can use to improve the listening comprehension. The use of metacognitive strategies is the best choice for students in class XI IPA SMA Terpadu Al-Ishlah Prambon Tergayang because this strategy was very useful for solving the problem of low awareness and lack in their vocabulary of students in this class.

Based on observation sheet, there are four important aspects of the process of teaching learning listening using metacognitive strategies, such as the skills of using metacognitive strategies for listening, the student's concentration of using metacognitive strategies for listening, the students use their experiences and knowledge to understand the audio, and the students evaluate their plan and action whilst listening.

The teacher gave some skills to the students of using metacognitive strategies for listening. First, the teacher asked the students for preparing some plan related to teaching using metacognitive strategies. Pre-listening activities help students make decisions about what to listen for and, subsequently, to focus attention on meaning while listening. Plans to be prepared are related to their own cognitive knowledge, included "what should I do to get information from the audio". In this case, the students had to thought about what way they will use to get information from audio. Then as long as the audio was played, the students make a plan again, "how do I get to understand the information and do the task well. The students tried to get as much information or understand the content of the audio being played. They used a dictionary to know the meaning of words that have not been understood. So they are not so bitter when filled the missing words. There are the example plans of pre-listening, whilst-listening and post-listening that students have made:

Table 1.

No	Pre-listening	Whilst-listening	Post-listening
S T U D E N T S	*Before I start to listen, I have a plan in my head for how I am going to listen.*	*If I realize I am thinking about other things, I pay attention again right away.*	*I think back to how I listened, and about what I might do differently next time.*
	I should pay more attention to the text when I have trouble understanding	*I pay more attention on my concentration*	*I am not nervous when I listen to English.*
	Listening in English is more difficult than reading, speaking or writing in English	*As I listen, I compare what I understand with what I already know about the topic*	*When I have difficulty understanding what I hear, I give up and stop listening*
	I should translate in my head as I listen	*It is a challenge for me to understand when I listen in*	*I use the general idea of the text to help me*

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		English.	guess the meaning of the words I don't understand,
	I should use the words I understand to help me with the words I don't understand	I use my experiences and knowledge to help me understand.	I translate word-by-word as I listen
		I think of similar things that I have listened to before	When I guess the meaning of a word, I think back to everything I have heard to check my guess
		I translate key words as I listen.	As I listen, I ask myself if I am happy with my level of understanding.
		When I realize I am not paying attention I quickly try to pay attention again.	I have a goal in my mind as I listen
		As I listen, my interpretation quickly changes once I realize that it was not correct.	

The student's focus on listening using metacognitive strategies. In this case, the students made every effort to focus and full concentration whilst the audio was played. The teachers always monitor students to stay concentrated on the audio. Because this is the important thing for students to gain information and understood the audio because the speed and the pronunciation of native speaker affect the students' emotions in obtained the information.

Many students really concentrate to finish the task, sometimes their concentration is distracted because there were noise from some students, and they could not follow the speed of talk native speakers so they do not understand what they are listening to. But it was only for a moment, and they tried to re-concentrate fully to listen to the audio. It also there was also students who could maintain their concentration until the audio was played. They did not care about their circumstances and the words that cannot be understood. They only continue listening to the next word. So, they did not miss to follow the speed of the native and continue to get information and understand the audio

The students used their experiences and knowledge to understand the audio. In this case, the students should pay more attention to the text when they had trouble understanding because Listening in English is more difficult than reading, speaking, or writing in English. Before listening, students need to assistance to activate what they already knew about the ideas they are wanted to hear. Told the students about the topic is not enough. In the second text, students did not use the dictionary during the listening, if they did not understand the meaning of vocabulary, they must use their knowledge to guess the continuity or meaning of the next word so that they can predict the core meaning of a

sentence. Students really tried to understand the text with their own ability. They even had to dig and cultivated the words they knew to understand the essence of sentence phrases in the text.

The students evaluated their plan and action whilst listening. The use of metacognitive strategies begins with a plan that students create to get information and work tasks smoothly. After the plan was made, the student must be able to apply the plan to the time audio is played. "How well did I do? Did my course of thinking produce more or less than I had expected? What could I have done differently? How might I apply this line of thinking to other problems? Do I need to go back through the task to fill in any "blanks" in my understanding?

The students already understand about the plans they made before pre- listening. They did their plans quite smoothly so they can do the task well. But there are also some students who still have difficulties in did their plans because of some barriers. Most of the students are successful in this evaluation process. Some points of a plan that they made before most can be run so they can maximize in getting information.

