

**METACOGNITIVE STRATEGIES USED BY GOOD STUDENTS TO
IMPROVE THEIR ENGLISH ACHIEVEMENT:
A CASE STUDY AT SMP MUHAMMADIYAH 4 SAMBI BOYOLALI**



**Submitted as a Partial Fulfillment of the Requirements
for Getting Bachelor Degree of English and Education**

By :

BAGUS DWI SAPUTRO

A 320150032

**DEPARTMENT OF ENGLISH EDUCATION
SCHOOL OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH SURAKARTA**

2019

APPROVAL

**METACOGNITIVE STRATEGIES USED BY GOOD STUDENTS TO
IMPROVE THEIR ENGLISH ACHIEVEMENT: A CASE STUDY AT SMP
MUHAMMADIYAH 4 SAMBI BOYOLALI**

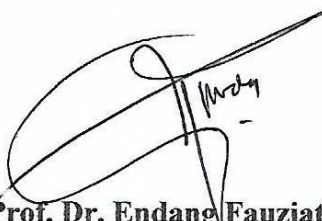
PUBLICATION ARTICLE

by:

BAGUS DWI SAPUTRO
A 320150032

Approved to be Examined by the Consultant

Consultant



Prof. Dr. Endang Fauziati, M. Hum
NIK: 0274

ACCEPTANCE

METACOGNITIVE STRATEGIES USED BY GOOD STUDENTS TO
IMPROVE THEIR ENGLISH ACHIEVEMENT: A CASE STUDY AT SMP
MUHAMMADIYAH 4 SAMBI BOYOLALI

PUBLICATION ARTICLE

Written by:

BAGUS DWI SAPUTRO
A 320150032

Accepted and Approved by the Board of Examiners

School of Teacher Training and Education

Muhammadiyah University of Surakarta

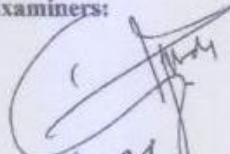
On July, 25th 2019

The Board of Examiners:

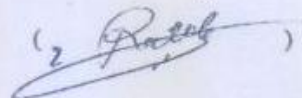
4. Prof. Endang Fauziati, M.Hum.
(Head of Examiner)

5. Dr. Maryadi, M.A.
(Member I of Examiner)

6. Koesoemo Ratih, Ph.D.
(Member II of Examiner)

()

()

()



Prof. Dr. ~~Harna~~ Joko Pravitno, M. Hum

NIP: 19650428 1993303 1 001

PRONOUNCEMENT

Herewith, I truthfully testify that there is no plagiarism in this publication article. There is no other literary work that has been submitted to obtain the bachelor degree nor there is no opinion that has been written or published before, expect the written reference which are referred in this paper and mentioned in the bibliography.

Later, if the results of this study proven that there is any plagiarism, I will be fully responsible.

Surakarta, 9 July 2019

The Researcher



Bagus Dwi Saputro

A 320150032

METACOGNITIVE STRATEGIES USED BY GOOD STUDENTS TO IMPROVE THEIR ENGLISH ACHIEVEMENT: A CASE STUDY AT SMP MUHAMMADIYAH 4 SAMBI BOYOLALI

Abstrak

Tujuan dari penelitian ini adalah untuk menyelidiki (1) tipe strategi metakognitif yang digunakan dan (2) tipe dari strategi metakognitif yang disukai oleh siswa berprestasi dalam mempelajari bahasa Inggris. Penelitian ini menggunakan cara berdasarkan klasifikasi strategi belajar metakognitif dari Oxford. Penelitian ini adalah sebuah penelitian studi kasus. Jumlah peserta yang digunakan di penelitian ini adalah enam siswa yang mempunyai nilai tertinggi dalam kemampuan bahasa Inggris di SMP Muhammadiyah 4 Sambu Boyolali. Data dikumpulkan dengan menggunakan dua cara: mendistribusikan angket kuisioner terbuka dan wawancara. Dalam menganalisis data, peneliti menggunakan model dari Hubberman yang terdiri dari; data reduksi, data display, dan verifikasi data. Hasil dari penelitian ini menunjukkan bahwa (1) semua tipe-tipe yang ada di strategi metakognitif digunakan oleh ke enam siswa berprestasi, yaitu overview and linking with already known material (7,3%), paying attention (14,6%), delaying speech production to focus on listening (14,6%), finding out about language learning (7,3%), organizing (9,76%), setting goals and objectives (7,3%), identifying the purpose of language task (2,4%), planning for a language task (4,9%), seeking practice opportunities (12,2%), self-monitoring (7,3%), and self-evaluating (12,2%); (2) Tipe strategi metakognisi yang disukai oleh para siswa berprestasi ada 2 tipe yaitu paying attention (66, 67%) dan seeking practice opportunities (33, 33%). Penggunaan strategi metakognisi sangat positif dalam meningkatkan hasil belajar Bahasa Inggris para siswa berprestasi.

