

**STUDENTS' METACOGNITIVE STRATEGIES
IN LEARNING ENGLISH**

(A Descriptive Study at Second Year Students of SMAN 5 Kota Bengkulu)



THESIS

By:

ADE HIDAYAT

A1B010006

**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ART
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF BENGKULU**

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**Presented as a Partial Requirement for “Sarjana” Degree
in English Education Study Program**

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MOTTO

- **Dream, plan, act, and believe**
- **No pain, no gain**
- **Trying is a part of failing. If you are afraid to fail then you are afraid to try**

DEDICATION

- **My beloved father, Syaifullah, and my beloved mother, Erwani, thank you for all your prayers**
- **My dear sisters, Esy Yulita, Silvia Reni, and Dita Oktaviani, thank you for all of your supports and advices**
- **My best friends, Agung Maldi Saputra, S.H., M. Amdiansyah, S.Pd., thank you for all time we spend together**
- **All my friends in English Education Study Program, thank you for all of your supports and cheers**
- **Special beloved, Tharadiva Fatria S.Pd., thank you for everything, may God bless you a good life and a bright future**

ABSTRACT

Hidayat, Ade. 2014. Students' Metacognitive Strategies in Learning English (A Descriptive Study at Second Year Students of SMAN 5 Kota Bengkulu).

The objective of this research was to find out the most dominant metacognitive strategy in learning English and the most preferred aspects of each metacognitive strategies applied by second year students of SMAN 5 Kota Bengkulu. It employed a descriptive quantitative method. The population of this research was 203 students with 50 of the students were used as sample of the research. The data were collected in two ways: distributing a set of questionnaire items and interviewing 10% of the samples. The research found that students' proportions in metacognitive strategy were: 34.74% in strategy in planning learning activities and behaviors; 32.10% in strategy in monitoring the learning process; and 33.16% in strategy in evaluating the learning that have been occurred. Based on the result, all metacognitive aspect was in "moderate" predicate. The mean scores of each strategy are: planning 3.32 in which the most preferred aspect was ability analysis; monitoring 3.07 in which the most preferred aspect was watching their friends' activities to help them decide what to do; and evaluating 3.17 in which the most preferred aspect was appraisal. From the result, it can be concluded that students used metacognitive strategy in proportional way. However, the most dominant strategy in metacognitive strategy that the students used was strategy in planning the learning activities and behaviors.

Key words: Metacognitive Strategy; Learning English

ABSTRAK

Hidayat, Ade. 2014. Strategi-strategi Metakognitif siswa dalam Mempelajari Bahasa Inggris (Sebuah Kajian Deskriptif pada Siswa Tingkat Dua SMAN 5 Kota Bengkulu).

Tujuan dari penelitian ini adalah untuk menemukan strategi metakognitif yang paling dominan dalam mempelajari bahasa Inggris dan aspek-aspek dari setiap strategi metakognitif yang paling banyak dilakukan yang digunakan oleh siswa tingkat dua SMAN 5 Kota Bengkulu. Penelitian ini menggunakan metode deskriptif kuantitatif. Populasi dalam penelitian ini adalah 203 siswa dengan 50 orang dari para siswa digunakan sebagai sampel penelitian. Data dikumpulkan dengan menggunakan dua cara: mendistribusikan seperangkat item kuisioner dan mewawancarai 10% dari sampel. Penelitian ini menemukan bahwa proporsi strategi metakognitif yang digunakan siswa adalah: 34.74% pada strategi dalam merencanakan aktivitas dan kebiasaan dalam belajar; 32.10% pada strategi dalam mengawasi proses belajar; dan 33.16% pada strategy dalam mengevaluasi pembelajaran yang telah dilakukan. Berdasarkan hasil. Semua strategi metakognitif mendapatkan predikat “sedang”. Skor rata-rata dari setiap strategi adalah: perencanaan 3.32 dengan aspek yang paling sering digunakan adalah analisa kemampuan; pengawasan 3.07 dengan aspek yang paling sering digunakan adalah melihat aktivitas yang dilakukan teman dan menentukan apa yang harus dilakukan; dan evaluasi 3.17 dengan aspek yang paling sering digunakan adalah penilaian. Dari hasil tersebut, dapat disimpulkan bahwa siswa-siswa menggunakan strategi metakognitif secara merata. Namun, strategi metakognitif yang paling dominan digunakan oleh siswa adalah strategi dalam merencanakan kegiatan dan kebiasaan dalam belajar.

Kata Kunci: Strategi Metakognitif; Mempelajari Bahasa Inggris

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It is hoped that the result of this study may give useful contribution to the development of education . Finally, the researcher believes that his thesis is still far from being perfect. Therefore, constructive suggestions and critics for this thesis are needed for a better research.