It is very important to teach students to make plans to get good results in pre listening. Because pre-listening is a kind of warm-up preparing for students to "tune in" to the purpose of the listening passage. During the listening activity itself, students monitor their comprehension and made decisions on the strategies they use. Especially is their focus and concentration because it is important too for students to gain information and understanding the audio.

Good listeners learn to use strategies not just to listen but also to understand the content of what is heard so as to develop their thoughts and knowledge. They build knowledge through different places (cognition), and they identify when they no longer understand and what they can do (metacognition). The use of metacognitive strategies in listening is expected to increase students understanding of listening and vocabulary mastery.

B. The Result Of Students Interview
Students Make a Plans Before Listening Activity

In the Pre-Listening the teacher makes the skill before the students listening using metacognitive strategies. The teacher asked the students for make some plan. Then, the students wrote down their result in the target language, besides that, they also made a prediction on difficulties that might be found on the audio. Some students claimed to be very helpful with the strategies because they already had a visible image of what they will do next. Below is the result of the students' interviews:

> *I think my listening comprehension is slightly improved and I am a bit aware of the importance of listening comprehension through the metacognitive strategies because by making the plan before learning starts it really helps me to get information from audio (SM)*

When students are able to design, monitor, and reflect their learning process consciously, in essence, they will become more confident and more independent in learning Learning independence is a private possession for students to continue their long journey in meeting intellectual needs and discovering an infinite world of information

The Students Use Their Experiences And Knowledge to Understand the Audio.

In the first text, students may open their dictionary to help them searched for the meaning of unknown vocabulary. But, in the second text students could not open their dictionary. But they still used metacognitive strategies. The goal is to focus more on working on the first text and stimulating them to gues the meaning of an unknown vocabulary. They really used their concentration and knowledge to answer questions. The point is they had to develop their own vocabulary and guess the core meaning of every sentence even though there is still an unknown vocabulary. They used the general idea of the text to help them guess the meaning of the words they didn't understand Students should listen carefully to fill the empty words in the text. Below are the result of the students interviews:

> *Because Miss NN encourages us to use metacognitive in order to improve our listening and vocabulary skills. So we must be aware of the importance of English lessons, especially listening. Because we have to use all their knowledge, especially the vocabulary to understand what native speakers are talking about, then we can understand a sentence by guessing a word we do not know from the word we already know the meaning (UN)*

Another result from interview is there are some of news vocabularies the students have learnt from audio. First meeting (English Song): *Blind, Risking, Glance, Matter, Guess.* Second Meeting (Short story): *Normally, Several, Unusual, Sight, Chance, Decided, Remains*

There are many ways for help the students in listening class. One of them is using metacognitive strategies. Metacognitive strategies can help students to be effective listeners. If the students listen English effectively, it means they have a good proficiency in listening. However, for many teachers teaching listening do not direct the students to meet the nature of listening. By knowing the concept of metacognition and promoting the metacognitive strategies the teacher is supposed to be able to create effective listeners who recognize the nature of listening and learning to listen strategically. Therefore, It is important for teachers to implement the metacognitive strategies to improve students listening proficiency Metacognitive strategies convey a special message to anyone who wanted to live effectively, this main inspiration is actually what needs to be instilled in our students to become a self-learner and a reliable life troubleshooter.

C. **The Barriers found in the Implementation of Strategies In Listening Comprehension Skill**

In the implementation of a strategy, it is impossible if there are no difficulties or constraints faced by students Because basically, all advantages and weaknesses in their implementation. In the implementation of metacognitive strategies, there are found some obstacles or problems faced by students in doing the task on listening comprehension

Based on interviews, they are some barriers found in the process of implementation metacognitive strategies in listening comprehension:

1. **Lack of Concentration**

In the process of teaching and leaming is commonplace if the lack of concentration can make the attention on learning can be reduced. In the interview processed, when the students are asked about the bamers or difficulty of using metacognitive strategies in

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listening leaming, they are partially answered if they lose concentration/lack of concentration. There were many things that made student to reduce their concentration, one of them is the speaking speed of native speakers. Many students complained about the speed of native speaker too quickly and they could not follow what was being talked by native speakers. So, it interferos their concentration in following the next sentence.

