



**A DESCRIPTIVE STUDY OF METACOGNITIVE STRATEGY IN
THE ENGLISH LANGUAGE TEACHING AND LEARNING
PROCESS AT SMPN 1 PROBOLINGGO**

THESIS

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A DESCRIPTIVE STUDY OF METACOGNITIVE STRATEGY IN THE ENGLISH LANGUAGE TEACHING AND LEARNING PROCESS AT SMPN 1 PROBOLINGGO

THESIS

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DEDICATION

This thesis is honorably dedicated to:

1. My beloved parents, Soni Rakhmad and Endang Sri P.
2. My beloved brother, Ilwan Dwi Cahyo.
3. My teachers from kindergarten up to university.

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The writer

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SUMMARY

A Descriptive Study of Metacognitive Strategy in the English Language Teaching and Learning Process at SMPN 1 Probolinggo.

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One of the most important missions of educators is to teach students how to learn on their own throughout their lifetime. How the learners learn how to learn, how the learners know what they have learned and how to direct their own future learning are all questions addressed by the concept of metacognition. Metacognition is a notion that has been used to denote a variety of epistemological processes. Metacognition means cognition about cognition; it refers to second order cognitions: thoughts about thoughts, knowledge about knowledge or reflections about actions.

Metacognition involves the awareness and regulation of thinking processes. Metacognitive strategies are those strategies that require students to think about their own thinking as they engage in academic tasks. Metacognitive Strategies involve planning, monitoring, and evaluating. The activities such as planning how to approach a given learning task, monitoring comprehension, and evaluating progress toward the completion of a task are metacognitive in nature. Within this study, the teacher applies Metacognitive Strategies in teaching process and encourages them to apply their Metacognitive in learning activities.

This research aims at presenting a study of the English teacher who teaches the students by applying Metacognitive Strategies in her teaching process and the learners who apply metacognitive strategies in their language learning activities. This research was conducted to describe both teacher's metacognitive strategies and the learner's metacognitive strategies in the English language teaching and learning process at SMPN 1 Probolinggo. This research was conducted at 7th grade of Junior High School. The research respondents were chosen purposively. The total number of

I. INTRODUCTION

This chapter will discuss some issues concerning the topic being observed. They are the background of the research, the problem of the research, the operational definition of the terms, the objective of the research and the significance of the research.

1.1 The Background of the Research

Language learning is the process of changing the learners' behavior, from not knowing to knowing a language. In this process, the change happens in the stages of language development depending on the factors that influence the learners. These factors include the internal and external ones. The internal factors refer to those that come from inside of the individual learners, such as: their intelligence and skill. The external ones include all the things which come from outside the individuals, such as: their experience, social environment, the method of teaching and learning, teaching and learning strategy, and learning facilities. The external factors are not directly observable because they are covert and can only be inferred by studying the learner's output and, to some extent, the learners' reports of how they learn.

The elementary English as a second language program emphasizes the use of strategy by learners. Teachers introduce students to the use of strategies that will help them develop the two competencies: to act on understanding of text and to communicate orally in English. Strategies can be explicitly taught to students. Teachers must have a good understanding of what they involve, and how they can help their students become better learners and enhance students' motivation. The strength of an individual learner's motivation can change over time and it is influenced by external factors. According to Oxford, (1990:1) learning strategies are steps taken by students to enhance their own strategy, which enables them to

awareness and knowledge of themselves, their beliefs and motivation and the strategies they use to develop the TL competence. The acknowledge link between strategies competence in language learning, learning autonomy and successful outcomes is a powerful argument for the researcher to conduct the research. Considering the above description, it is necessary to conduct a research entitled *A Descriptive Study of Metacognitive Strategy in the English Language Teaching and Learning Process at SMPN 1 Probolinggo*. The research will focus on the implementation of the students' and their teacher's metacognitive strategies in English teaching and learning process.

1.2 Problem of the Research

Based on the research background, the research problems are formulated as follows:

- a. How does the teacher apply metacognitive strategy in the English teaching process at SMPN 1 Probolinggo?
- b. How do the students apply their metacognitive strategy in the English learning process at SMPN 1 Probolinggo?

1.3 Objective of the Research

Related to the research problem, the objectives of this research consist of two objectives, which are listed below:

1. To describe the teacher's metacognitive strategy in English teaching process at SMPN 1 Probolinggo?
2. To describe the students' metacognitive strategy in English learning process at SMPN 1 Probolinggo?

understand that he/she has a difficulty in finding the connection between important concept within a story, then he/she use the concept map to identify the main concepts and link them together using lines.

1.5 The Research Significance

The report of this research is expected to give a clear description to the English teacher, the students, and other researchers about metacognitive strategy in English teaching and learning process.

1. To the English Teacher

The result of this research can be used by the English teacher as a reference or an input and consideration to apply and develop more metacognitive strategy in teaching and learning process in order to make the students be individual independent learner.

2. To the Students

After knowing the result of this research, this strategy can hopefully motivate the students to be better and independent learners. In addition, metacognitive strategy hopefully makes language learners more capable and is essential for successful language learning.

3. To Other Researchers

The result of this research will hopefully be useful for other researchers as a reference or an input to conduct a further research dealing with the same problems such as to improve the students' reading skills and motivation in learning English by using metacognitive strategy.

will facilitate the acquisition, storage, retrieval or use of information”. (http://www.crie.org.nz/research_paper/c_griffiths_op1.pdf).

According to Brown, (2000:123) Learning Strategies “relate to input to processing, storage, and retrieval that is to taking in messages from others.” When the learners are able to use their Language Learning Strategies, they can be more independent and better learners. They can easily construct their knowledge to reach the TL as what Oxford (1990) notes that Language Learning Strategies are “specific action taken by the learner to make learning easier...” (1990:8). Therefore, the teacher has to help their students become active participants in their learning.

The above definitions show that Language Learning Strategies are any steps, thought, techniques, behaviors which help learners to succeed in the learning process to achieve the target language.

2.2 The Classification of Learning Strategy (LS)

The classification of types of language learning strategies is various and different researchers have different direction to study and sort language learning strategies. O’Malley et al (1985b:582) in Brown (2000:125) divide learning strategies into three main categories those are Metacognitive, Cognitive, and Socioaffective.

1. Metacognitive is strategies that involve planning for learning, thinking about the learning process, monitoring one’s production or comprehension, and evaluating learning after the learning activity is finished.
2. Cognitive strategies are more limited to specific learning tasks and it involves more direct manipulation of the learning material itself.
3. Socioaffective is strategies that have to do with social mediating activity and interacting with others.

