

Chapter Four

Finding and Discussion

This chapter describes the answer to the research question. The question is about what are the types of metacognitive strategies used by the English Language Education Department students at one of the private universities in Yogyakarta. The detailed explanations are presented below.

The types of metacognitive strategies used by ELED's students in learning English.

The research question of this study is about the types of metacognitive strategies are used by students in learning English. From the data analysis, the researcher categorized the result into four categories (as seen in table 4). The researcher analyzed the data using descriptive statistics by seeing the total mean score of each result. The result shows that the mean score and total mean score of the categories for each type are related to the statement of the problem in this study.

This study presents five types of the metacognitive strategies such as planning for a language task, organizing, paying attention, monitoring, and self-evaluating. The researcher clearly described the result of the questionnaire items from the highest mean score to the lowest mean score. Here are the results of the metacognitive strategies used by the students in learning English:

Planning for a language task strategy. From the data, there are six items showing the data from the planning for a language task strategy (Appendix A, table 5). Those items are Q1, Q2, Q3, Q4, Q5, and Q6. These six items represent the planning for a language task strategy. The mean score and total mean score of each item were obtained from calculating the result of the questionnaire using a statistics software program.

Among the six items, the Q1 has the highest mean score which is 3.91 followed by Q5 which is 3.89. Then, it is followed by Q2, Q4, and Q6. The Q3 has the lowest

mean score which is 3.71. Thus, the total mean score of these items indicates ‘always’ based on the categories of planning for a language task strategy.

Based on the result, the total mean score is 3.84. So, it can be classified that the students ‘always’ use planning for a language task strategy to support their learning process. It shows that the students are able to pace their learning in order to have enough time to study and they are always preparing their needs before doing a task. Moreover, they can consider several ways to solve a problem and choose the best one. Thus, it can make their English learning process more efficient. It is also in line with the study from Serri et al. (2012) and Arrastia et al. (2016), which suggested that the students can easily improve their English learning process by employing planning for a language task strategy. If the students can employ this strategy, they can increase their four skills once at a time in their English learning process. Therefore, they can achieve their goals effectively.

Self-evaluating strategy. From the data, there are eleven items showing the data from self-evaluating strategy (Appendix A, table 6). Those items are Q28, Q29, Q30, Q31, Q32, Q33, Q34, Q35, Q36, Q37, and Q38. These eleven items represent the self-evaluating strategy. The mean score and total mean score of each item were obtained from calculating the result of the questionnaire using a statistics software program.

Among the eleven items, the Q32 has the highest mean score which is 3.56. Next, it is followed by Q28, Q34, Q30, Q31, Q33, and Q29. These seven items were categorized into ‘always’. The next, it is followed by Q38, Q36, Q37, and Q35. Those four items are categorized as ‘often’. Next, the Q35 has the lowest mean score which is 3.08. Therefore, the total mean score of this self-evaluating strategy is 3.32 and it indicates as ‘always’ based on the categories of the self-evaluating strategy.

Based on the result of the total mean score, it can be concluded that the students always employed a self-evaluating strategy to support their English learning process. It

shows that the students are able to evaluate how their task was accomplished and how their strategies were used during the learning process. Habibian (2015) mentions that the students can change their behavior to be more focused on the language context than understand the vocabulary meaning. In other words, the students who are capable of employing self-evaluating strategy will be able to show their best performance for the next time because they can evaluate their previous learning behavior so that they will not repeat the same mistakes.

Monitoring strategy. From the data, there are seven items showing the data from the monitoring strategy (Appendix A, table 7). Those items are Q21, Q22, Q23, Q24, Q25, Q26, and Q27. These seven items represent the monitoring strategy. The mean score and total mean score of each item were obtained from calculating the result of the questionnaire using a statistics software program.

Among the seven items, the Q22 has the highest mean score which is 3.29 and followed by Q27 which is 3.27. These two items are categorized as 'often'. The next, it is followed by Q21, Q23, Q26, and Q25. Those four items are categorized as 'often'. Next, Q24 has the lowest mean score which is 3.09. Therefore, the total mean score of this monitoring strategy is 3.19 and it indicates as 'often' based on the categories of monitoring strategy.