> *I think it's about concentration, because it relies on focus, so the concentration can not be dissipated if you do not want to miss the information, and I always lose concentration when the speed of native speaker became faster, so we also had difficulties to understood the content of audio (VD)*

> *The difficulties for me is lack of concentration miss because I do not understand about the pronunciation of native speakers, also difficult to understand the vocabulary so I do not do the task well, but I had many new vocabularies now.(SR)*

From the interview can be concluded that the concentration is an important thing that must be considered in using the strategy metacognitive because if the concentration is reduced, the process of thinking and got information will be disrupted and become a constraint.

Some students failed to process metacognition (thinking about thinking). They did not think about how they think, which means they could not control the processing of information they have received.

2. **Lazyness**

Feeling lazy always attack every student every time to do learning and learning activities, the cause among others not interested in subjects, teachers or strategies used by teachers to teach. There are some students who answer feeling lazy is a form of difficulty in using metacognitive strategies in listening learning, some of them said if feeling lazy is the biggest enemy in the learning process. Students LB said that her biggest difficulty was having to fight drowsiness and be lazy about having to concentrate fully.

> *There are so many difficulties, although not only the metacognitive strategy used in listening, in my opinion, the difficulties are only one that is lazy to understand the new vocabulary, so we do not know the meaning of vocabulary. (NZ)*

It can be concluded that the sense of laziness of students can hinder the process of teaching and learning. Students must be smart to overcome the problem before feeling lazy really nesting themselves in every process of teaching and learning. Besides, the teacher must also be clever in applying the strategies that will be used and use the strategies effectively. The way of learning and strategies used should be able to attract student's attention so that students can enjoy following the lesson and the sense of laziness in the learning process can be reduced.

DISCUSSION

The teacher gave some skills to the students of using metacognitive strategies for listening. The students learned about making a plan in using metacognitive strategies. It is

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similar to Ratebi (2013) that Metacognitive learning strategies were those which involve knowing about learning and controlling learning through planning, monitoring and evaluating the learning activity. They are trying to make a good plan for learning listening comprehension. Plans to be prepared are related to their own cognitive knowledge, including "what should I do to get information from the audio". In this case, the students had to think about in what way they would use to get information from audio. Besides that, students also can make a prediction on difficulties that might be found on the audio. Some students claimed to be very helpful with the strategies because they already had a visible image of what they will do next.

The students made a plan before listening. This was the first skill in using metacognitive strategies. Making plans before listening begins very help students in improving their listening comprehension because they had a guide what they will do during the listening process. With the plan, students can facilitate them in doing the listening task. It is similar to Vandergift (1999) & Sucipto(2015) that the most important thing in the pre-listening stage is to teach students to "plan for the successful completion of a listening task". According to Kasmani & Bengar (2013) students who used metacognitive strategies to find the meaning of new words were better at listening comprehension in comparison with those who did not use metacognitive strategies. From the interview with students, many of them can found many new words, and metacognitive helps them to predict the essence of a sentence. Because they must be made aware of the importance of English lessons especially vocabulary in order to understand what is talked about by native, then they can string words by word in order to understand a sentence.

Students were a lack of concentration on learning. According to Hamouda (2013), they have difficulty in concentration and maintaining concentration for a long time. The same problem has also been observed in many countries (Buck, 2001 and Hayati, 2010). Students' motivation is one of the crucial factors that affect listening comprehension. It can be difficult for students maintaining the concentration in a foreign language learning classroom. In listening comprehension, even the smallest pause in attention may considerably spoil comprehension. When students found the topic of the listening text interesting, comprehending would be easier. For all that, students found listening very boring even if they are interested in the topic because it needs a huge amount of effort in order to not miss the meaning.

CONCLUSION

In this point, based on observation students and teachers are already good at using and instructing metacognitive strategies. The teacher instructed clearly what students should do before the lesson begins. The teacher asked the students for preparing some plan relating to learning using metacognitive strategies. Pre listening activities help students make decisions about what to listen for and, subsequently, to focus attention on meaning while listening. Then, students trying to maintain their concentration throughout the learning process. The teacher also the used of different topics in the second text. Here, many students used their experience to answer questions. Students really tried to understand the text with their own ability, and the last is they are evaluating their plan and action will listening

The use of metacognitive strategies in listening is expected to increase students'

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understanding of listening and vocabulary mastery. Based on observation and interview there are three aspects that make students feel their listening and vocabulary skills are increasing. First, make a plan before listening Some students claimed to be very helpful with the strategies because they already had a visible image of what they will do next. Second, the students use their experiences and knowledge to understand the audio.

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