Much of the work of researchers and teachers on the application of learning strategies know that teaching learners about “how to learn” is crucial. Learner

English words several times, they make a repetition. Then, they can speak and write English more fluently than before.

1.3 Compensation Strategies

Compensation Strategies deal with the learners' strategies employed to make up their limited knowledge in the learning process to achieve and reach the target language. For example: the learners will make up the new words if they do not know the right one. The strategies were suitable with the statement: "If the learners found some difficult words when they read an English magazine, they try to guess those words", "When the learner can't say English words in the middle of conversation or presentation well, she use a gesture to help her during the conversation" and so on.

2. Indirect Strategies

Indirect strategies support learners to learn the target language without involving the target language directly during their learning process. They consist of three subdivisions such as: metacognitive strategies, affective strategies, and social strategies. Indirect strategies work best when used in combination with direct strategies.

"Indirect strategies provide indirect support for language learning through focusing, planning, evaluating, seeking opportunities, controlling anxiety, increasing cooperation and empathy, and other means". Oxford, (1990:151)

2.1 Metacognitive Strategies

Metacognitive strategies are strategies applied by learners to manage their own learning. It concerns with guiding the learning process itself and so includes strategies for planning, monitoring and evaluating, such as: Planning the way to approach a learning task, monitoring comprehension, and evaluating the progress towards the completion of a task. The sub skills referred to these statements: "I plan my schedule so that I can learn English regularly", "I listen and concentrate; I demonstrate my understanding; I use English, then I think about my progress in learning English".

2.2 Affective Strategies

(Myers & Paris, 1978) in (Livingston, 1997). Having a metacognitive awareness means an individual not only has knowledge about them but it also includes knowledge about the strategies used to tackle problems (Fisher, 1998) in (Livingston, 1997).

Robin Fogarty (1994) in *How to Teach for Metacognitive Reflection* is also has definition about metacognition. She defines metacognition as “thinking about thinking” she adds that “to have awareness and control over your own thinking one may plan metacognitively, monitor progress metacognitively, or evaluate metacognitively.....”. Thus, the three areas, planning, monitoring, and evaluating provide the appropriate framework for metacognitive strategy in teaching process. In other words, the teacher who is able to identify suitable teaching strategies in the proper situation is using metacognition. In this case, the teacher applied Metacognitive Strategies by composing a planning strategies, monitoring students progressive and monitoring whether her/his strategies is work well or not, and by evaluate students’ achievement whether her/his students achieve the target language or not and whether her/his strategies are appropriate or not.

We know that our teaching is improved by careful planning with drafting the lesson plan that is actively compose by the teacher, monitoring how well the work does by observing the students’ progress, giving tasks, and tests’ result in the past as the note to raise and improve the learning in order to achieve the target language. Beside that, the students also need to develop metacognitive strategies to improve their learning, and the teacher can help them with any practices includes MS Instructions, and sharing the strategies or experience with the students, etc.

One of the ways to encourage metacognitive skill is by establishing the metacognitive environment. A metacognitive environment encourages awareness of thinking. Planning is shared among teachers, school library media specialists, and students. Thinking strategies are discussed to monitor the students’ progress then evaluation is ongoing. In the creation of metacognitive environment, teacher monitors

complete an activity. So, they will learn to think and ask questions of themselves as they proceed through a learning activity. Here, the researcher will know teacher's planning by giving some questions through interview session.

2. Monitoring

Monitoring is also important in Metacognitive strategy, by monitoring strategy, the teacher will monitor whether her strategies are work well or not. During planning and problem solving situations, teachers should think aloud so that, students can follow demonstrated thinking process. The teacher usually uses a journal or a diary to note students' strength and weakness and also note the important thing in teaching process, so that he/she can arrange the planning for next period. Besides, paired problem solving is another useful strategy. One student talks through a problem, describing his thinking process, his partner listening and asks questions to help clarify thinking.

By monitoring students' use of learning strategies, they are better able to keep themselves on track to meet their learning goals. Once they have selected and begun to implement specific strategies as intended. For example: students may be taught that an effective writing strategy involves thinking about their purpose in writing such as to persuade or to explain. Students can be taught that to monitor their use of this strategy, they should pause occasionally while writing to ask themselves questions about what they are doing, such as whether or not they are providing the right amount of background information or not. In this area, the researcher will observe directly how the teacher monitors her strategy whether is work well or should be changed and also observe how the teacher monitors students' progress.

3. Evaluating

Second language learners are actively involves in metacognition when they also attempt to evaluate their strategies whether what they are doing is effective or not. Teachers can help students to evaluate their strategy use by asking them to respond thoughtfully the teachers' questions.

is taking place, or self-evaluation of learning after the task has been completed.” As O’Malley and Chamot tell that there are three main components for metacognitive strategy that have been proposed, as discussed in the following.

1. Planning for Learning

Planning for learning means selects the right strategies distributing resources, setting goals, activating knowledge, etc. Planning is important Metacognitive skill that can improve student learning. By engaging this strategy, the students will able to think and organize the tasks and how to accomplish them. Planning is helpful before starting any large assignment that can be divided into smaller parts in order to make it more controllable. In this case, the students set a goal for themselves. For example: a student might set a goal for himself of being able to answer the comprehension questions at the end of the chapter. (Virginia et al, 2009:782)

2. Monitoring for Learning

According to Virginia et al (2009:782) “Monitoring consists of regulation and self-assessment of skills needed to control learning”. By monitoring their use of learning strategies, students are better able to keep themselves on track to meet the goal. So, the students are aware of how well a task is progressing and notice when comprehension breaks down.

3. Self Evaluation of Learning

Evaluation is an assessment of the results and the learning regulation process. Deciding for themselves how well they acquired some material or performed on a task help the students aware of their strength and weakness so they can do even better the next time. Assessing how well the strategies work for themselves can help the students decide which strategies are appropriate and prefer to use on particular tasks. The researcher will know the learners’ strategy that includes planning, monitoring, and evaluating strategy through interview and giving them questionnaires.

Obviously, students can become more active, initiative, and realize what their problems are in learning by the use of MS in their learning. From Oxford's experience, she said that teachers should create opportunities and encourage students to use so many MSs as possible as they can in their language learning. So that, "Metacognitive Strategies make language learner more capable" (Oxford, 1990:136).

In these strategies, both teachers and students make their own planning in language learning. Students use self-monitoring that is given by the teacher to measure their effectiveness while working on the task. Then, they can evaluate themselves and the teacher will guide them to reach the goal

The other reason is one of the most important missions of educators is to teach students how to learn on their own throughout their life time. How we learn "how to learn", how we know what we have learned and how to direct our own future learning are all questions addressed by the concept of metacognition. So, it is crucial to guide students be aware and conscious their learning through MSs by knowing the learners' strength and their weaknesses. According to Fogarty (1994) there are three main reasons to teach MS, those are: to develop in students a deeper understanding, to take students' thinking to a higher level, and to steer students into adulthood.