Thus, it can be concluded that the students frequently employed monitoring strategy to support their English learning process. It shows that the students are able to monitor their goals and achievements periodically. Also, they are able to review their comprehension and strategies that they used during the learning process. Moreover, they can check and consider all options when solving a problem. Thus, this can make the students have a good learning behavior because they get used to check and review their learning process. According to Sun (2013) employing a monitoring strategy enables the students to supervise their learning activities to ensure that their learning is under the

control. In other words, the students who employed the monitoring strategy can control their learning activities and they will not be out of track because they are able to check and review it periodically. It is in line with the study from Zhang et al. (2014), which elaborates that the monitoring strategy will help the students to be more aware of their motivation, concentration, comprehension, and accomplishment because they can maintain and supervise their own learning.

Paying attention strategy. From the data, there are six items that show the data from the paying attention strategy (Appendix A, table 8). Those items are Q15, Q16, Q17, Q18, Q19, and Q20. These six items represent the paying attention strategy. The mean score and total mean score of each item were obtained from calculating the result of the questionnaire using a statistics software program.

Among the six items, the Q18 and Q19 have the highest mean score which is 3.33 and followed by Q20 which is 3.32. These three items are categorized as 'always'. The next is followed by Q15, Q16, and Q17. Q17 has the lowest mean score which is 3.04. Those three items are categorized as 'often'. Therefore, the total mean score of this paying attention strategy is 3.20 and it indicates as 'often' based on the categories of paying attention strategy.

Thus, from the result of the total mean score, it can be concluded that the students frequently employed the paying attention strategy to support their English learning process. It shows that the students are able to focus their attention to the important information in order to increase their understanding in the process of learning English. Alhaisoni (2012) mentioned that the students would find it easy to understand the English subject when they tend to pay attention to the essence of some information related to the English subject. They can acquire new vocabulary from this strategy because they frequently center their attention on the teacher or someone when they speak English.

Organizing strategy. From the data, there are eight items that show the data from the organizing strategy (Appendix A, table 9). Those items are Q7, Q8, Q9, Q10, Q11, Q12, Q13, and Q14. These eight items represent the organizing strategy. The mean score and total mean score of each item were obtained from calculating the result of the questionnaire using a statistics software program.

Among the eight items, the Q7 has the highest mean score which is 2.88, followed by Q9 which is 2.68 and Q8 which is 2.56. Those three items indicate as 'often'. Then, it is followed by Q11, Q13, Q14, and Q10 which categorized as 'rarely'. Q12 has the lowest mean score which is 2.08 and classified as 'rarely'. Thus, the total mean score of these items indicates 'rarely' based on the categories of organizing strategy because the total mean is only 2.40.

Based on the result above, the students 'rarely' used the organizing strategy in their English learning process. It shows that the students rarely do several efforts to support their English learning process such as breaking down their learning process into smaller steps, drawing pictures or diagrams, trying to translate new information into their own words, and using the organizational of the text to help them understand while learning. Thus, it indicates that the students cannot optimize the organization of their English learning activities properly because they 'rarely' employ the organizing strategy into their learning process. The students tend to plan their learning and neglecting the organizing strategy. Therefore, it can give a bad effect on their learning process because they cannot make their learning process balance and it makes the students find a difficulty experience on trying to maintain their achievement in learning English. Reis (2012) suggested that the students are supposed to employ an organizing strategy to make the English learning process run well and structured properly. By employing this strategy, the students get used to managing their time and activities to support their English learning process. In the process of learning English, the students should be able

to allocate their time to the certain activities that are going continuously to build a good learning behavior that sequence with other activities in English learning.

The level of metacognitive strategies used by ELED's students in learning English.

Further results and discussions from this study are to find the most frequent metacognitive strategies used by the English Language Education Department students at one of the private universities in Yogyakarta in learning English. In order to find out about the frequency of the metacognitive strategies used by students in learning English, the questionnaire was analyzed using a descriptive statistics by looking at the total mean score. There are five types of metacognitive strategies such as planning for a language task, organizing, paying attention, monitoring, and self-evaluating. The following total mean score of each category was obtained by calculating the result of the questionnaire using a statistics software program. The researcher distinguished the categories for each type of the metacognitive strategies in learning English into four levels using Supranto's formula as presented in chapter three (as seen in table 4). The mean score was categorized as 'always', 'often', 'rarely', 'never'.

Table 10 shows the total mean score of each strategy (Appendix A). Firstly, the table explained that students always used, *planning for a language task strategy* (M=3.84), and *self-evaluating strategy* (M=3.32). Then, it is followed by *monitoring strategy* (M=3.19), *paying attention strategy* (M=3.20), and the least strategy used by students, which is *organizing strategy* (M=2.40). The diagram below shows the level of metacognitive strategies used by students of English Language Education Department at one of the private universities in Yogyakarta to learn English.

