

Chapter Five

Conclusion and Recommendation

Chapter five consists of two parts. The first part presents the conclusion of this research which includes the procedure to conduct this research and the results of this research. The second part provides the recommendations. The researcher gives the recommendation for the students, the teachers, and the other researchers.

Conclusion

This section presents the summary result of this study. The results were gained to answer the research question and to give the further result to this study. The research question is about the types of metacognitive strategies that are used by the English Language Education Department students at one of the private universities in Yogyakarta in learning English. Then, the further result of this study is to provide a level of metacognitive strategies used by the English Language Education Students to learn English.

To answer the research question, the result showed that the students are always using the planning for a language task strategy, and self-evaluating strategy in English learning process. Additionally, they frequently used the monitoring strategy and the paying attention strategy in learning English. The organizing strategy becomes the least strategy used by the students in learning English.

The further results showed that planning for a language task strategy becomes the first strategy that the students always used in learning English. It is shown that the total mean score is 3.84 which indicates as 'always' based on the category of planning for a language task strategy. Then, self-evaluating strategy has 3.32 as the total mean score and it belongs to the 'always' category, so this strategy becomes the second strategy that the students always used in learning English. The third strategy that the students frequently used is the monitoring strategy which the total mean score is 3.19 and it

indicates as 'often' based on the category of monitoring strategy. The next is the paying attention strategy as the fourth strategy that is frequently used by the students in learning English. The total mean score is 3.20 which categorized as 'often' based on the category of paying attention strategy. The last strategy that the students rarely used is the organizing strategy. It is because the total mean is only 2.40 which categorized as 'rarely' based on the category of organizing strategy.

From the result above, it is implied that the students employ all types of the metacognitive strategies such as planning for a language task strategy, self-evaluating strategy, monitoring strategy, paying attention strategy, and organizing strategy. But, they rarely applied the organizing strategy into their English learning process. Thus, it can be concluded that the students of the English Language Education Department at one of the private universities in Yogyakarta did not employ all of the types in the metacognitive strategies optimally. It is because they frequently employed four types of the metacognitive strategies and rarely employed the organizing strategy. As stated by Young and Fry (2008) without involving the metacognitive strategies optimally, students will have no 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 the English learning process.

Recommendation

In this section, the researcher presents the recommendations based on the result of the study. There are several recommendations for the students, the teachers, and other researchers related to the results of the metacognitive strategies used by the students in learning English.

The students. Based on the result, the students can try to optimize the use of organizing strategy, paying attention strategy, and monitoring strategy in their English learning process. Also, they can maintain the use of planning for a language task strategy

and self-evaluating strategy in order to increase their English learning progress and maintain their achievements effectively.

The teachers. A teacher is the one who acts as the role model and captain in the classroom. They lead all of the activities in the classroom. As for the teachers, they are suggested to provide the activities that require the students to practice using planning for a language task strategy, and self-evaluating strategy in the teaching and learning process. Besides those two strategies, the teacher can also increase the activities that involve metacognitive strategies such as monitoring strategy, paying attention, and organizing strategy optimally. Thereby, the teacher can start to train the students to apply all these types of metacognitive strategies into all aspects of the English learning process.

The other researchers. The researcher suggests to the future researchers who are interested in the same topic about the use of metacognitive strategies in learning English to conduct a research on a wider population. Also, they can investigate the influence of using metacognitive strategies toward students' achievement in English learning process. Thereby, it is possible for the next researcher to conduct a research on the similar study by using different research design and another technique.