1. To develop in students a deeper understanding of text

Good readers know how to use cognitive and metacognitive strategies together to develop a deeper understanding of a book's theme or topic. They learn or "construct knowledge" (using cognitive strategies) through a variety of methods, and then recognize (using metacognitive strategies) when they lack understanding and, consequently, choose the right tools to correct the problem.

2. To take students' thinking to a higher level

For many students, explaining their thought process is a daunting task. They may think, "How do I explain what I think? I don't know what to say. My teacher usually helps me out" These students need opportunities to take their

learners, they should master the four language skills that include speaking, listening, reading, and writing.

Some researchers who had conducted the research before, tried to investigate and trial how effective they use MSs in teaching English, such as reading, listening, and writing. Cognitive strategy may involve knowing how to do a particular task, but higher-order MS involves checking to see that the solution to the problem is correct and that the goal has been reached. This part is discussed about how MS can be used to the four language skills.

1. Speaking

Metacognition refers to higher order thinking that involved in learning. Activities, such as planning how to approach a given learning task, monitoring comprehension, and evaluating progress toward the completion of a task are metacognitive in nature. Because metacognition plays a critical role in successful learning it is important for both students and teachers. Metacognition has been linked with intelligence and it has been shown that those with greater metacognitive abilities tend to be more successful thinkers. Metacognition can be used in any subject and also to the four language skills. Speaking is the subject that involves students' active and full participation. The teacher can guide the students to use this strategy by using thinking aloud. Metacognition consists of three basic elements that can help the teacher to guide the students to think aloud by using this variety language prompt, those are:

1. Developing a plan of action.
2. Maintaining / monitoring the plan
3. Evaluating the plan.

Before complete and try to accomplish the task, when you are developing the plan of action, ask your self:

- What in my prior knowledge will help me with this particular task?
- In what direction do I want my thinking to take me?

Table 2.1 Metacognitive Strategy based on Vandergrift et al.

| (1) Metacognitive Strategies (MS) | | |
|--|---|---|
| 1.1. Planning: Developing an awareness of what needs to be done to accomplish a listening task, developing an appropriate action plan and/or appropriate contingency plans to overcome difficulties that may interfere with successful completion of the task. | | |
| 1.1.1. Advance Organization | Clarifying the objectives of an anticipated listening task and/or proposing strategies for handling it. | I read over what we have to do. I try to think of questions the teacher is going to ask. |
| 1.1.2. Directed Attention | Deciding in advance to attend in general to the listening task and to ignore irrelevant distracters; maintaining attention while listening. | I listen really hard. I put everything aside and concentrate on what she is saying. |
| 1.1.3. Selective Attention | Deciding to attend to specific aspects of language input or situational details that assist in understanding and/or task completion. | I listen for the key words. I establish the speakers in the conversation, their relationship by tone of voice, how they will address each other. This will limit the topics of discussion (in combination with planning, voice inferencing and elaboration). |
| 1.2. Monitoring: Checking, verifying, or correcting one's comprehension or performance in the course of a listening task. | | |
| 1.2.1. Comprehension Monitoring: | Checking, verifying, or correcting one's understanding at the local level. | I translate and see if it sounds right. (In combinatic |

Listening strategies are deliberate procedures used by learners to enhance comprehension, learning and retention of the target language (Rigney, 1978) in Hurd (2008:85). Then, skilled L2 listening is more than a question of numbers of strategies used; it involves a skilful orchestration of selected metacognitive and cognitive strategies to regulate learning processes and achieve comprehension. As the other experts states: “The use of MS to control learning is closely linked to motivation, self-regulated learning” (Pintrich, 1999) and learner autonomy (Dickinson, 1995) in Hurd (2008:90).

Reflection on the process of listening can raise awareness and help L2 learners develop strategic knowledge for successful L2 listening. Students can be encouraged to take responsibility for planning, monitoring and evaluating their own learning, leading to greater success in L2 listening and, concomitantly, greater motivation and increased self-efficacy. The tool utilized in this research to incorporate MSs into the lesson is Metacognitive Awareness Listening Questionnaire (MALQ), a 21 item questionnaire developed by Vandergrift et al. (2006), which has been used in different contexts as a consciousness-raising tool to raise students’ awareness of the process of listening, to positively influence students’ approach to listening tasks, and to increase self-regulated use of comprehension strategies.

Vandergrift (1997) lists four strategy categories, planning, monitoring, evaluation and problem identification, which make up the basics of his model. For planning, he draws attention to an appropriate action plan to deal with difficulties that may hinder the listener from completing a task successfully. At this stage, he underlines the importance of pre-listening activities that help students make predictions about what to listen for and, subsequently, to focus attention on meaning while listening. In his monitoring category, students check consistency with their predictions. In the evaluation category, students evaluate the results of decisions made during a listening task by getting involved in group or class discussions. Within the problem identification category, he underlines the importance of explicitly

- Are there any clue words and phrases that might help figure out what text structure I'm reading?
- Before I continue reading, I need to stop and think about what I just read and make sure I understand it. If I don't, I need to stop and plan.

Monitoring:

- What might happen next?
- What was this page about?
- Maybe I should reread this part again and look for specific information.
- What can I write or draw that might help me remember and understand what I just read?

Evaluating:

- How well did I read and understand?
- What strategies worked well for me?
- What strategies did not work for me?
- What should I do next time?

4. Writing:

Many students don't know how to write and don't want to think about improving their skills. If our students know how, when, and why to do academic writing, they will be able to use both cognition and metacognition well. The teachers can use metacognition to help students learn to analyze and adapt their thinking, learning, and writing processes. Drawing on personal observation and a survey of published literature, and know exactly that the teacher also use metacognitive thinking.