Bengkulu, May 2014

Ade Hidayat

TABLE OF CONTENTS

COVER	i
APPROVAL	iii
MOTTO AND DEDICATION	v
ABSTRACT	vi
ACKNOWLEDGEMENT	viii
TABLE OF CONTENTS	ix
LIST OF TABLE	xi
LIST OF CHART	xii
LIST OF APPENDIXES	xiii
CHAPTER I INTRODUCTION	1
1.1. Background	1
1.2. Statement of the Problems	6
1.3. Research Questions	6
1.4. Research Objectives	6
1.5. Significance of the Research	7
1.6. Limitation of the Problem	7
1.7. Definition of Key Terms	8
CHAPTER II LITERATURE REVIEW	9
2.1. Language Learning Strategy	9
2.2. Metacognition Theory	15
2.3. Review of Previous Study	21
CHAPTER III RESEARCH METHODOLOGY	23
3.1. Research Design	23
3.2. Population and Sample	24
3.3. Data Collection Technique	26
3.4. Data Analysis	29
3.5. Interpretation of Meaning	30
3.6. Research Procedure	31
CHAPTER IV RESULT AND DISCUSSION	32
4.1. Result	32
4.2. Discussion	43

CHAPTER V CONCLUSION AND SUGGESTION	47
5.1.Conclusion	47
5.2.Suggestion.....	47
REFERENCE	49
APPENDICES	52

LIST OF TABLE

Table 1 Population of the research	25
Table 2 Sample of the research	25
Table 3 Questionnaire specifications.....	27
Table 4 Score categories.....	31
Table 5 General result of the research.....	32
Table 6 Students' strategy in planning learning activities/behaviors.....	34
Table 7 Students' strategy in monitoring learning activities/behaviors	36
Table 8 Students' strategy in evaluating learning activities/behaviors	38

LIST OF CHART

Chart 1 Mean score of strategy in planning the learning process	35
Chart 2 Mean score of strategy in monitoring the learning process	37
Chart 3 Mean score of strategy in evaluating the learning process	39

LIST OF APPENDICES

Appendix 01 Strategy in planning the learning process

Appendix 02 Strategy in monitoring the learning process

Appendix 03 Strategy in evaluating the learning result and activities

Appendix 04 Questionnaire items (validated)

Appendix 05 Score of validity try out, table of validity, table of reliability

Appendix 06 Interview transcript

Appendix 07 Surat Izin Penelitian

Appendix 08 Surat Keterangan Telah Selesai Penelitian

Appendix 09 Surat Keterangan Bebas Plagiat

CHAPTER I

INTRODUCTION

This chapter presents an introduction of a research that consists of seven sections. They are background, statement of problem, research questions, research objectives, significance of the research, limitation of the problem, and definition of key terms.

1.1. Background

Learning strategy can be categorized as one of the most important factors in learning process. It helps learners to overcome their weaknesses in learning. Besides, learning strategy will also strengthen learners' mental and behavioral activities which have strong influence in learning process. Oxford in Parera (1998) says that learning strategy is influential in learning process because it involves the process of acquisition, storage, retrieval and use of information. The learners who apply learning strategy may control some conditions of their learning process such as easy learning, maintaining knowledge, and using knowledge appropriately. Furthermore, Oxford says that learning strategy will encourage the learners to learn in authentic situation where they can learn some communicative competences.

In learning a language, learning strategies have some advantages that can improve the learners' ability. According to Lessard-Clouston (1997), there are four advantages of language learning strategies. First, language learning strategy

is made by the learners themselves that they can modify it on their own. Second, Language learning strategy will enhance and develop learners' language skills that will be reflected in writing, speaking, reading, and listening. Third, language learning strategy can be visible (behaviours, steps, techniques, etc.), or invisible (thoughts, mental process). Fourth, language learning strategy will involve information and memory (vocabulary knowledge, grammar rules, etc.) which will let the learner links them to comprehend the language better.

There are some types of language learning strategies. According to Richards & Schmidt (2002), there are four types of language learning strategy, cognitive; metacognitive; management; and social strategy. They define cognitive strategies as the way how the students compare and organize the information. Metacognitive strategies are thinking that include planning; deciding approaches; and evaluating. Social strategies are where the students seeking for friends or native speaker to share and to practice. The last is management strategies, which manage such as setting the properties that will be used, also setting for the time and place when studying a language.

On the other hand, Oxford (1990) differentiates the types of language learning strategy into two types, direct strategies and indirect strategies. The direct strategies are used directly in dealing with a new language. The three kinds of direct strategies are memory, cognitive, and compensation strategies. The indirect strategies are used for general management of learning. The three kinds belonging to this category are metacognitive, affective, and social strategies. Applying all of those strategies will be a good way to learn a language, but most learners could

not do that. However, having one learning strategy will still help the learners to learn better.

Each student has her/his own preference of learning strategy in language learning. It means that each person may differ to one another according to the way they learn. Cohen in Larsen and Krashen (1998) state that appropriate learning strategy will get results in improvement of proficiency and greater self-confidence in many instances. Therefore, the ability to conduct an appropriate strategy contribute a large effect to our individual character such as motivation, attitude, anxiety, self-esteem, tolerance of ambiguity, risk taking, cooperation and competency in language learning.