Kata Kunci: Strategi Metakognisi, Strategi pembelajaran Oxford

Abstract

The objectives of this research are to investigate (1) the types of metacognitive strategies and (2) the preference types of metacognitive strategies which are used by good students in learning English. The learning strategy is based on Oxford's classification of metacognitive strategies. This research used qualitative research in the form of a case study research. This research used six good students of SMP Muhammadiyah 4 Sambu who had the high report and listed from the English teacher. Data were collected in two ways: distributing a set of open questionnaires and open-ended interviews. In analyzing the data, the researcher used Huberman which consists of data reduction, display of the data, and verification of data. The findings indicated that (1) all types of metacognitive strategies used by good students, they are overview and linking with already known material (7,3%), paying attention (14,6%), delaying speech production to focus on listening (14,6%), finding out about language learning (7,3%), organizing (9,76%), setting goals and objectives (7,3%), identifying the purpose of language task (2,4%), planning for a language task (4,9%), seeking practice opportunities (12,2%), self-monitoring (7,3%), and self-

evaluating (12,2%); (2) The preference types of metacognitive strategies used by good students are paying attention (66,7%) and seeking practice opportunities (33,33%). The use of metacognitive strategies gives positive impacts to the good students in improving their English achievement.

Key words: Metaconitive strategies, Oxford's learning strategies

1. INTRODUCTION

English is one of the important languages and is used to communicate between countries in the world. It becomes the second language that is learned by the students in the school. As a second language, English is not easy for the student because they learn about something that they never know before. They should be mastered and comprehend when they use this language to search for any materials with consist of many skills such as listening, speaking, reading and writing. Therefore, the learners need a particular strategy for helping them solve the problem in their learning process.

Learning strategy is one of the most important factors in the learning process. It helped learners to resolve the various things related to their weaknesses in the learning process. The learner's mentality and behavior will be honed by applying learning strategies. Oxford (2002; 362) said that learning strategies are influential in the learning process because they involve the process of acquiring, storing, retrieving and using information. The learners who apply a learning strategy may resolve problems when they learning, such as easy learning, maintaining knowledge, and using knowledge properly. Oxford (in Fauziati 2015) also said that learning strategy will encourage the learners to train self-directed movement in developing their communicative competence. It depends on the learners characteristic who are choosing a learning strategy that is appropriate for helping them to understand what they learned. So, learning strategy needed to help the learner more easy, faster and effective in their learning process

As a second language, English is important language to master by the learners in junior high school. Good learners should understand the learning well, so they need a strategy to help them to increase language learning. The strategy will help them to manage, direct, guide, and establish their learning efficiency (Yang: 2009). One of

the strategies needed by learners to help their problems in learning English is a metacognitive strategy.

O'Malley and Chanot (in Fauziati, 2015) stated that metacognitive strategies involve thinking about the process of learning, planning for learning, monitoring comprehension or production while it is on progress, and self-evaluation after the activity of learning has been completed. In the process metacognitive, the learner organized their plans, monitor, and evaluate the learning process. Similar to O'Malley and Channot's, Oxford (in Fauziati, 2015) stated that metacognitive implies beyond, beside or with the cognitive. This means that students manage what they learn. She divided the metacognitive strategy into three types, centering your learning, arranging and planning your learning, and evaluating your learning. The aim of centering learning is giving focus to the learners so that the attention could be directed to certain language activities or skills. Arranging and planning can help the learners to set the learning process. Evaluating learning is used to evaluate the problems faced by learners in processing their learning.