Metacognition can be loosely defined as "thinking about thinking," but it is important not to be superficial about this complex form of higher-order thought. Metacognition involves not only the ability to think about one's cognitions, but also knowing how to analyze, to draw conclusions, to learn from, and to put into practice

| | |
|---|--|
| | <ul style="list-style-type: none"> - May have mistaken notions of how writers work - Frustrated, give up easily - Daydream, forget assignments |
| <ul style="list-style-type: none"> - Better at revision - Can detect, diagnose, and fix problems in their own texts and those of others | <ul style="list-style-type: none"> - Often decide to leave problems in the text untouched - Seek help with sentence-level errors from older people |
| <ul style="list-style-type: none"> - Complete assignments in a timely manner - Talk to professor, arrange conferences | <ul style="list-style-type: none"> - Complete assignments at the last minute - May fail to finish or hand in assignments - Avoid professor, fail to show up for conferences |

(Modified from: Kathleen King, p. 9)

As a teacher, those differences learners can be a problem, but when applying MS, at the first, the teacher should planning a specific writing lesson, includes the strategy which is used and appropriate with class. Then monitoring the process of how the learners accomplish the task, and last evaluate students' progress and the students' achievement while also evaluate whether her/his strategy is appropriate and work well or not during the teaching process. This strategy involves self assessment to assess oneself whether he/she work in sidewalk or stray from the goal. If our students can evaluate problems and develop plans to solve them, carry out strategies for solutions by checking and adjusting their behavior so that the results are positive, and evaluate their successes and failures so that they learn what to do next time, they will have a good start on a lifetime of successful thinking.

The teacher has previously taught, and in this lesson he encourages students to use, a “thumbs-up” or “thumbs-down” to indicate whether they agree or disagree. This technique provided her a quick way to determine whether her students understood or did not understand. Providing easy to use non-verbal cues like this, provide the student who had expressive language problems a way to respond in an efficient, nonthreatening manner. Additionally, a cue such as this provides the teacher a quick and efficient way to check student understanding.

The teacher stated the purpose of rules in general and also of the “Rule of ORDER.” As she did this, she pointed to the visual representation of “Rule of ORDER” written on the dry-erase board. This technique helped students relate what they were hearing to a visual representation, facilitating a meaningful connection between the auditory and the visual information.

The teacher had the students restate what they were going to learn the “Rule of ORDER.” By saying this out loud, the chances of students remembered the learning objective were greater. The teacher explicitly stated the four things they would learn about the “Rule of ORDER” when it was used, why it was used, what it was used for, & how to use it. She reinforced these concepts by writing them on the dry-erase board in advance and by pointing to the words as she says them. By doing this, she again used multi-sensory teaching effectively.

When interviewed her, the teacher said that she asked her students to collect their writing assignment that told about their weaknesses, strength, experience, and whatever the problem or their feeling when studying English. She said that this assignment can control over their learning, knowing their weaknesses and what actually students want to do in learning activities.

The English lesson for eight year students has five hours in a week. The compulsory book used by the English teacher in teaching English is *English Module* and sometimes she uses an authentic material such as browsing from the internet, brochure, et cetera according to the topic and theme discuss.

6. Analyzing the collected data.
7. Concluding the research result.

3.2 Area Determination Method

To determine the research area, the purposive method was used in this research. Purposive method was used based on a certain purpose dealing with technical cases, such as time and fund (Arikunto, 2002:138). This research was conducted at SMPN 1 Probolinggo. This school was chosen purposively because of two considerations. Firstly, the phenomenon about the use of Metacognitive Strategies by the English teacher in teaching process that is applied to the students in the classroom happens at SMPN 1 Probolinggo. Secondly, the technical reason such as the school administrative permission given by the headmaster.

3.3 Research Respondent

The research respondents were the English teacher and students of the seventh grade at SMPN 1 Probolinggo. They were taken through purposive sampling namely teacher and the students whose Metacognitive Strategy was observed in this research. Arikunto (2006:145) notes that the research respondent is the persons who give their response about the fact or the opinion relates to the topic of the research. Those responses could be in the form of oral and written. The class of seventh-three (7th-3) was chosen purposively because this class was appropriate with the topic of the research and the technical reason such as the permission and suggestion given by the English teacher.

3.4 Data Collection Methods

Fraenkel and Wallen (2000:15) state that data collection methods were systematic standard procedures to get the data needed or collected by applying

3.4.2 Observation

Observation involves the researcher in watching, recording, and analyzing events or interests (Blaxter, 1997:158). In this study, observation was used to gather data about the application of using Metacognitive Strategies in teaching and learning process. It was intended to answer both problems that were to describe the teacher's Metacognitive Strategies in English teaching process and to describe the students' Metacognitive Strategies in English learning process at SMPN 1 Probolinggo in the 2010/2011 academic year.

A non-participant observation was applied because the observer's role was an observer on the use of Metacognitive Strategies in teaching and learning process. Arikunto (2002:204) notes that the most effective way in observation was by using checklist as an instrument. A checklist contains some items events that may appear in the classroom. Whereas, field notes contain the description of what has been observed. In this research, the observation guide in the form of checklist contains some conditions on the use MSs in teaching and learning process and field notes record some important points which are not available in the checklist. Field notes should contain everything that the observer believes to be worth noting. According to Patton (1980:161) "field notes are descriptive, they should be dated and should record such basic information as where the observation took place..." to gain the data about all learning process, the observation for this research is done more than three times to make sure and reach the high reliability that MSs are used in the classroom.

3.4.3 Questionnaire

Questionnaire is one of the data collection instruments that can be sent fairly easily to a large number of people (Robinson, 1999:12). It should be attractive, brief, and easy to fill out. In this research, questionnaire is used to gain the information about the students' Metacognitive Strategies and their perspective on the use Metacognitive Strategies by the English teacher in the classroom. It is intended to

Methodological Triangulation refers to the use of more than one method for gathering data. Such as: interviews, observations, questionnaires, and documents. The purpose of triangulation in qualitative research is to increase the credibility and validity of the results. The technique of methodological triangulation can be seen briefly in this following picture.

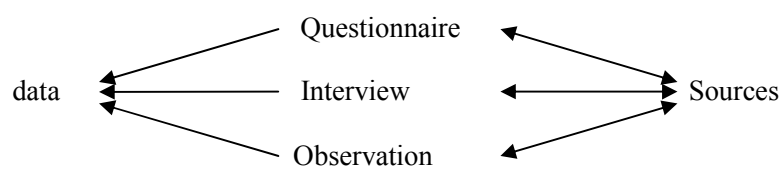


Figure 3 Methodological Triangulation (Sutopo, 2006:96).

Reliability means consistent, to obtain the consistency of the result the researcher will do the observation more than three times in order to collect and gather the consistency result. Provide non-distracting conditions and maintain a quiet setting. Write unambiguous items, it is essential that candidates should not be presented with items whose meaning is not clear. Further, provide clear and explicit instructions are also important. This applies both to written and oral instructions. Spoken instructions should always be read from a prepared text in order to avoid introducing confusion.