During processes of teaching that are experienced by the researcher in some schools and English courses, the researcher interviewed some English teachers and also the students about English course. The researcher found that there were some problems with teaching and learning process, especially in behavior of learning. Not all of the students can behave as good learners because they lack of learning strategy. The evidence that researcher could see was the learners attention in learning process. The researcher also found some good learners who conduct learning strategy. They paid more attention to the learning process. By conducting further interview to the learners, the researcher found that their motivation in learning correlate to their learning strategy, even though some of them do learning strategy unconsciously. These findings show that learning strategies have positive impact to students' learning process, that is why it is important to search for more data about learning strategy.

The term metacognitive is important under the scope of learning. Metacognitive, which is management to mental process, will help the learners to control their own learning activities. Learners with metacognitive knowledge will recognize which kind of learning tasks that cause difficulty, which approach that is better to remember information, and how to solve different kinds of problems (Richards and Schmidt, 2002). Understanding the metacognitive, also applying it in learning will strengthen learners' learning process. In the process of metacognitive strategy, the learners will organize their own plans, monitor their progress in learning, and evaluate the learning process. This cycle of steps will strengthen students' mental process and learning behavior. Applying this metacognitive strategy will help the students to learn better because they have organized what they have to do.

Controlling the mind and mental activity in learning will conduct a good learning behavior of the learner. Kuhn (2000) tells that this metacognitive strategy has important implications in present context, because it suggests a critical role for meta-level process. Kuhn further says that people who become aware of managing and monitoring their ways will get a good result at the end. Therefore, the role of metacognitive strategy is very crucial in learning process, because it helps the learners to manage their own style of learning from the beginning, monitoring it, and evaluate it in the end of the cycle.

Some researchers have previously studied about learning strategy. Gustiana (2012) and Khalid (2006) investigated learning strategies at UNIB English Department students. They found that the most dominantly used and preferred

strategy was metacognitive strategy. Similarly, Utama (2003) studied language learning strategies among second year students at SMUN 3 Bengkulu. She also found that metacognitive strategy is the most dominantly used strategy. These findings show that the students are aware of their learning process. The awareness of their learning process then stimulates them to conduct metacognitive strategy.

Different from the previous studies that were found, it is necessary to further investigate the metacognitive strategy that is used by students. Considering the importance of language learning strategy, also the high frequency of metacognitive strategy uses, it is important to investigate how the students use metacognitive strategy in learning English. The researcher has observed some schools in Bengkulu and chooses second grade students of SMAN 5 Kota Bengkulu, because second grade students have more experience in learning than first grade students. This research did not involve third grade students because they needed to focus in facing upcoming national examination. The researcher chose SMAN 5 Kota Bengkulu because this school is a favorite school which is showed in number of applicants each year. The students also have high grade of English which is showed in number of English competition that they have won. By conducting the research in students with high grade of English, the result hopefully could be distributed to students with lower level of English, so they could know what the high level students' learning strategy is. Therefore, it is interesting to further investigate what are the dominant metacognitive strategy and the most preferred aspect of each metacognitive strategy that is used by the second year students of SMAN 5 Kota Bengkulu in learning English.

1.2. Statement of the Problems

Considering the good effect of language learning strategy, the importance of metacognitive learning strategy, also the students' interest; capability; and consistency in conducting metacognitive learning strategies, it is necessary to do a research in order to find out the metacognitive strategies that are used by students in learning English.

1.3. Research Questions

The specific research questions are listed as follow:

1. What is the dominant metacognitive strategy in learning English used by students of SMAN 5 Kota Bengkulu?
2. What is the most preferred aspect of each metacognitive strategy in learning English that used by students of SMAN 5 Kota Bengkulu?

1.4. Research Objectives

The objectives of this research are to:

1. Find out the dominant metacognitive strategy used by the students at SMAN 5 Kota Bengkulu
2. Find out the most preferred aspect of metacognitive strategy in learning English that used by students of SMAN 5 Kota Bengkulu

1.5. Significance of the Research

It is hoped that the result of this research will be useful for the following:

1. for students :

The result findings of this research are hopefully can be read by students not only from SMAN 5 Kota Bengkulu, but also other students from other schools. The result also hopefully could be useful for the students to know how to extract the potential inside of them, which will help them to learn English better. Students can also apply learning strategy which is appropriate to their style and overcome the problems of language learning.

2. for teachers

This research hopefully can give important inputs for English teacher in understanding the language learning strategies. The teacher is hoped to bring students into a situation where they can understand the importance of learning strategies, especially metacognitive strategy.

3. for SMAN 5 Kota Bengkulu

This research hopefully becomes useful for the school as a reference and description about how learning strategies, especially metacognitive strategies, make some impacts in students' learning process.

1.6. Limitation of the Problem

This research focuses on the metacognitive strategies which are employed by the second year students of SMAN 5 Kota Bengkulu in 2013/2014 academic year.