Several previous research findings had different results according to the metacognitive strategies in English learning process. Takallou Fatameh's work (2011) indicated that the experimental group awareness to metacognitive strategies significantly increased after instruction. In Harputlu leyla et al's work (2014), the first finding indicated that there were positive relationship between MALQ, problem solving, directed attention, and planning and evaluation but no significant; the second result indicate that there was no simple pattern among the motivation orientations; and the third result indicated that there were negative correlation between a motivation and three subscales of MALQ (problem solving, directed attention and, planning and evaluation). Then, Lestari's work (2015) indicated that metacognitive became the most depending learning strategy that used by FTIK students and memory and also social strategy became the rarely used by FTIK students. In Tang's work (2016) result indicated that language of high achiever students and language low achievers considerable in metacognitive strategy use and also it is necessary to carry out the metacognitive strategy training to enhance the language listening proficiency. Tanghizadeh et al's finding (2016) showed that listening metacognitive

strategies training can have benefits on listening skill development, increase use of self-regulatory and metacognitive strategies, and learners who used more metacognitive strategies revealed a high level of self-regulation strategies use. Meanwhile in Zohrabi et al's work (2016) indicated that cognitive strategies are preferred in Intermediate learners, and metacognitive strategies are preferred by advanced learners; and in Khabir et al's work (2017) result indicated that the perfectionism is in a positive significant relation with MRS and there are no significant differences between males and females regarding the frequency of MRS used.

The differences between the current research and the previous studies were on the research problems, the method, and also the number of the subjects. Almost all previous research focused on the investigation of metacognitive strategies which are used by university students. The current research focused on metacognitive strategies which are used by good students. The number of the previous research was more than 10 subjects, than the current research was six subjects.

The objectives of the research have two points, they were; (1) to describe the types of metacognitive strategies used by good students to improve their English achievement at SMP Muhammadiyah 4 Sambu Boyolali and to (2) describe the preference types of metacognitive strategies which used by good students to improve their English achievement at SMP Muhammadiyah 4 Sambu Boyolali.

2. METHOD

In this research, the writer used descriptive qualitative research in the form of a case study. The writer took the qualitative research method that is suitable to present facts related to the problem which is going to be discussed. Ary et al (in Gitawaty, 2010) stated that a case study is to examine an individual or unit in-depth and the researcher attempts to found all variables that are in the history of the development of the subject. The writer described the result through a questionnaire that consists of 11 questions of metacognitive aspects suggested by Oxford. From the questionnaire, the data would give descriptions about the student metacognitive strategy on improving their English achievement. Besides, the writer used interview and documentation to collect in-depth supporting data from the questionnaire.

The Subject of the research was six good students of eight grade of SMP Muhammadiyah 4 Sambu in 2019/2020 academic year. It consisted of two males and four females who have good score from the English teacher. The object of the research was the metacognitive strategies used by good students. The data source came from six good students of grade eight at SMP Muhammadiyah 4 Sambu in 2019/2020 academic year. The data were collected from the open ended questionnaire and in-depth interview based on the metacognitive strategies classifications by Oxford. The researcher translated the open-ended questionnaire into Indonesian, to avoid misunderstanding made by the students

3. FINDING AND DISCUSSION

In this part, the researcher presented the finding and discussion of the research which included the types and the preference types of metacognitive strategies which used by good students to improve their English achievement. The explanations as follows:

3.1 Types of Metacognitive strategy used by good students

Table 1. Types of Metacognitive strategy used by good students

No	Types of metacognitive strategies	Σ	%
1	Overview and linking with already known material	3	7.3%
2	Paying Attention	6	14,6%
3	Delaying Speech Production to Focus on listening	6	14,6%
4	Finding out about Language Learning	3	7,3%
5	Organizing	4	9,76%
6	Setting Goals and Objectives	3	7,3%
7	Identifying The purpose of a Language Task	1	2,4%
8	Planning for a Language Task	2	4,9%
9	Seeking Practice Opportunities	5	12,2%
10	Self Monitoring	3	7,3%
11	Self Evaluating	5	12,2%
	TOTAL	41	100%

All types of metacognitive strategies applied by good students to improve their achievement in learning English which are overview and linking with already known material (7,3%), paying attention (14,6%), delaying speech production to focus on listening (14,6%), finding out about language learning (7,3%), organizing (9,76%),

setting goals and objectives (7,3%), identifying the purpose of language task (2,4%), planning for a language task (4,9%), seeking practice opportunities (12,2%), self-monitoring (7,3%), and self-evaluating (12,2%).