3.6 Data Analysis Method

The data from the interview, documentation, observation, and questionnaire analyzed by using descriptive qualitative analysis and support by the document because the purpose of this study is to describe the use of Metacognitive Strategies by the English teacher in teaching and the use of MSs by the students in their classroom learning activities. They were written in narrative form. The process of data analysis could be described in the following. First, review all the gathering data. The second, code the data. Coding means identifying themes within the interview notes,

IV. RESULT AND DISCUSSION

This chapter presents the results of investigation done for the research as well as presents the discussion of presented results. The collected data covering Teachers' Metacognitive Strategy and students' metacognitive strategy through observation, interview, and questionnaire results provides underlying information of the research problem. The results of those data are presented below.

4.1 The Teacher's Metacognitive Strategy in the English Teaching Process

The application of MS by the teacher in teaching and learning process was revealed from the interview and the observation. These MS includes three important factors, those were: planning strategies, monitoring strategies, and evaluating strategies.

4.1.1 Planning Strategies

In these planning strategies, the teacher composed the lesson plan and used the appropriate strategies in teaching process. In this area, the teacher also made a list of her planning that includes the methods of her teaching, the material and the strategies which would be used by the teacher.

According to the English teacher, she used some methods in teaching process, such as: contextual teaching language methods, drilling, and Total Physical Response. The materials she used were various, those were from the English text book, a teacher-made module, and sometimes she also used the authentic materials that were taken from the internet, brochure, and the others.

The teacher stated that she arranged the material based on the curriculum and syllabus, and then she planned the strategies that she thought appropriate with the students. She told to enrich students' vocabulary; she drilled students' skill by asking them to memorize some new vocabularies, at least five words every two weeks. The

teacher, because she knew well that her students had some difficulties in composing the paragraph.

Dealing with the reading skill the teacher said that most students were good in reading. The teacher often gave the text which performs the latest information and knowledge for them. So, it enriched students' input whether in new vocabularies and information. She usually used visual aids in teaching process as the media. For listening skill, the teacher said that the situation around the class was too crowded, and the language laboratory was still restored, so when it should use a tape recorder, the students moved to the up stair class, which was more quite than in the down stair. Sometimes, she used her own voice or dictation as the alternative. She had so many listening materials browsing from the internet and her collection itself that complete with the handbook.

Further, she also informed that the students in SMPN 1 includes class 7.3 had so many duties and activities. So, the students often bored and tired when receiving the materials in the classroom and to solve this problem she gave the games. She showed to the researcher a book entitled "Active Learning" that consisted of some games for active learning. She used that book as the literature to guide her giving the games to the students.

Besides, the teacher also stated that she often checked the students' notebook, so the students were accustomed to note explanation from the teacher. Those strategies were planning strategies that would be applied by the English teacher in her teaching process. Teacher's planning strategies were shown briefly in the following.

Table 4.1 Teacher's Planning Strategies

| |
|---|
| <p>Methods:</p> <ul style="list-style-type: none"> • CTL • Drilling • TPR |
|---|

also asked the students to collect their tasks; tests' score in an album to monitor them before giving feedback at the end of the lesson.

Based on the result of the observation that was conducted within three times, on 20 April, 21 April, and 4 May 2011. The observation was conducted to observe both teaching and learning process. In these strategies the researcher could assess that the teacher used some strategies to monitor her students. The strategies included monitored students through discussion, gave the questions to the students directly and orally. She encouraged her students to share and communicated each other by using think aloud. Here the detail description below.

that conducted within three times, on 20 April, 21 April, and 4 May 2011. The observation was conducted to observe both teaching and learning process. Here, the result below. At the first meeting of the observation, the teacher gave the text to the students, and then she gave the comprehension tasks for them. The text was about the physical appearance of an Indonesian famous athlete, Taufik Hidayat. The teacher used visual aids that were a picture of Taufik Hidayat. She tried to build the students' background knowledge by showing the picture of Taufik Hidayat behind the text. The teacher asked the student to read the text, then she reread loudly. She used think-aloud to guide the students. The teacher modeled think aloud while reading aloud, and the students listened. The teacher thinks a loud during shared reading and the students helped out. The teacher asked the students what the physical appearance of Taufik Hidayat continued with asking them about what were Taufik Hidayat's achievements in his field, in what paragraph the information gotten, and the students answered based on the text given orally.

To monitor students' comprehending of the text the teacher used a think aloud. She guided the students to monitor whether they still confused or fully understand about the content of the text. She also gave the questions technique to her students. Sometimes, she pointed the students directly to answer the questions from the teacher. She often checked students' notebook to monitor whether students did

| |
|--|
| <ul style="list-style-type: none"> • Monitored students by using think aloud. |
| <p>Time: While or during the teaching process.</p> |

4.1.3 Evaluating Strategies

Teacher's evaluating strategies that involve how the teacher applied these strategies and when she used them were presented below and followed by the table of teacher's evaluating strategies.

Based on the result of interview, the teacher told to the researcher that she evaluated her students' achievement and her strategies based on the students' score. Here, the teacher evaluated students' achievement and tried to interpret whether her strategies worked on track and worked well or she should change with others by observing the graphic of students' scores. She usually took a note the strategies, techniques, and her methods in a diary. So, she assessed her strategies by herself easily, from the students' tasks and tests' score she knew the strength and weakness of her students through her note, then she discussed those result together with the students and gave them a feedback, if it needed she gave the more detail explanation or retest for the students. Evaluating strategies applied when the material had been explained or at the last of the lesson.

Table 4.3 Teacher's Evaluating Strategies

| |
|---|
| <p>Strategies:</p> <ul style="list-style-type: none"> • Evaluating students' progress and teacher's strategy based on the students' score and daily activities in teaching learning process. • Evaluating students' progress through the graphic of the students' score. • Taking a note in a diary to assess her strategies, techniques and methods. • Giving the feedback. |
|---|

would actively note the explanation from the teacher. The students usually wrote some unfamiliar words in the whiteboard in their room to enrich their vocabularies. So, they were easily remembered and memorized them before they were going to sleep. They also said that they were more receptive to the materials when they learned with their style. When accomplished the task, the students told some of them were easily finished the task and solved the problem when studied in group, so some of them made a team in learning. Hence, they could discuss and shared together. Those strategies above were included into planning strategies of the students.

The result of students planning strategies includes how they planned and arranged their learning strategy were drawn briefly in the table below.