Figure 2. The level of metacognitive strategies used by ELED's students in learning English.



Planning for a language task strategy. The mean score of planning for a language task strategy was 3.84. Based on the category of planning for a language strategy through Supranto's formula, this score belonged to the 'always' category. It can be concluded that the students always use planning for a language task strategy in the process of learning English. This strategy becomes the first strategy that is always used by the students in learning English.

It is almost similar with the study from Xu (2012) that mentioned the planning for language task strategy always used by the female students. While in this study planning for language task strategy also becomes the strategy that always used by the students even though there is no significant result that stated it always used by the female students because in this study is only scrutinized the general usage of metacognitive strategy. The probability of the students to always use planning for language task strategy in their English learning process is because the students prefer to set their plan and goals to reach their achievement. As for the result in this study, the ELED's students are also get used to set their plan and goals in the English learning process so automatically the students always used this strategy.

Self-evaluating strategy. The mean score of the self-evaluating strategy was 3.32. Based on the category of self-evaluating strategy through Supranto's formula, this score belonged to the 'always' category. It can be concluded that the students always use the self-evaluating strategy in learning English. This strategy becomes the second strategy that is always used by the students in learning English.

This study is different with the study from Xu (2012). According to Xu (2012) both of male and female students did not commonly use self-evaluating strategy. This can happen because of both male and female students incapable to evaluate their learning process. In contrast, the study from Rahimi and Katal (2012) stated that the university students are more aware of problem-solving strategies than the other types because the students are using their experience, and having general knowledge to understand and improve the recent knowledge so I is similar with this study because the ELED's students get used to evaluating how their task was accomplished and how their strategies were used during the learning process. Therefore, self-evaluating strategies can be the second strategies that always used by the students because probably they commonly do recalling their memories to relating something in the recent knowledge, then they evaluate the way their thinking process for the next performance.

Monitoring strategy. The mean score of the monitoring strategy was 3.19. Based on the category of monitoring strategy through Supranto's formula, this score belonged to the 'often' category. It can be concluded that the students frequently use self-evaluating strategy in learning English. This strategy becomes the third strategy that is frequently used by the students in learning English.

Monitoring strategy can be frequently used by the students in learning English because as naturalistic situations, the students will supervise their learning to make sure if their learning process is under the control. It is in line with the study from Zhang et al. (2014) it was indicated that college test takers' strategy use affected their lexico-

grammatical reading ability significantly. When it comes to grammatical reading ability the students get used to monitoring their test because they tend to be more aware of their concentration, comprehension, and accomplishment. Therefore, in this study, the ELED's students are also frequently use monitoring strategy because of the students able to review their activities before taking the future actions in periodically.

Paying attention strategy. The mean score of paying attention strategy was 3.20. Based on the category of the paying attention strategy through Supranto's formula, this score belonged to the 'often' category. It can be concluded that the students frequently use paying attention strategy in learning English. This strategy is ranked as the fourth strategy that is frequently used by the students in learning English.

The study from Alhaisoni (2012) revealed that the students prefer to use cognitive and metacognitive strategies. As for the metacognitive strategies, the students are able to focus and listen to the essence of some information. It is similar with this study that revealed paying attention strategy as the frequently strategy used by the students in the learning process. It automatically happens because the students get used to listen and focus on new information so the ELED's students can bring employ this strategy into their English learning process. As supported by Alhaisoni (2012) as they move toward communicative competence. The students will focus to seek out new information or new language in naturalistic situations.

Organizing strategy. The mean score of organizing strategy was 2.40. Based on the category of organizing strategy through Supranto's formula, this score belonged to the 'rarely' category. It can be concluded that organizing strategy becomes fifth and the least strategy that the students used in learning English. In the other words, there are only a few students who employed this strategy in their English learning process.

The study from Lv and Chen (2010) pointed that the students have a great mid and post-writing test by employing the metacognitive strategies such as planning,

monitoring, and self-evaluating. When the students employed planning strategy, they are automatically doing an advance organization and organizational planning. Also, the study from Xu (2012) showed that the male students use the organizing strategy the most than the female students. It is contrasted with this study that showed organizing strategy as the least strategy used by the students. Probably the ELED's students forgot to bring this strategy into their learning process so there is only a few students who only use this strategy.