1.7. Definition of Key Terms

2. Language Learning Strategy: special thoughts, behaviors, or activities that individuals use to help them comprehend, learn, and orient new information in language learning.
3. Metacognitive strategy: language learning strategies which involve mental processes used in planning a learning process, monitoring the learning while it is taking place, and evaluating the learning after it has been occurred

CHAPTER II

LITERATURE REVIEW

This chapter explains about the review of related theories in this research. It includes the theory of language learning strategies, types of language learning strategy, metacognition theory, and review of previous studies about learning strategy.

2.1. Language Learning Strategy

Learning strategies are designed plans and activities that students do in the process of learning. The learning strategies are used by the students to improve their own learning comprehension and to determine the successes of learning process. Mayer in Lessard-Clouston (1997) defined learning strategies as behaviors and thoughts that a learner engages which intended to influence the encoding process. Similarly, Oxford in Parera (1997) stated that learning strategy is specific actions which are taken by the learner to make the learning process easier, faster, more self-directed, effective, enjoyable, and transferable.

Nunan (1991) stated that learning strategy is mental processes which learners employ to learn the lesson. In addition, O'Malley and Chamot (1997) defined it as special thoughts or behaviors that individuals use to help them comprehend, learn, and orient new information. It can be concluded that learning strategies are mental and behavior activities that are done by the learners to improve their performance and comprehension in learning process.

From the opinions above, the researcher found that there are some key words from the definitions of learning strategies. They are learning process, improvement, mental process, thought, and behavior. The key words may be connected to each other and help the researcher to conclude that learning strategy is a mental processes and specific ways that are done by the learners to encourage their learning process.

Language learning strategies are the ways that learners do to encourage their language learning process. Learners who apply the language learning strategy will have a control to their language learning process. Richard and Schmidt (2002) defined the general language learning strategy as the ways in which the learners workout language aspect that they are learning. Richard and Schmidt further stated that language learning strategy is usually intentional or potentially intentional behavior carried out with the goal of learning. For instance, language learning strategy can be defined as specific ways to learn language.

The term strategy is very crucial in language learning. Learners with language learning strategy will have a better learning process, because they have to be active and self-directed. Learners can also improve their communicative competence, because they may access authentic learning resources. In conclusion, applying strategy in language learning will support learners to learn better.

There are some classes of language learning strategy. Richard and Schmidt (2002) divide language learning strategy into four classes, cognitive; metacognitive; social; and management strategy. They further explain cognitive strategies as the way how the students compare and organize the information,

metacognitive strategies as thinking that includes planning; deciding approaches; and evaluating, social strategies where the students seeking for friends or native speaker and to practice, and management strategies such as setting the properties that will be used, also setting for the time and place when studying a language.

While Richard and Schmidt divided learning language learning strategy into four classes, Oxford (1990) divided the classes into two major types, direct strategies and indirect strategies. The direct strategies are used directly in dealing with a new language. The kinds of direct strategies are memory, cognitive, and compensation strategies. The indirect strategies are used for general management of learning. The kinds belonging to this category are metacognitive, affective, and social strategies. The researcher will further explain the Oxford's classes of language learning strategy, because it has covered all classes of language learning strategy.

2.1.1. Direct Strategy

The direct strategies are beneficial to the students because they help store and recover information. These strategies help learners to learn how to produce language even they lack of knowledge. They also help to understand and use the new language. The kinds of direct strategy are memory, cognitive, and compensation strategies.

a. Memory strategy

Memory strategies are based on simple principles like laying things out in order, making association, and reviewing. These principles are employed when a learner faces challenge of vocabulary

learning. The words and phrases can be associated with visual images that can be stored and retrieved for communication. Many learners make use of visual images, but some find it easy to connect words and phrases with sound, motion or touch.

The use of memory strategies are most frequently applied in the beginning process of language learning. As the learners advance to higher level of proficiency, memory strategies are mentioned very little. It is not that the use ceases, but the awareness of its use becomes less.

Here is an example to apply memory strategy by making association. If a learner wants to remember the name Solomon, it could be associated by saying Solomon's hobby is *solo* music.

b. Cognitive strategy

Cognitive strategy can be considered as one of the most popular strategies along with metacognitive strategies. This strategy will manipulate or transform target language by repeating, analyzing, or summarizing. Some actions for this strategy are: practicing, receiving and sending message, analyzing and reasoning, and creating structure for input and output.

Practicing is the most important in cognitive strategy. Practicing is usually done by repeating, working with sounds and writing, and using patterns. Receiving and sending messages are used when learners try to find the main idea through skimming and scanning. It is

not necessary to check every word. The adult learners commonly use analyzing and reasoning strategies. These are used to understand the meaning and expression of the target language. These are also used to make new expressions.