Table 4.4 Students' Planning Strategies

| |
|--|
| <p>Strategies:</p> <ul style="list-style-type: none"> • Started to study in the evening. • Arranged the schedule regularly. • Learning in peaceful place. • Noted the explanation from the teacher orderly and regularly to make them easier when learned the subject. • Memorized unfamiliar words by writing them in whiteboard in their room. |
| <p>Time:</p> <p>At the previous of the lesson</p> |

4.2.2 Monitoring Strategies

Besides planning strategies, monitoring strategies were also important to develop students' Metacognitive Strategies. Monitoring involved checking, verifying, and correcting one's performance during a learning task. Based on the result of

Table 4.5 Students' Monitoring Strategies

| |
|---|
| <p>Strategies:</p> <ul style="list-style-type: none"> • Asked friends and teacher when she/he has wrong answer in order to get the correct one. • Stop and pause occasionally when read the text to monitor their comprehension. • Doing the grammar exercise via online. • Always bring the dictionary to check the meaning of unfamiliar words |
| <p>Time:</p> <p>While or during the learning process.</p> |

4.2.3 Evaluating Strategies

Evaluating strategies was done at the end of the lesson. It involved one's assessment of the strategies, and the way she/he did at the previous or judging one's strategies used. For listening skill, evaluating strategies were also included the problem solving strategies. They covered identifying what needs resolution in a task or identifying an aspect that hindered its successful completion. The result of students' evaluating strategies were drawn in the table below and described in the following.

Table 4.6 Students' Evaluating Strategies

| |
|---|
| <p>Strategies:</p> <ul style="list-style-type: none"> • Memorizing what were the problems distracted while listening, then applied the problem solving. • Evaluating the progress through the result score. • Fixing a date to check whether he/her speaking strategies are used effectively. |
|---|

which is “SMS” for Speaking Metacognitive Strategy, “LMS” for Listening Metacognitive Strategy, “RMS” for Reading Metacognitive Strategy, “WMS” for Writing Metacognitive Strategy. Next, the questionnaire result was then coded again into three types of MS which are “PL” for Planning Strategies, “MO” for Monitoring Strategies and “EV” for Evaluating Strategies. the SMS was also coded into “PL1” representing “I have a clear goal in learning speaking” (Planning Strategy for Speaking Metacognitive Strategy) up to “PL10” representing “I will ask the teachers, parents, and peers to scout the implementation of my plan”. “MO1” in SMS representing “Before carrying through a speaking activity, I would think of the purpose and requirement of the activities, including what strategies to use” up to “MO9” representing “When finding my speaking strategies no longer effective, I would adjust them” (Monitoring strategies) and “EV1” representing “I would check my improvement on speaking learning at certain time intervals” up to “EV8” that representing “I could draw a lesson from the previous mistakes in learning speaking” (Evaluating Strategies), and so forth. By calculating the made score of each strategies and the mode of the strategies used, the mostly used MS of Class 7.3 was decided. The sample of mode analysis was presented below.

Table 4.7 The Sample of Mode Analysis in Class 7.3 for Speaking Skill Metacognitive Strategy (SMS).

| No | Names | PL1 | PL2 | PL3 | PL4 | PL5 | PL6 | PL7 | PL8 | PL9 | PL10 | Mode |
|----|-------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|
| 1. | X1 | 3 | 3 | 3 | 4 | 3 | 3 | 3 | 3 | 4 | 4 | 3 |
| 2. | X2 | 3 | 2 | 2 | 2 | 3 | 4 | 4 | 3 | 3 | 5 | 3 |
| 3. | X3 | 4 | 2 | 4 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 2, 3 |
| | | | | | | | | | | | | |
| | Mode | 3 | 3 | 3 | 4 | 3 | 3 | 3 | 3 | 3 | 4 | |

Note: PL1 – PL10 = Planning strategies’ items

X1 – X28 = the learners of Class 7.3

| | | | | | |
|------------------------|----------|------------------------|----------|------------------------|----------|
| PL7 | 3 | MO7 | 3 | EV7 | 3 |
| PL8 | 3 | MO8 | 3 | EV8 | 3 |
| PL9 | 3 | MO9 | 4 | | |
| PL10 | 4 | | | | |
| Mode of part PL | 3 | Mode of part MO | 3 | Mode of part EV | 3 |

Notes: PL = Planning Strategies, MO = Monitoring strategies,

EV = Evaluating Strategies

PL1-PL10 = The items of planning strategies

MO1-MO9= The items of monitoring strategies

EV1-EV8 = The items of evaluating strategies.

From the above table, the highest used of planning strategies in speaking metacognitive strategies was in the range of 4 (often). Strategy PL4 and PL10 were often used by learners of class 7.3. In other words, “I would spend some time memorizing vocabulary everyday” and “I will ask teachers, parents and peers to scout the implementation of mu plan” were often used by 7.3 learners. Meanwhile, the least used strategy was in the range of 3 meaning that it was sometimes used. Strategy PL1, PL2, PL3, PL5, PL6, PL7, PL8, and PL9 were sometimes used by the learners’ class 7.3.

On part MO (Monitoring Strategies), the highest range was 4 (often) while the lowest range was 3 (sometimes), Strategy MO1 (Before carrying through a speaking activity, I would think of the purpose and requirement of the activities, including what strategies to use), MO3 (I attempt to find out the best way of learning speaking) and MO9 (when finding my speaking strategies no longer effective, I would adjust them) were often used by the learners of class 7.3. On the other hand, some strategies were sometimes used by the learners, such as: MO2 (I know when to use certain

| PL | | MO | | EV | |
|------------------------|----------|------------------------|----------|------------------------|----------|
| Code | Mode | Code | Mode | Code | Mode |
| PL1 | 5 | MO1 | 5 | EV1 | 5 |
| PL2 | 5 | MO2 | 5 | EV2 | 4 |
| PL3 | 3, 4 | MO3 | 5 | EV3 | 4 |
| PL4 | 4 | MO4 | 5 | EV4 | 2 |
| PL5 | 4 | MO5 | 5 | EV5 | 4 |
| PL6 | 4 | MO6 | 4 | | |
| | | MO7 | 4 | | |
| | | MO8 | 3 | | |
| | | MO9 | 4 | | |
| | | MO10 | 5 | | |
| Mode of part PL | 4 | Mode of part MO | 5 | Mode of part EV | 4 |

Notes: PL = Planning Strategies, MO = Monitoring strategies,
 EV = Evaluating Strategies
 PL1-PL6 = The items of planning strategies
 MO1-MO6= The items of monitoring strategies
 EV1-EV8 = The items of evaluating strategies.