3.2 The preference types of metacognitive strategy which are used by good students

No	The preference types of metacognitive strategies	Σ of the students	%
1	Paying attention	S2 S3 S5 S6	66,67%
2	Seeking practice opportunities	S1 S4	33,33%
	TOTAL	6	100%

The preference types of metacognitive strategy which are used by good students is paying attention and seeking practice opportunities that were taken from interview results. There were four students applied paying attention (66, 67%) and two students applied seeking practice opportunities (33, 33%) on their' preference types in improving English achievement.

3.3 Discussion

3.3.1 Types of Metacognitive Strategies Used by Good Students

The finding on table 4.1 is relevant to Liu's finding in Lestari (2015), that the students use the most of all various types of metacognitive strategies, as followed; overview the lesson, to pay attention, and to self-monitoring and self-evaluating the language learning.

The result of the research is relevant with Zhang and Seepho findings in Khabir (2017), that all types of three subcategories of metacognitive strategies are used by the participants in reading achievement. The finding research is also supported by Anderson theory in Taghizadeh (2016), that metacognitive strategies play a more central role than other learning strategies since once a learner understands how to regulate his/her learning strategies through the use of strategies,

language acquisition should proceed at a faster rate. The result of the research is also relevant to Novak, (2010); Kauffman and Chen (2008) theory in Al-jarah et al (2018) stated that metacognitive strategies as a significant and more viable tool to improve the students learning the skill.

Comparing with the previous findings of the previous researches, the types of metacognitive strategies used by good students are relevant with Lestari (2015); Tang (2016); and Tanghizadeh (2016), that all types of metacognitive strategies are applied by the good students in learning English. The results are also in line with Fatameh (2011), and Khabir (2017) that metacognitive strategies bring a positive effect to the students in studying English. However, some previous study results are contradicted with the current study, they are from Harputlu (2014), Zohrabi, et al (2016), and Penuela (2018). In Harputlu (2014), the finding shows that there are no significant correlations in three subscales of metacognitive strategies in listening proficiency. Moreover, in Zohrabi et al (2016) shows that cognitive strategies were most frequently used by the participants than metacognitive strategies.

3.3.2 The Preference Types of Metacognitive Strategies used by Good Students

The finding on table 4.2 is relevant with the theory from Ziane in Astini (2017) that when listening to a lot of factors should be specifically paid attention and the theory from Gage and Berliner (in Gitawaty 2010) that students with an interest in a subject tend to pay attention to it.

The finding of the preference types of metacognitive strategy used by good students are relevant with some previous research, such as Lestari (2015) and Tanghizadeh (2016) proved that paying attention is the most students preferred types in the learning process. The results are not relevant to some previous research. The finding of the research is not relevant to Fatameh (2011), that planning and self-monitoring are exceeded the control group on the reading comprehension. Meanwhile in the Leyla (2014) finding suggest that there was a negative correlation between three subscales of MALQ (problem-solving, directed attention and, planning and evaluation), so the students do not have intention in the act, and have no relation between their action and their consequences. Then in Tang (2016) finding showed that metacognitive strategies are the most used by the students to enhance the

language listening proficiency. In Zohrabi et, al (2017), the finding showed that metacognitive strategies were the most preferred use by advance learners. Meanwhile, in Khabir et, al (2017) the finding suggest that metacognitive strategies bring a positive effect to the students in studying English. Also, Penuela (2017) the finding showed that the students raised awareness in a triadic process that involves metalinguistic, learning, and self-awareness.

4. CONCLUSION

Based on the finding and discussion in the previous chapter, the researcher drew the conclusion as follows:

- a. The types of metacognitive strategies used by good students to improve their achievement were suitable with the theory proposed by Rebecca Oxford. All types of metacognitive strategies applied by good students to improve their achievement in learning English which are overview and linking with already known material (7,3%), paying attention (14,6%), delaying speech production to focus on listening (14,6%), finding out about language learning (7,3%), organizing (9,76%), setting goals and objectives (7,3%), identifying the purpose of language task (2,4%), planning for a language task (4,9%), seeking practice opportunities (12,2%), self-monitoring (7,3%), and self-evaluating (12,2%).
- b. The preference types of metacognitive strategy which are used by good students were paying attention and seeking practice opportunities that were taken from interview results. Four students applied paying attention (66, 67%) and two students applied seeking practice opportunities (33, 33%) on their' preference types in improving English achievement.

