Chapter Two

Literature Review

This chapter attempts to present literature underlying this research. The researcher elaborated and discussed the concept of metacognitive strategies, the types of metacognitive strategies, and the importance of metacognitive strategies. The review of the related studies is also explained by the researcher. Afterward, there is a conceptual framework to figure out the types of the metacognitive strategies.

The Concept of Metacognitive Strategies

One of the academic domains that applied metacognitive strategies is learning English. Metacognitive strategies are suitable to support the English learning process because it provides several strategies which can help the students to learn about vocabulary, grammar, listening, speaking, writing, and reading skills. As supported by Abdellah (2015) students can combine all strategies in the metacognitive strategies to support them in the English learning process. If they can optimize the use of all types in the metacognitive strategies, they will be an outstanding learner.

According to Sun (2013), most of the research focused on the phenomenon of metacognitive strategies such as the factors which influence the students to use metacognitive strategies in learning English, but it is not about the use of metacognitive strategies itself towards the students. Then, this study will attempt to dig deeper into the use of metacognitive strategies because it becomes an important component to help the students in learning English. Therefore, metacognitive strategies can be seen as a problem-solving for the students. As stated by Nett, Goetz, Hall, and Frenzel (2012) metacognitive strategies are strategies in which the learners are aware of their learning process. For instance, the students realize what they are thinking and doing during the

learning process. It involves the students to be consciously aware of their thoughts and is able to reflect on their own progress in learning English.

Flavell described metacognitive refers to knowledge which concerns the process related to the fields that the students are focusing on (as cited in Myers, 2008, p.2). In other words, metacognitive strategies refer to students' awareness about their level of knowledge and thought process. Pintrich (2010) stated that the notion of metacognition includes metacognitive strategies and metacognitive knowledge. Metacognitive strategies refer to the use of metacognition regulation for the students such as these important strategies; planning for their learning, monitoring the way their thinking, and evaluate the results of their activities. Meanwhile, metacognitive knowledge is the process to help the students regulate their activities and the goals that will be achieved.

In conclusion, the students can easily regulate their activities to learn English by understanding and employing the metacognitive strategies optimally. As supported by Abdellah (2015) students who understand the concept of metacognitive strategies can start to implement and optimize the use of their metacognitive strategies to learn English. Also, the students can think about the way their metacognitive strategies works during the learning process so that they can increase their awareness about their level of knowledge and thought process.

The Types of Metacognitive Strategies

There are some distinctions about the types and terms of the metacognitive strategies from the other researchers. The distinctions occur because of the other researcher simplified these strategies. Sun (2013) stated that metacognitive strategies can be distinguished into planning, monitoring, and evaluating. Paying attention strategy can be classified as an organizing strategy because the students can organize whether they will pay attention to the language context or vocabulary meaning. Also, the organizing

strategy can be simplified as a part of planning strategy because in the planning strategy there is an organizing process such as preparing the stuff before the learning process, managing the time, and organizing the plans and goals. As supported by Liang (2009) actually in the evaluating strategy there is a monitoring process, so it is written that monitoring strategy can be classified as a part of the evaluating strategy. While according to Reis (2012) metacognitive strategies can be distinguished into organizing, planning for a language task, paying attention, and self-evaluating.

Liang (2009) remarked that there are many experts divided the metacognitive strategies into different types and the point is about the action that students do to involve the process of planning, managing, monitoring, and evaluating in their English learning process. Therefore, in this study, the researcher provided five types of the metacognitive strategies by combining the types from the study of Sun (2013) and Reis (2012). Those strategies are organizing, planning for a language task, paying attention, monitoring, and self-evaluating. Furthermore, the researcher wants to give clear results about the types of the metacognitive strategies used by the students to learn English.

Organizing. Pintrich (2010) said that organizing strategy refers to an action that the students take to manage their energy and activities in the English learning process. According to Reis (2012), organizing can make the English learning process run well and structured properly. The students can set the best time and find a proper atmosphere to learn English. For example, the students can start to memorize the vocabulary every day during their spare time in the library and translate it into their own words. Then, they can start to create a mind map to understand the grammar and make the examples using their own words. Also, they can practice from the materials they have gained by writing it in their notebook and keep practicing to speak with their partner, this is called breaking the study process into several steps.

