Metacognitive Strategies Used by Students in Learning English

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Approval Sheet

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We hereby approve the *Skripsi* of
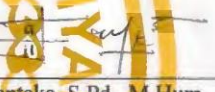
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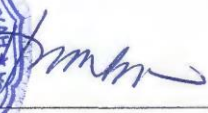Andi Wirantaka, S.Pd., M.Hum

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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.

The Background of the Study

As stated by Pintrich (2010) metacognitive strategies are strategies in which the learner can control their own thinking and activities during the learning process. Employing metacognitive strategies can help the students to prevent a failure in academic learning. The conscious actions that students choose can help them to use the language effectively. It is in line with Reis (2012) that the metacognitive strategies would assist in coping students' difficulties and help them to reach more success in the class and in life. As stated by Habibian (2015) metacognitive strategies become the basic strategies commonly used by the students. Metacognitive strategies are important to help the students in learning English because it provides several strategies so that they can employ it in their learning process. According to Reis (2012) metacognitive strategies can be distinguished into organizing, planning for a language task, paying attention, and self-evaluating.

Based on the researcher's experience, the students of English Language Education Department at one of the private universities in Yogyakarta did not know if they employed metacognitive strategies. The students only did what they usually do in their English learning process. For example, the students keep evaluating on how their performance was during a presentation but they did not know that evaluating on their performance is one of the types of the metacognitive strategies. As supported by Tarricone (2011) the students do not know what the strategies of metacognitive are, the types of metacognitive strategies, and they do not know in what condition they have to use it. If they are knowledgeable about the types of metacognitive strategies, they can use all of the types of the metacognitive strategies to optimize their English learning process. As suggested by Sun (2013) employing all types of the metacognitive strategies

in the learning process can help the students achieve learning goals more efficiently and successfully.

Most of the students only use several types of the metacognitive strategies. As supported by Myers (2008) many students felt that metacognitive strategies were suitable to overcome their problems in learning English, so they used some of the metacognitive strategies which they think is the best fit for them. Thus, it can give a significant effect on their performance in learning English. As stated by Arrastia, Zayed, and Elnagar (2016) most of the students usually employ different types of the metacognitive strategies and they forgot to bring the other metacognitive strategies to the learning process. Based on those facts, the students of the English Language Education Department at one of the private universities in Yogyakarta can start to try in practicing and employing the metacognitive strategies completely. As stated by Abdellah (2015) the students who understand about their own metacognitive strategies will be able to optimize the use of all the types in the metacognitive strategies so they can be more active and have faster progress than the students who employed metacognitive strategies less often. This study can be beneficial for the students to be able to recognize the use of metacognitive strategies. Also, they can optimize the use of all types in the metacognitive strategies in the English learning process in order to be a successful language learner. Therefore this study is important to be conducted.

Methodology

To get in-depth results, the researcher chose the quantitative method as the methodology of this research. As stated by Castellan (2010) the goals of quantitative research are the generalization of the data, explanation, and prediction. Also, the result can be more valid and reliable by using a quantitative method. This study applied survey

design because using survey design can describe trends and determine individual opinions about the types of metacognitive strategies used by the students to learn English.

This research took place at the English Language Education Department in one of the private universities in Yogyakarta. The population for this research was students from batch 2015 and the total target populations were 118. Random stratified sampling was used in this research and the researcher made a lottery. From the lottery, the researcher got the respondents from all of the students of class B, C, and D. The total sample of batch 2015 was 118 students, so the sample that chosen was 91 respondents.

The data collection method that was used in this study was a questionnaire and the researcher chose to distribute the questionnaire through an online and mobile survey. The type of questionnaire in this study was a structured questionnaire and the types of responses that the researcher provided was Likert scales. The questionnaire of this study were 38 questions and it was adapted from a questionnaire of Schraw and Dennison (1994). The language used in this questionnaire was Indonesian language

Before distributing the questionnaire, the translation of the questionnaire was judged by the experts to test the validity of each translation item of the questionnaire. Aiken Test was used as the statistical test of validity and Cronbach's Alpha was used as the statistical test of the reliability. The data analysis that was used in this study was descriptive statistics. The researcher made a range score to classify the result of the mean score of each item and to find which category of the mean score belongs to. The formula to make the range of categories was from Supranto (2000).

Finding and Discussion

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

   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.

   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. Thus, they 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. 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. 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.

   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.

Organizing strategy. Based on the result above, the students 'rarely' used the organizing strategy in their English learning process. It indicates that the students cannot optimize the use of organization of their English learning activities properly because they 'rarely' employ the organizing strategy into their learning process. 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.

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. This strategy becomes the first strategy that is always used by the students in learning English.

Self-evaluating strategy. The mean score of the self-evaluating strategy was 3.32. This strategy becomes the second strategy that is always used by the students in learning English.

Monitoring strategy. The mean score of the monitoring strategy was 3.19. This strategy becomes the third strategy that is frequently used by the students in learning

Paying attention strategy. The mean score of paying attention strategy was 3.20. This strategy is ranked as the fourth strategy that is frequently used by the students in learning English.

Organizing strategy. The mean score of organizing strategy was 2.40. It can be concluded that organizing strategy becomes fifth and the least strategy that the students used in learning English.

Conclusion

The result showed that the students are always using the planning for a language task strategy, and self-evaluating strategy in English learning process. Additionally, they frequently used the monitoring strategy and the paying attention strategy in learning English. The organizing strategy becomes the least strategy used by the students in learning English. The further results showed that planning for a language task strategy becomes the first strategy that the students always used in learning English. Then, self-evaluating strategy becomes the second strategy that the students always used in learning English. The third strategy that the students frequently used is the monitoring strategy. The paying attention strategy becomes the fourth strategy that is frequently used by the students in learning English. The last strategy that the students rarely used is the organizing strategy.

From the result above, it is implied that the students employ all types of the metacognitive strategies such as planning for a language task strategy, self-evaluating strategy, monitoring strategy, paying attention strategy, and organizing strategy. But, they rarely applied the organizing strategy into their English learning process. Thus, it can be concluded that the students of the English Language Education Department at one of the private universities in Yogyakarta did not employ all of the types in the metacognitive strategies optimally. As stated by Young and Fry (2008) without involving the metacognitive strategies optimally, students will have no direction and ability to review their progress, accomplishments, and future learning direction.

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