From the above table, the highest used of planning strategies in listening metacognitive strategies was in the range of 5 (agree). The learners of class 7.3 agreed to use Strategy PL1 and PL2. In other words, “Before I start to listen, I have a plan in my head for how I am going to listen” and “I focus harder on the text when I have trouble understanding” were agreed used by 7.3 learners. Meanwhile, the least

Table 4.11 The Result of Reading Metacognitive Strategy (RMS) in Class 7.3

| PL | | MO | | EV | |
|------------------------|----------|------------------------|----------|------------------------|-------------|
| Code | Mode | Code | Mode | Code | Mode |
| PL1 | 5 | MO1 | 4 | EV1 | 4 |
| PL2 | 4 | MO2 | 4 | EV2 | 3 |
| PL3 | 4 | MO3 | 4 | EV3 | 4 |
| PL4 | 3 | MO4 | 3 | EV4 | 5 |
| PL5 | 4 | MO5 | 3 | EV5 | 3 |
| Mode of part PL | 4 | Mode of part MO | 4 | Mode of part EV | 3, 4 |

Notes: PL = Planning Strategies, MO = Monitoring strategies,

EV = Evaluating Strategies

PL1-PL5 = The items of planning strategies

MO1-MO5= The items of monitoring strategies

EV1-EV5 = The items of evaluating strategies.

From the result of reading metacognitive strategies above, the highest used of planning strategies in reading metacognitive strategies was in the range of 5 (always). Strategy PL1 was always used by learners of class 7.3. In other words, “I’m going to read English book, and when I really don’t know much about the meaning. I think I should read slowly and check the dictionary” was always used by 7.3 learners. Meanwhile, the least used strategy was in the range of 3 meaning that it was sometimes used. Strategy PL2 (I try to read stories in English as often as possible) was sometimes used by the learners’ class 7.3.

| | | | | | |
|------------------------|-------------|------------------------|----------|------------------------|----------|
| | | | | | |
| Mode of part PL | 3, 4 | Mode of part MO | 3 | Mode of part EV | 4 |

Notes: PL = Planning Strategies, MO = Monitoring strategies,

EV = Evaluating Strategies

PL1-PL5 = The items of planning strategies

MO1-MO5= The items of monitoring strategies

EV1-EV5 = The items of evaluating strategies.

The same analysis was done for writing metacognitive strategy (WMS). From the result of writing metacognitive strategies above, the highest used of planning strategies in writing metacognitive strategies was in the range of 5 (always). Strategy PL1 was always used by learners of class 7.3. In other words, “I will read the instruction carefully to fully understand it and determine what the goal is” was always used by 7.3 learners. Meanwhile, the least used strategy was in the range of 3 meaning that it was sometimes used. Strategy PL3 (Before starting to write and compose the paragraph I think how much time I need to finish the task) and PL4 (I plan how to solve the problem before I actually start solving it) were sometimes used by the learners’ class 7.3.

On part MO (Monitoring Strategies), the highest range was 4 (often) while the lowest range was 3 (sometimes), Strategy MO1 (Once a result is obtained, I check to see that it agrees with what I expected), and MO3 (I use graphic organizers (diagrams, flow-charts, etc) to better understand the concept when composing a paragraph) were often used by the learners of class 7.3. On the other hand, some strategies were sometimes used by the learners, such as: MO2 (I try to relate unfamiliar problems with previous situations or problems solved), MO4 (I try to

teacher gave speaking assignment when the students interview the teacher, friends, and their family. Writing tasks when the students wrote and compose the autograph. Actually the teachers who used the strategies in the proper situation used MS. Here, the teacher knew well what were the students needed. What strategies that appropriate for the characteristics of the class, then she monitored and evaluated their work regularly through her notes.

Besides the interview, the observation results reflected that the teacher use a variety language learning strategies in her teaching process. They knew that her students sometimes felt bored in the classroom. So, the teacher tried to make some strategies to solve this problem. She tried to create a positive atmosphere in teaching learning process. She had several games or ways to make the students enthusiastic, because she knew well that her students easily bored. For enrich students' vocabularies, the teacher asked the students to memorize at least 5 new vocabularies or unfamiliar words every two weeks. The teacher also gave visual aid to help the students easily remembered the material or topic that would be discussed. She often check students' notebook and suggested them to write in different colors. The teacher always gave back students' result test and asked them to save and collect them in order to know their weakness and it made them better and easier to monitor their progress.

She also used think aloud protocols to encourage students' thinking in order to be aware of their strength and weaknesses. She made the students accustomed to use their brain processing into a higher level to develop students' independent learning by sharing and discussion among others. The teacher often gave the feedback to the students related to their mistakes; therefore the students accustomed to make a plan their learning strategies, their assignments, etc frequently. They were also often monitoring, and evaluating their learning result either by the teacher or by themselves. The teacher used the strategies in proper situation, it worked well and success. Based on the results above, it could be concluded that the teacher used MS that covered by planning, monitoring, and evaluating strategies in teaching process

strategies the learners stated that they were agree with the statements or strategies stated.

Whereas the reading skill achieved the high range, for planning strategies such as “I’m going to read English book, and when I really don’t know much about the meaning. I think I should read slowly and check the dictionary” are actually used by the learners, almost all students state that they were always applied this strategy. Then, the monitoring strategies were actually often used by the most learners of 7.3. It means, the learners were frequently used the MS in reading skill.

The rest is writing skill, the result above stated that the learners almost frequently used MS for three indicators, include: Planning strategies, monitoring strategies, and evaluating strategies. The strategy of PL1 “I will read the instruction carefully to fully understand it and determine what the goal is” was always used by most learners in class 7.3, it means they were have a clear and well planning to how they will start the task. For monitoring strategies such as MO2, MO4, and MO5 were sometimes used by the most learners. The next is, for evaluating strategies the learners were often apply these strategies includes the strategy of EV2, EV3, EV4, and EV5 and the rest EV1 that representing “I analyze the steps of my plan and the appropriateness of each step” was sometimes used by most learners. Based on the discussion above, actually the learners applied MS to the four language skills but they frequently applied MS in reading skill. Students were aware of the importance of metacognitive strategy although they didn’t realize that they applied these strategies. They tried to develop their thinking into a higher level. So, it can conclude that the learners of 7.3 were categorized as autonomy learners.

b. The Learners

When learners reflect upon their learning strategies, they become better prepared to make conscious decisions about what they can do to improve their learning. The learners should record their progress, for example: they should write their learning experience in a diary or a journal in order to know and evaluate their learning experience as an input for next period so, they more aware of their style and their learning strategies that appropriate with them.

c. The Future Researchers

The future researchers who are interested in Metacognitive strategy are expected to use this research result as a reference and source of information to conduct a further research dealing with the use of Metacognitive strategy in English teaching and learning process in the same or different aspects of research area, or research design in other schools to develop the students' thinking into a higher level.