As stated by Zhang, Goh, and Kunnan (2014) organizing also means that the students can allocate their energy to learn English such as attending every class and join some English clubs or courses. During the learning process, they can organize of the way their thinking before they start to speak or write some papers in order to make their idea arranged orderly. To make the learning process successful, the students can organize the tools for learning English such as using the dictionary or grammar book to support their learning process. On the other hand, they can prepare before they do a presentation and have a plan B as the backup if some unexpected things happen during the presentation. The students can also organize their plan as well as sequences with the major of their priority.

Planning for a language task. As stated by Tarricone (2011) planning refers to the students' action to choose the suitable learning strategies such as the students can choose the proper sources for them to understand and learn English. As supported by Sun (2013) the activities that the students can do to plan their learning include setting goals, preparing the materials before attending the class, and thinking several ways to solve a problem such as asking the teacher or friends to clarify their understanding in learning English.

Serri et al. (2012) stated that students who always plan and prepare to learn English they will easily improve their learning progress. For example, the students will prepare to practice listening, writing, reading and speaking skills before they take the English proficiency test and read the instruction carefully to get a better score. This planning strategy will make the students think and find the way to achieve their goals efficiently and effectively in learning English.

Arrastia et al. (2016) suggested that the students can increase their reading comprehension by making some plans such as setting their goals for the reading task in a

month and they have to pace themselves while reading such as they have to finish at least three to four chapters each week within a month. Then, they can regulate their time to read to prevent any distraction in order to understand each context of the paragraph. Also, they can decide to ask for a help from someone else if they find any difficulties. Moreover, they can plan to review their reading activities in every week for a month and check the outcomes of those activities. Thus, it can give an improvement in their reading comprehension.

Paying attention. Alhaisoni (2012) said that paying attention is a strategy in which the students should be centering their attention and listen to the essence of some information. In other words, the students can center their attention either on the particular meaning or overall meaning. Lestari (2015) mentioned that the students would delay to speak and listen to someone when they are talking. Moreover, the students would find it easy to understand the English subject when they tend to pay attention to the classroom during the English learning process. Another example, outside the classroom the students can pay attention to the foreigner, movie or music in order to gain some new vocabulary and practice the accents.

Self - evaluating. As stated by Nett et al. (2012) self-evaluating is one of the metacognitive strategies that require the students to evaluate the result of their task and the assessment or test. They will evaluate how their task was accomplished and how were their strategies used during the learning process. Sun (2013) argued that evaluating and monitoring is connected to each other. If the students do not understand some parts of the reading materials, they would go back to read the paragraph again until they understand that reading material. When they are confused with the meaning of a certain word they would skip it and finished for the easiest one first or they would struggle to

find the meaning. They can also evaluate their learning strategies so that they can show their best performance for the next time.

The students can also change their strategies during the learning process if they feel it can help them to improve their performance. As supported by Habibian (2015) whenever the students feel that understanding the context of the speaking or reading is more important rather than just understanding the vocabulary itself, they can change their behavior to be more focused on the vocabulary meaning than understand the context.

Monitoring. According to Sun (2013), monitoring strategy is a strategy where the students can supervise their activities during the learning process in order to ensure that their learning process is under the control. The students can change their learning process if they feel that they are out of track. Students who always monitor their learning process they can maintain their achievements in learning English. It happened because they can keep their track on how their English learning process is going and they will always improve it. In other words, the students can periodically review their activities before taking the further actions. As stated by Zhang et al. (2014) monitoring strategy will help the students to be aware of their motivation, concentration, comprehension, and accomplishment, so that they can be an independent and an outstanding learner because they can maintain, find, and overcome their own problems in learning English.

To sum up, the students who understand each type of metacognitive strategies they would realize that all the types of the metacognitive strategies are really crucial for them to increase their performance, maintain their achievement, and reach their objectives in learning English. Thus, they can be familiar and optimize the use of all types of the metacognitive strategies for their English learning process in many situations.

The Importance of Metacognitive Strategies

College students must be taught about learning strategies especially metacognitive strategies because it can make easier for the students to engage in the learning process by implementing metacognitive strategies. Lack of the use of metacognitive strategies will make the students upset with their learning results. As supported by Sun (2013), most of the Chinese students lack the use of metacognitive strategies, thus they are upset with their learning results. Also, the students who are practicing and applying metacognitive strategies they will be easy to handle any problems related to English learning. Moreover, they can change their action and also their way of thinking during the learning process.

Portilho and Medina (2016) found that metacognitive strategies have a direct positive effect when used. It also provides clear evidence that it can help the students in task completion so that the students will frequently use metacognitive strategies when they want to complete their task. Students who learn English without employing metacognitive strategies will experience little progress in the learning process. As stated by Young and Fry (2008) students who do not employ metacognitive strategies will not have direction and ability to review their progress, accomplishments, and future learning direction. In other words, applying metacognitive strategies can make the students capable of handling any problem during learning English.