Here is an example of a learner who practices with sounds of the words that have letters ough. The words through, though, tough, and trough contain ough but sound different. To understand them better the learner may make own phonetic spelling: throo, thow, tuff, and troff.

c. Compensation strategy

Compensation strategy is more popular as guessing strategy. In this type of strategy, the learners will guess the meaning of some sentences because of insufficient knowledge of the target language. This strategy usually used when the learners are lack in vocabulary and grammar. Learners can also use own life experience to interpret the target language meaning.

Here is an example of guessing based on partial knowledge of the target language. When a learner recognizes some words such as book, teacher, student, and headmaster in a conversation, it could be understood that it is about school.

2.1.2. Indirect Strategy

Indirect strategy will help the learners to regulate their learning process. This strategy can work together with direct strategies. Differently, indirect strategies are applied without direct engagement, so the learners are not tied up to some direct steps. The kinds of indirect strategies are metacognitive, affective, and social strategy.

a. Metacognitive strategy

Metacognitive strategy is a strategy that involves mental process. This strategy can be considered as the higher level of cognitive strategy. Further explanation of this strategy will be explained in metacognition theory.

b. Affective strategy

Affective strategies are used to overcome affective factors such as emotion, attitude, and motivation. Those affective factors have high influence in learning process. Affective can also be called as how to behave. That is why learners have to plan how they will behave in the learning process.

Good language learners control their attitudes and emotions about learning and understand that negative feelings will suppress learning result. Teachers can help generate positive feeling in class by giving students more responsibility, increasing the amount of natural communication, and teaching the affective strategies.

c. Social strategy

Languages are used in social life. People communicate using languages. That is why social strategy is important to support language learning process.

The types of social strategies are: asking questions, cooperating with others, and empathizing with others. These types of learning will help learners to improve their listening and speaking skills. Also can improve their writing skills if they do it by writing letters or internet chatting. Learners can apply the strategy of cooperating with others by doing something together in the language that they are learning. Daily conversation and chatting or sending letters with a friend in the target language is an example to practice the language skills. Learners can also get better learning experience if they have native speaker of the target language as their learning partner.

2.2. Metacognition Theory

Metacognition or metacognitive knowledge has become popular lately that many researchers are interested to study about it. Besides of research in education, metacognition is also researched by psychological and mnemonic experts. This shows how metacognition attract experts' curiosity.

Metacognition is awareness to mental process. It also includes recognizing which kinds of learning tasks cause difficulty, which approaches to remembering information work better than others, and how to solve different kinds of problems. Papaleontiou-Louca (2008) stated what metacognition essentially mean as

cognition about cognition; thoughts about thoughts; knowledge about knowledge or reflections about actions. It shows that metacognition is how people design their mental process.

Awareness to mental and learning process will help the learners to learn better. As Kuhn (2000) says, learners with awareness to learning process will get best result at the end. Supporting the ideas, Belet and Guven (2011) state that learners with awareness to their study will become a successful learners. Moreover, they say that applying metacognition will enhance learning process that is done by the learners.

Furthermore, Paris and Winograd (1990) said that there are two essentials in metacognition, self-appraisal and self-management. Self-appraisals are personal reflections about own knowledge, concern, abilities, motivation, and learning characteristic. Such reflections are to answer questions about “what you know; how you think; when and why to apply”. Self-management refers to metacognition in action. This is used when monitoring the planned actions, also to control its progress. For instance, learners who know the state of their capability in learning will be easier to monitor their own learning process.

In language learning, metacognition is one of the most dominantly used learning strategies. Metacognition, which is more popular as metacognitive strategy, helps the learners to design and maintain their learning process. Utama (2003), Juliana (2006), Yaimin (2006), and Gustiana (2012) in their research about language learning strategy found that the preferred strategy in language learning is metacognitive strategy. Other strategies, such as cognitive; affective;

social; and compensation, stand below the metacognitive strategy. It shows that metacognition really helps students in language learning process.

As Papaleontiou-Louca (2008) has defined, also Oxford (1990), metacognitive strategy can be said as higher level of cognitive strategy, because what metacognition done is 'cognition about cognition'. When new vocabulary, rules, and writing system confuse the learner, metacognitive strategies become vital for successful language learning. This strategy has more to do than just memorizing or pronounce practicing. Metacognitive strategy will help learners to design learning process as efficient as they could.

Oxford (1990) divided metacognitive learning strategies into three similar phases, centering the learning; planning the learning; and evaluating the learning. The aim of centering learning is to give a focus to the learner so that the attention could be directed toward certain language activities or skills. Arranging and planning learning help learners to organize learning process, so they may get maximum benefit from their energy and effort. Evaluating learning helps learners to evaluate the problems faced in learning process.

Metacognitive strategy in language learning can be divided into more specific aspects, despite of Paris and Winogard classifications. Similar to Oxford (1990), Kluwe in Schraw (1995), also Richard and Schmidt (2002), classified it into three specific aspects, planning; monitoring; and evaluation. Planning involves setting goals, ability and knowledge analysis, and the activity/behavior that will be employed. Monitoring involves self-management, which is the learners' ability to manage their act and behavior, and self-measurement, which is learners' ability to

measure the level of their success in learning. Evaluation involves the strengthen aspect of students learning. There are some parts in evaluation such as weak analysis to analyze what is the lack in the learning process, self-reward to congratulate self and strengthen learning motivation, and plan revising to revise the learning strategy that has been done.

