

Chapter One

Introduction

This chapter discusses the introduction that consists of six sub-chapters. The first is the background of the study. Secondly, it discusses the statement of the problems. Thirdly, it is about the research questions. Next, it talks about the purpose of the study, and also the significance of the study. The organization of the chapter is also discussed in the chapter which explains the overview in each chapter of the study.

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.

The students usually employed metacognitive strategies into their English learning process and these strategies are the simpler than the other strategies. As stated by Habibian (2015) metacognitive strategies become the basic strategies commonly used by the students. It also becomes the most effective strategy with respect to academic performance especially in learning English. 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. They can not make their English learning process effectively if they do not optimize the use of metacognitive strategies in their actual learning.

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. For example, there are students who are always making a plan and evaluating their learning. Meanwhile, the other students will only pay attention to the lecturer when they are learning English in the classroom. This case shows that the students did not employ all the types of the metacognitive strategies optimally and they are only use several strategies of the metacognitive strategies. 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. Actually, each type in the metacognitive strategies is connected to each other so they have to optimize the use of all the types in the metacognitive strategies. Thus, the students can maximize their potential to reach the goals of learning English by optimizing the use of metacognitive strategies.

Based on those facts, the students of the English Language Education Department at one of the private universities in Yogyakarta have to optimize the use of all the types in the metacognitive strategies to learn English. Also, they can try to practice and employ the metacognitive strategies completely. If they did not employ the metacognitive strategies optimally, they will only get a little benefit from the metacognitive strategies. 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. The students who use metacognitive strategies less often will not be able to engage effectively with the activities in the English learning process. When they do not employ metacognitive strategies optimally, they will find difficulties and problems in learning English. It will give bad effects to their potential to reach the goals.

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.

Statement of the Problems

It has been explained in the previous section that students of English Language Education merely use the metacognitive strategies in different types and did not employ all types of the metacognitive strategies to learn English. According to Serri, Boroujeni,

and Hesabi (2012), metacognitive strategies refer to the actions that the students consciously do in learning English. The students can use metacognitive strategies in different ways as long as they can use it optimally. Moreover, Arrastia et al. (2016) assumed that many students do not know about the effectiveness of metacognitive aspects of learning English. Consequently, students will find it hard to optimize their potential to reach the goals of learning English if they did not employ the metacognitive strategies optimally.

This study focused on how to investigate the use of the metacognitive strategies in learning English among the students of English Language Education Department at one of the private universities in Yogyakarta by scrutinizing what are the types of metacognitive strategies used by the students to learn English.

Research Questions

In line with the aims of this study, this research attempts to answer the following question:

What are the types of metacognitive strategies used by English Language

Education Department students at one of the private universities in Yogyakarta?

Purpose of the Study

The purpose of this study is to find out the types of metacognitive strategies used by the students and provides a level of metacognitive strategies used by English Language Education Students to learn English.

The Significance of the Study

This research will be beneficial for the students, the lecturers, and the other researchers.

The students. This study would help the English Language Education Department students because they can try to maintain and optimize the use of metacognitive strategies in their English learning process.

The teachers. This study provides information about metacognitive strategies and it will be beneficial for the teachers because they can suggest their students in order to make the students be able to maintain and optimize the use of metacognitive strategies in the English learning process. Also, they can provide the activities that require the students to practice employing metacognitive strategies in the learning process.

The other researchers. This study intends to improve the research about the use of metacognitive strategies in learning English. The findings and results of this study are expected to provide references for the other researchers who want to continue this study into a greater depth. Besides, the researcher hopes that this study will help the other researchers for further research on a similar study in the same field.

Organization of chapter

This research consists of five chapters. Chapter one discusses the introduction. It includes the background of the study, statement of the problems, research questions, the purpose of the study, and the significance of the study as well as the organization of the chapter. Chapter two also reviews the literature about the concept of metacognitive strategies, the types of metacognitive strategies, and the importance of metacognitive strategies in learning English. Also, there are related studies and conceptual framework. Chapter three describes the methodology used in this study. It describes the research design, research setting, research population, research sample, research instrument, data gathering procedure, and data analysis. The fourth chapter explains the findings of the research and also the discussion of the findings. The last chapter explains the conclusion and recommendations.