

Abstract

This research aims to investigate the use of the metacognitive strategies in learning English among the students of English Language Education Department by scrutinize what are the types of metacognitive strategies used by the students to learn English. For the further result, it provides a level of metacognitive strategies used by ELED's students in learning English. Metacognitive strategies are suitable to support the English learning process because it provides several strategies such as planning for a language task, organizing, paying attention, monitoring, and self-evaluating which can help the students to learn English. By employing and optimizing the use of all the types of metacognitive strategies, the students can prevent a failure in academic learning. This research used a quantitative approach and applied survey design. This research was conducted at one of the private universities in Yogyakarta. The researcher used a random stratified sampling to choose 91 respondents of ELED students' batch 2015. The researcher used a questionnaire that was adapted from a questionnaire of Schraw and Dennison (1994), and it contains 38 items. The data were analyzed using descriptive statistics by seeing the total means score of the result. Then, the result revealed that the students used planning for a language task, paying attention, monitoring, and self-evaluating. Moreover, the result also revealed that the most frequent metacognitive strategies used by the students were planning for a language task, self-evaluating, monitoring, and paying attention. The organizing strategy becomes the least applied strategy that the students used.

Keywords: metacognitive strategies, the types of the metacognitive strategies, the importance of the metacognitive strategies.