REFERENCES

- Entesari, E., & Zohrabi, Mohammad, (2016). Metacognitive Strategy Preference in Vocabulary Learning among Iranian EFL Learners. *Academy publisher*. Vol. 2, No9, pp. 1841-1848. Accessed on April 4th 2019 from <http://www.academypublication.com/issues/past/tpls/vol02/09/10.pdf>
- Fauziati, E. (2015). *Teaching English as A foreign Language: Principle practice*. Surakarta: Era Pustaka Utama.

- Fauziati, E. (2016). *Applied Linguistics Principles of Foreign Language Teaching*. Surakarta: Era Pustaka Utama
- Freeman, Diana. (2002). *Techniques and Principles in Language Teaching*. New York: Oxford University Press.
- Harputlu, Leyla, & Ceylan, Eda. (2014). The Effects of Motivation and Metacognitive Strategy Use on EFL Listening Proficiency. *Procedia- Social and Behavioral Sciences*, Vol. 158, page 124-131. Accessed on April 30th 2019, from https://www.researchgate.net/publication/272375256_The_Effects_of_Motivation_and_Metacognitive_Strategy_Use_on_EFL_Listening_Proficiency
- Lestari, Nurliana, O. (2015). *Language Learning Strategies of English Education Department of FITK*. Accessed on April 5th 2019 http://repository.uinjkt.ac.id/dspace/bitstream/123456789/29624/3/NURLIAN_AOKTAVIANI%20LESTARI%20-FITK.pdf
- Oxford, L. R. (2003). *Language Learning Styles and Strategies: An Overview*. Accessed on April 7th 2019, from <http://web.ntpu.edu.tw/~language/workshop/read2.pdf>
- Penuela, Diana. (2018). *Using Metacognitive Strategies to Raise Awareness of Stress and Intonation in EFL*. Colombia: Centro Colombo Americano.
- Rostami Abusaeedi, A.A. and Khabir, M. (2017). EFL Learners' Metacognitive Reading Strategies Preferences in Relation with Their Perfectionism Regarding Gender. *Open Journal of Modern Linguistics*, Vol. 7, Page 108-118. Accessed on March 30th 2019 from https://file.scirp.org/Html/5-1640501_75506.htm
- Sun, Lihua. (2013). The Effect of Meta-cognitive Learning Strategies on English Learning. *Theory and Practice Language Studies*, Vol. 3, No.11, 2004-2009. Accessed on March 30th 2019 from <http://www.academypublication.com/issues/past/tpls/vol03/11/10.pdf>
- Takallou, Fatemeh. (2010). The Effect of Metacognitive Strategy Instruction on EFL Learners' Reading Comprehension Performance and Metacognitive Awareness. *Asian EFL Journal*, Vol 13, No. 1, Page 272-300. Accessed on April 2nd 2019, from <http://asian-efl-journal.com/PDF/March-2011-ft.pdf>
- Tang, Lihua. (2016). On Metacognitive Strategy Use for College Students in English Listening Teaching. *Theory and Practice Language Studies*, Vol. 6, No. 7, 14337. Accessed on June 11th 2019, from <https://pdfs.semanticscholar.org/6600/038bdab142d04fa677b54d9603a8f2b6980e.pdf>
- Tanghizadeh, Mahboubeh, & Saleh, Abady, A., G. (2016). The Effects of Metacognitive Strategy Training on the Listening Comprehension and Self-Regulation of EFL Learners. *International Journal of Foreign Language Teaching & Research*, Vol. 4, No. 16. Accessed on June 18th 2019, from

https://www.academia.edu/34667405/The_Effects_of_Metacognitive_Strategy_Training_on_the_Listening_Comprehension_and_Self-Regulation_of_EFL_Learners

Yu, Xiaoxue. (2013). Oral English Learning Strategies. *Theory and Practice Language Studies*, Vol. 3, No. 10, 1902-1907. Accessed on June 18th 2019, from <http://www.academypublication.com/issues/past/tpls/vol03/10/25.pdf>

Zang, Lian, &, Seepo, Sirinthorn. (2013). Metacognitive Strategy Use and Academic Reading Achievement: Insights from a Chinese Context. *Electronic Journal of Foreign Language Teaching*, No. 10, Vol. 1, Page 54-69. Accessed on June 18th 2019 from <https://pdfs.semanticscholar.org/a0eb/6eadfb7599dcae61b2fd9ab4301c730c2d87.pdf>