2.2.1. Planning

Planning in metacognitive strategy deals with how well learners can design upcoming learning activities in their mind. Plans make the learning process being controlled in hope that the learning will get the best result. Hunnicut (2007) tells that planning is very important because it forces us to think through the details in advance, makes our program transparent, empowering, and creates alignment. In conclusion, by designing good plan of learning, learners will be easier to learn something.

Planning is a good beginning to start a learning process. It will become a grand design of what learners will do in learning. In learning English, learning plans will increase students' interest; attention; and motivation, which let them to make better learning process.

In other condition, pressure will let the learners plan better. Friend and Hickling (2005) stated that pressures, such as turbulence; competition; urgency; complexity; conflict; and overload, will make people plan critically. Those kinds of pressure should let the people to make plans, make decision, and make progress as well as they can. However, how well they can maintain their plans is depend on what situation and condition of their learning.

2.2.2. Monitoring

Monitoring can be defined as regulating and taking appropriate actions to guide to a satisfactory result. White and Poster (2005) define monitoring as a continuous, formative, and diagnostic assessment of any activity or performance. They further say that monitoring is central of evaluation. In conclusion, by doing monitoring, result will be more satisfactory and evaluation can be more effective.

In metacognitive learning, monitoring involves management and measurement of self-act. Those actions will control the learners' learning process. But in fact, the common phenomenon shows that learners are less aware in monitoring their learning process. The learners usually find something more interesting than learning, or it can be called learning distractions. The distractions come from many factors which will then disturb the learning process. Kuznekoff and Titsworth (2013) say that technology and innovation are the most potential learning distractors. Furthermore, they state that most learners find out that digital technologies (e.g. television; cellphone; video games; etc.) are more interesting than learning a lesson. So, that is why many learners are less aware in monitoring their learning process.

Beside the learning distractions, procrastination is also another disturbance in monitoring learning process. It is hard for learners to be in line of their plans. For that reason, learners have to make clear what their reasons to learn are. In this case, according to Zeigler (2008), learners have to understand why they were distracted and procrastinated, identify why they

preferred activities that not relevant to learning, and determine to manage and overcome the distraction and procrastination. Those steps are to strengthen the monitoring process and also to overcome the disturbance in learning process.

2.2.3. Evaluating

Evaluation is also an important aspect in language learning. Conducting evaluation will help learners to know what are their strengths and weaknesses in learning process. By knowing those strengths and weaknesses, learners can improve their learning plan so they can get better learning process. In addition, Wilson and Dobson (2008) say that evaluation will develop the learning goals. Learners who have done evaluation will make better performance in upcoming learning process and get better result after the learning process.

In metacognitive learning strategy, evaluation will be the step where the strategy can be strengthened. Evaluation deals with appraisal and plan recycling which normally will analyze what have been done and what have to be done. Furthermore, as Wilson and Dobson (2008) say, evaluation behavior is to determine what specific result that someone wants to get. Belet and Guven (2011) say that evaluation in metacognition is problem solving. In this case, evaluation will help the learners to overcome their problems and weakness in learning English. If the learners maintain a good evaluation in the cycle of metacognitive learning strategy, their learning process will be always developed and make them learn better.

2.3. Review of Previous Study

There are some previous studies in the field of learning strategy. First is the research by Utama (2003) with her thesis entitled “English Learning Strategy among the Second Year Students of the SMUN 3 Bengkulu. She found Metacognitive Strategy was highest used strategy with the statement “I try to find out the way how I can become a better English learner. Followed by Juliyana (2006) in her research entitled “The influence of Students’ Learning Strategy to English achievement”, in SLTPN 1 Bengkulu, she found that metacognitive strategy is the students’ most dominantly used strategy. Khalid (2006) also studied about learning strategy used by D3 English Department students of UNIB. He also found that the most frequent strategy is metacognitive strategy.

Yaimin (2006) studied the language learning strategy at SDN 1 Bengkulu. He found out that the majority of students employed cognitive strategy. Metacognitive and affective strategy also employed by some students while they are setting goals and how they behave to English. Since some definitions mention that metacognitive strategy is a higher level of cognitive strategy, also the most frequent strategy from the two researches before, it can be concluded that general elementary could not apply metacognitive strategy yet.

Gustiana (2012) strengthen the metacognitive found. She had done a research entitled “Learning Strategies Adopted by the Students in Learning English”, applied in English Department students at University of Bengkulu. She found that metacognitive strategy was the most preferred strategy used by the students.

The previous research findings show that students' dominant learning strategy is metacognitive learning strategy. In this case, considering the advantages of metacognitive strategy, it is important to further investigate what kind of metacognitive strategies that is used by the students. Relate to the previous findings, this research would try to describe the students' metacognitive strategies in learning English.

CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the methodological aspects of the research. It includes design of the research, population and sample of the research, data collection technique, data analysis, interpretation of meaning, and research procedures.

2.1. Research Design

This research was conducted using descriptive quantitative method. The descriptive study seems suitable to present facts related to the problem which is going to be discussed. Arikunto (2002) defines descriptive research as a research that explains or describe the present condition. Similarly, Gay (1991) states that descriptive method is considered appropriate to describe the present condition of the research subject. From the opinions, the researchers designed this research as descriptive research.

As a descriptive quantitative research, this research was designed to describe the students' metacognitive strategy in learning English. The data of the metacognitive strategy was gotten from second grade students of SMAN 5 Kota Bengkulu. The students were given questionnaires that consists questions of metacognitive aspects. The data from questionnaires then would give descriptions about the students' metacognitive strategy learning English. In addition, the researcher used interview to collect supporting data for the questionnaire.

2.2. Population and Sample

2.1.1. Population

Population of this research was second year students from a senior high school. The researcher chose second grade students because they have more experience in learning than first grade students. The researcher did not involve third grade students because they needed to focus in facing upcoming national examination. The researcher had already observed senior high schools around Bengkulu city and had chosen SMAN 5 Kota Bengkulu as the place to perform the research. The reasons were: 1) SMAN 5 Kota Bengkulu is one of favorite schools in Bengkulu as showed in the number of applicants each year, 2) SMAN 5 Kota Bengkulu has high motivation in learning which is showed in the high number of SMAN 5 students in some learning courses, and private courses, and 3) SMAN 5 Kota Bengkulu has good grade of English which is showed in the number of English competitions they have won. In addition, by applying this research in good grade students, it is hoped that the result could be read or distributed to low grade students as description of how good learners conduct learning strategies, especially metacognitive strategy.

The second year students in SMAN 5 Kota Bengkulu were the population of this research. It consisted of six classes, XI IPA 1, XI IPA 2, XI IPA 3, XI IPA 4, XI IPS 1, and XI IPS 2. The total number of the population was 203 students.

Table 1. *Population of the research*

No.	Class	Total Students
1.	XI IPA 1	36
2.	XI IPA 2	36
3.	XI IPA 3	36
4.	XI IPA 4	36
5.	XI IPS 1	30
6.	XI IPS 2	29
Total		203

2.1.2. Sample

In this research, the researcher used proportional random sampling. In this case, the researcher chose samples in appropriate number according to total number from each class. Arikunto (2002) says that if the population is more than 100, 10-15% or 20-25% of the population can be used as sample. In this case, the researcher took 25% of the population as the sample. The total sample was 50 students as shown by the table below:

Table 2. *Samples of the research*

No.	Class	Male	Female	Total Students	Samples (25%)
1.	XI IPA 1	12	24	36	9
2.	XI IPA 2	11	25	36	9
3.	XI IPA 3	11	25	36	9
4.	XI IPA 4	11	25	36	9
5.	XI IPS 1	11	19	30	7
6.	XI IPS 2	12	17	29	7
Total				203	50

2.3. Data Collection Technique

The primary data in this research was collected through questionnaire. The researcher firstly checked the validity and reliability before distributing the questionnaires to the students. For the secondary data, the researcher interviewed some students. The interview's purpose was to support the results from the questionnaire.

2.1.1. Questionnaire

The primary instrument that used in this research was questionnaire. The purpose of this questionnaire was to know the students' dominant metacognitive strategy in learning English at SMAN 5 Kota Bengkulu. The students were requested to assign number from 1 to 5 in answering a series of statements with 5 is very often (VO), 4 is often (O), 3 is Moderate (M), 2 is seldom (S), and 1 is very seldom (VS) . This scale was found out by Rensis Likert in 1932. According to Riduwan (2004), Likert scale is used to measure the behavior, opinion, and perception of someone or people over around their environment or social phenomenon. So, this scale was recommended to be used in this study. The content of this questionnaire was divided into three aspects; metacognitive strategy in planning the learning activities/behaviors, strategy in monitoring of the learning process, and strategy in evaluating the learning process and actions that have been done by the students (O'Malley and Chamot, 1995; Richards and Schmidt, 2002, Schraw and Moshman, 1995). This is the following direction of the questionnaire:

Table 3. *Questionnaire Specifications*

No.	Strategy	Aspects	Question Items	Example of Items
1.	Planning	Setting goals	1, 2, 3, 4	I made learning goals that is realistic and achievable
		Ability analysis	5, 6, 7	
		Activity/behavior plans	8, 9, 10, 11	
2.	Monitoring	Self-Management	12, 13, 14, 15	I monitored learning activities when I am learning English
		Self-Measurement	16, 17, 18, 19	
		Collaborative Monitoring	20, 21, 22, 23	
3.	Evaluating	Appraisal	24, 25, 26, 27	I find out what are my weaknesses in learning English
		Self-Reward	28, 29, 30,	
		Plan recycling	31, 32, 33, 34	