It is recognized that students tend to perform better on exams and complete work more efficiently if they possess a wide range of metacognitive strategies. Sun (2013) stated that these students tend to be more self-regulated if they can use the right tool for the job. Also, they can change their learning strategies and behavior when necessary to ensure the learning efficiency. Those who have a high level of metacognitive knowledge

and skill can notice the obstacles in learning English and change their learning behaviors to ensure the achievement of their goals.

Related Studies

The researcher has found some studies that reviewed some metacognitive strategies for learning English. This starts from the study that was conducted by Xu (2012) at one of the Technology Universities in China with a total respondent of 186 non-English major undergraduates' students. The study yielded that there is a comparison between male and female students' metacognitive strategies use in oral English learning under internet environment. The study highlights that there are metacognitive problems existing among the students which hindered an efficient and effective improvement in their oral English proficiency. The female students use planning strategy the most and use self-evaluating strategy the least while, the male students use organization strategy the most and use self-evaluating strategy the least. The female students prefer to set their plan and goals while the male students are good at organizing their learning process. Both male and female students did not commonly use self-evaluation strategy and lack the ability to regulate and evaluate their learning process. Otherwise, this study will only focus on the use of metacognitive strategies among the English students to learn English in general, and it is not only for oral English study. Also, it will not investigate the distinctions to use the metacognitive strategies or scrutinize the metacognitive problems that exist between male and female students.

The second study was conducted by Lv and Chen (2010) with a total respondent of 86 first-year students from the non-English major of two natural classes at a Vocational College in China. The study employed an experimental group design to distinguish the results between the experimental and control group. All the subjects are supposed to take a pre-writing test, a mid-writing test, and a post-writing test to

determine the improvement in their writing performances over a semester. The finding shows that the experimental group who trained using metacognitive strategies tends to have a good result in their mid-writing test and shows a great progress at the post-writing test. It is totally different from the control group whom their writing performance is not significantly changed from the pre-test to the mid-writing test and post-writing test. In contrary, this study will not use the experimental research design and it is not focused on the metacognitive-strategies-based writing instructions. Survey design is suitable to find out the result of this study related to the metacognitive strategies used by English students to learn English.

Lastly, the study from Rahimi and Katal (2012) investigated metacognitive listening strategies' awareness among one of the Tehran universities and high-school school students in learning English as a foreign language. There are 122 university students and 116 high-school students who filled in the Metacognitive Awareness Listening Questionnaire (MALQ) with five subparts such as problem-solving, planning and evaluation, translation, personal knowledge, and directed attention. The result revealed that university students are more aware of problem-solving strategies than other strategy types. The problem-solving strategies that are commonly used by Iranian students are looking for known words, finding the general idea of the text, using their experience, and having general knowledge to interpret the text. Furthermore, high-school students showed a higher awareness of mental translation and personal knowledge strategies. It shows that students of different levels will have significantly different abilities to employ metacognitive listening strategies. In contrast, this study proposed and promoted to the students that they have to optimize the use of all types of the metacognitive strategies in their English learning process. Moreover, it will only focus

on the metacognitive strategies used by university students during the sixth semester in English learning, so there will not be any differing results from the different levels.

Conceptual Framework

As reviewed in this chapter, Pintrich (2010) stated that metacognitive strategies are strategies in which the learner can control their own thinking and activities during the learning process. It becomes an important role in learning English. Students who used metacognitive strategies will be able to maintain their learning activities because they can plan, organize, monitor, and evaluate their own learning process to learn English.

There are some distinctions about the types and terms of the metacognitive strategies from the other researchers. The distinctions occur because of the other researcher simplified these strategies. Therefore, the researcher provided five types of the metacognitive strategies by combining the types from the study of Sun (2013) and Reis (2012). As pictured in the diagram below, those strategies are organizing, planning for a language task, paying attention, self-evaluating, and monitoring.

Arrastia et al. (2016) assumed that many students do not know about the effectiveness of metacognitive aspects of learning English. Consequently, students will not be able to optimize the use of metacognitive strategies itself in learning English. Moreover, the 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. Therefore, this study is important to be conducted because the aim is to investigate the use of the metacognitive strategies in learning English among the students of the English Language Education Department at one of the private universities in Yogyakarta by investigating what are the types of metacognitive strategies used by the students in learning English.

Figure 1: Conceptual Framework