

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is one of the important parts used by humans in the world. Within language, every human can communicate with each other. People use the language to get all information based on taking and delivering the message to each other. So the message or information can be understood by people correctly. Learning a language is contributed to the human being to have good communication.

According to Diana Freeman (2002), good learners can guess and be accurate in trying to communicate with other people even the risk of appearing foolish. They attend to both the meaning and form of their message as a part of the process of good language learning.

English is one of the important languages and is used to communicate between countries in the world. It became the second language that is learned by the students in the school. As a second language, English is not easy for the students because they learn about something that they never know before. They should master 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 helps 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, Lavine and Croockall in Hardan (2013) 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 learners' characteristics who are choosing a learning strategy that is appropriate for helping them to understand what they learned. So, learning strategy is needed to help the learner easier, faster and effective in their learning process.

There are several types of language learning strategies; Rubin (in Fauziati, 2015) divided language learning strategy into three types used by learners that contribute directly or indirectly, namely: learning strategies, communication strategies, and social strategies. She further explained that learning strategies like the development of the language system constructed by the learner; they are consisting of cognitive and metacognitive strategies. Cognitive strategies as the steps used in learning that require direct analysis, transformation, or synthesis materials; metacognitive strategies as the user to manage, regulate, or self-direct language learning.

Meanwhile, Oxford (2003) divided language learning strategies into two major types, direct strategies, and indirect strategies. The direct strategies used in dealing with a new language which involves the identification, retention, storage, or retrieval of words, phrases, and other elements of the target language. It is classified into memory strategy, cognitive strategy, and linguistic deficiency compensation strategy. The indirect strategies used for management of the learning which includes some activities of learning. It is classified into metacognitive strategy, affective strategy, and social strategy. Applying all strategies will make the learners easy and enjoy learning language, but most of them could not do that. So, having one learning strategy will help the learners to learn better.

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 increase language learning. Wenden (1998:519) said that strategy will help them to manage, direct, guide, and establish their learning

efficiency. One of the strategies needed by learners to help their problems in learning English is metacognitive strategies.

O'Malley and Chantot (in Fauziati, 2015:26) 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 Chantot's, Oxford (in Fauziati, 2015) stated that metacognitive implies beyond, beside or with the cognitive. This means that students managed 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.

Meanwhile, Kuhn (2000) stated that this metacognitive strategy has important implications in the current context because it shows an important role for the meta-level process. He also stated that people who become aware of managing and monitoring their ways will get good results at the end. So, the metacognitive strategy is a very crucial role in the process of learning. With it, the learners helped to manage their own style of learning from planning, monitoring and evaluating their learning process at the end of the cycle.

Several researchers have conducted the same fields of study on learning Strategies before. In this research, the researcher described the metacognitive strategy used by good students to improve their English achievement at junior high school. It is very important to describe how the learners used the metacognitive strategy to improve their English achievement in the learning process. The researcher chose SMP Muhammadiyah 4 Sambu because this school is the one of progressive schools in Sambu district. The learners also have high achievers although this school is located in the village. The researcher also chose

second-grade students of SMP Muhammadiyah 4 Sambu, because they had more experience in learning than first-grade students. The researcher did not involve third-grade students because they focused on the national examination. There were six students with high achievers in second grade classified by their English teacher, Mrs. Widayah, S. Pd. Based on that, the researcher investigates the **METACOGNITIVE STRATEGY USED BY GOOD STUDENTS TO IMPROVE THEIR ENGLISH ACHIEVEMENT: A CASE STUDY AT SMP MUHAMMADIYAH 4 SAMBI BOYOLALI.**

B. Problem Statements

Related to the background of the study above, the researcher formulated the problem statements as follows:

1. What are the types of metacognitive strategies used by good students to improve their achievement at SMP Muhammadiyah 4 Sambu Boyolali?
2. What are the preference types of metacognitive strategies used by good students to improve their achievement at SMP Muhammadiyah 4 Sambu Boyolali?

C. Objective of the study

Based on the research questions above, the researcher wanted to describe the following objectives:

1. To describe the types of metacognitive strategies used by good students to improve their English achievement at SMP Muhammadiyah 4 Sambu Boyolali.
2. To describe the preference types of metacognitive strategies used by good students to improve their English achievement at SMP Muhammadiyah 4 Sambu Boyolali.

D. Significance of the Study

From this research, the writer expected that the result of this research can give contributions to educational science and all people involved. The significances of the study are theoretically and practically.

1. Theoretically

- a. This result of this research is expected to be useful for the English teacher for their teaching and learning process.
- b. The result of the research can be used as a reference for other researchers who want to explore metacognitive strategies in the learning process.

2. Practically

a. English Teacher

This research hopefully can be useful for the English teacher to teach metacognitive strategies, so the students can be used these strategies consciously. Indirectly, it will improve their English achievement by using metacognitive properly.

b. Future Researchers

There are many factors that impacted the students' English achievement, while this research was focused in one variable, it was metacognitive strategy. So, the future researchers may study on the other variables strategy of learning. By combined the other variables strategy, it may help students to improve their English achievement.