2.1.2. Validity

The questionnaire has been tried out before taking the data. It has been distributed to some second grade students in SMAN 5 Kota Bengkulu. Validity of the questionnaire was measured by using t-test formula. If t-test is bigger than t-table, the item is valid. To find out the validity of the questionnaire, the researcher used the following formulas:

1. Measuring total score per item and per respondent
2. Measuring the product moment correlation (*Pearson r*) per item

$$r_b = \frac{n(\sum XY) - (\sum X) \cdot (\sum Y)}{\sqrt{\{n \cdot \sum X^2 - (\sum X)^2\} \cdot \{n \cdot \sum Y^2 - (\sum Y)^2\}}}$$

3. Measuring value of t_{test} with following formula

$$t_{test} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

4. Find out t_{table} , with significance of $\alpha = 0.05$ and $df = 10-2 = 8$, with one tail test, so $t_{table} = 1.86$

5. Decide the validity by comparing t_{test} with t_{table} :
 - If $t\text{-value} > t\text{-test}$, the item of instrument is valid
 - If $t\text{-value} < t\text{-test}$, the item of instrument is invalid

where:

- $t\text{-test}$: the validity of questionnaire (per item)
 $\sum X$: total score of all items (per item number)
 $\sum Y$: total score of all items (per respondent)
 n : the number of students
 r_b : product moment correlation
 df : degree of freedom

2.1.3. Reliability

The researcher used Spearman Brown's formula to figure out the reliability of questionnaire. There are four steps to test the reliability with Spearman Brown's formula. The steps and formulas are as follows:

- 1) Measuring the instrument reliability using Spearman Brown's formula:

$$r_{11} = \frac{2 \cdot r_b}{1 + r_b}$$

- 2) Finding out r_{table} and decide the reliability where:

- if $r_{11} > r_{\text{table}}$, the instrument is reliable
- if $r_{11} < r_{\text{table}}$, the instrument is not reliable

where :

- r_b : Correlation of product moment
 r_{11} : reliability

2.1.4. Interview

Interview in this research is a secondary instrument to support the questionnaire results. The researcher only interviewed 10% of students from

the samples. Students were given some questions related to learning strategies and metacognitive strategies. There were five main points in the interview. They were: a) students understanding of learning behavior and metacognitive activities, b) students metacognitive activities in learning English, c) how students learn and manage English learning, d) correlation of students' metacognitive strategy to learning motivation, and e) the most dominant metacognitive strategy aspect that used in learning process. Those five points of the interview were hoped to help the researcher to describe and support the main data which was gotten from the questionnaire.

2.4. Data Analysis

The researcher displayed the data from the questionnaire in the distribution table. Then, the data was tabulated by using statistical formula to know the students' metacognitive strategy in learning English. The statistical formulas that used were mean and proportion.

2.1.1. Weighted Mean

The weighted mean of every statement will be found out as follow:

$$M = \frac{\sum f \cdot w}{\sum f}$$

where :

M : weighted mean score of each statement

f : frequency of respondent who choose an alternative answer

w : weight / score of an alternative answer

The mean of the whole statement will be found out as follow:

$$M_g = \frac{\sum M \cdot N}{\sum N}$$

where :

M_g : mean of whole statements for a groups

N : Number of respondent answering each statement

2.1.2. Proportion

To find out the percentage of the students' metacognitive strategy in learning English, the researcher used the following formula:

$$P = \frac{f}{\sum f} \times 100\%$$

where:

P : Percentage of responses answer

f : Frequency of responses for each category for a statement

$\sum f$: Number of responses in the whole for a statement

2.5. Interpretation of Meaning

The following formulas used in interpreting the means are as follow:

- a. Determining five categories according to level of frequency that students use the metacognitive strategy. They are very often (VO), often (O), moderate (M), seldom (S), and very seldom (VS).
- b. Finding out the range of score (R), the ratio of highest and lowest score. That is $5 - 1 = 4$.
- c. Finding the length of the class/category (P) by dividing the range with the number of classes. That is, $P = 4/5 = 0.8$
- d. Determining the lowest score of classes. The lowest scores in every class that is, 1.00; 1.81; 2.61; 3.41; 4.21.
- e. Dividing the table of frequency of the students' metacognitive strategy in learning English

Table 4. *Score Categories*

No.	Class	Categories
1.	4.21 – 5.00	Very Often
2.	3.41 – 4.20	Often
3.	2.61 – 3.40	Moderate
4.	1.81 – 2.60	Seldom
5.	1.00 – 1.80	Very Seldom

2.6. Research Procedure

The procedures of the research were as follow:

1. Preparing the instrument in the form of questionnaire and interview questions
2. Trying out the questionnaire to know the validity of the items
3. Distributing the questionnaire to the samples
4. Collecting the questionnaire from the samples
5. Interviewing some samples to get supporting data
6. Displaying the data in the table distribution
7. Tabulating and analyzing the students' metacognitive strategy from the students' response to the instrument.