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RESEARCH MATRIX

| TITLE | PROBLEMS | VARIABLES | INDICATOR | DATA RESOURCES | RESEARCH METHOD |
|--|--|--|--|---|--|
| A Descriptive Study of Metacognitive Strategy in the English Language Teaching and Learning Process at SMPN 1 Probolinggo. | <p>1). How do the teacher apply Metacognitive Strategy in the English teaching Process at SMPN 1 Probolinggo?</p> <p>2). How do the students apply Metacognitive Strategy in the English learning process at SMPN 1 Probolinggo?</p> | <p>Teacher's Metacognitive Strategy</p> <p>Students' Metacognitive Strategy.</p> | <p>Teacher:</p> <ul style="list-style-type: none"> - Planning (Teacher's Lesson Plan, curriculum, and syllabus. The researcher know through interview) - Monitoring (observation, and teacher's diary) - Evaluating (students' achievement score, tasks, feedback) <p>Learner:</p> <ol style="list-style-type: none"> 1. Speaking <ul style="list-style-type: none"> - Planning - Monitoring - Evaluating 2. Listening <ul style="list-style-type: none"> - Planning - Monitoring - Evaluating and Problem identification 3. Reading <ul style="list-style-type: none"> - Planning - Monitoring - Evaluating 4. Writing <ul style="list-style-type: none"> - Planning - Monitoring - Evaluating | <p>1. Respondents The seventh year students' of SMPN 1 Probolinggo</p> <p>The English teacher of SMPN 1 Probolinggo.</p> <p>2. Informant The English teacher of SMPN 1 Probolinggo</p> <p>3. Documents</p> | <p>1. Research Design Descriptive Qualitative Method</p> <p>2. Area Determination Method Purposive method</p> <p>3. Respondent Determination Method Purposive method</p> <p>4. Data Collection Methods:</p> <ul style="list-style-type: none"> • Questionnaire • Non participant-observation • Interview <p>5. Data Analysis Method Qualitative analysis</p> |

The Result of Interview with the English Teacher

THE RESULT OF INTERVIEW WITH THE ENGLISH TEACHER

Time : 09.00 – 09.45 WIB
Day / Date : Monday / 21 February 2011
Interviewer : Anik Pratiwi Wijayati
Interviewee : Dwi Hendra Rini, S. Pd
Location : Office

| Question | Answer |
|--|---|
| Berapa lama Ibu mengajar bahasa Inggris dan berapa lama pula ibu mengajar kelas VII? | Saya mengajar Bahasa Inggris sudah sejak th 1991 dan mulai mengajar di SMPN 1 Probolinggo ini mulai th 1993. |
| Kelas VII apa saja yang ibu ajar? Berapa jumlah siswa tiap kelas? | Saya mengajar kelas VII-1 s/d VII-5. Jumlah kelas ada 6. Di kelas VII-4 dan VII-5 saya team teaching dengan Bu. Nur. Jumlah siswa tiap kelas sekitar 28 siswa. |
| Dalam seminggu, berapa kali Anda mengajar? | Dalam seminggu per kelas ada tiga kali pertemuan. Dua jam pelajaran dan 1 jam pelajaran. |
| Metode pengajaran seperti apa yang ibu terapkan? | Kalo ditanya metode mengajar yang saya pakai, hm... gimana ya mbk..? Mau dibilang CTL, iya saya pake CTL tapi terkadang juga pakai old method, jadi gabunganlah mbak. |
| Bagaimana standar | Standar penilaian yang saya pakai tentu berdasarkan |

The Result of Interview with the English Teacher

| | |
|--|--|
| <p>disebut dengan strategi metakognitif?</p> | <p>dengan situasi dan kondisi dalam kelas.</p> |
| <p>Apakah Anda menerapkan strategi metakognitif ini di semua kelas? Bagaimana Anda menerapkannya? Bisa Anda jelaskan lebih lanjut?</p> | <p>Iya, seperti yang saya katakan tadi, mencakup 3 indikator tersebut, seperti planning, monitoring, dan evaluating yang saya terapkan. Misal: dalam planning di kelas saya akan mencoba untuk menerangkan materi dengan menggunakan bahasa Inggris dan di dalam kelas saya sudah terapkan itu, kemudian saya kembali menjelaskan dengan menggunakan bahasa Indonesia dan untuk memonitor pemahaman siswa biasanya saya pancing mereka dengan beberapa pertanyaan dan ketika sebagian dari mereka berhasil menjawab dengan benar saya langsung beralih dan menunjuk siswa yang mungkin kelihatannya belum paham dan menanyakan pertanyaan kepadanya, karena kalo tidak ditunjuk biasanya mereka cenderung diam padahal sebenarnya saya yakin mereka bisa menjawab, dan dari ulangan harian itulah evaluasi saya peroleh.</p> |
| <p>Apakah Anda menerapkan strategi metakognitif tersebut untuk semua skill dalam bahasa Inggris?</p> | <p>Iya. Disini skill yang lebih sering digunakan adalah reading, baru writing, speaking dan kemudian listening.</p> |

The Result of Interview with the English Teacher

| | |
|--|--|
| <p>Apakah Anda juga membantu siswa dalam menerapkan strategi metakognitif ini? Bagaimana cara Anda melakukannya?</p> | <p>Pada dasarnya siswa – siswi yang akan masuk di sekolah ini di tes kemampuan bahasa Inggris mereka. Saya juga menugaskan mereka untuk membuat semacam autograph dimana didalamnya mereka menulis biodata mereka, mendeskripsikannya, mencantumkan teman dan karakteristik mereka, serta menempelkan foto siswa yang bersangkutan, dan ini sangat bermanfaat dalam meningkatkan kemampuan writing mereka. Pada akhir semester saya menugaskan mereka untuk membuat note semacam refleksi diri dimana disini mereka bisa menuliskan keinginan mereka, apa yang mereka kritik dari cara mengajar saya, dan untuk kedepannya juga bisa menjadi koreksi untuk saya pribadi.</p> |
|--|--|

The Result of Interview with the Learners

| | |
|---|--|
| <p>penyebabnya? Dan apakah rencana Anda selanjutnya?</p> <p>7. Bagaimanakah cara belajar yang efektif bagi Anda sendiri?</p> <p>8. Apakah Anda terbiasa memantau kemajuan Anda dalam belajar bahasa Inggris? Bagaimana cara Anda melakukannya?</p> <p>9. Apakah yang biasa Anda lakukan, apabila Anda sedang membaca teks dalam bahasa Inggris, dan Anda menemukan kata, ekspresi ataupun paragraf yang kurang Anda pahami?</p> <p>10. Adakah hal yang biasa / pernah mengganggu Anda pada saat sedang belajar? Apakah Anda tau bagaimana cara mengatasinya?</p> <p>11. Ketika Anda sedang mengamati gambar / ilustrasi dalam bacaan, apakah Anda berpendapat bahwa gambar, grafik, ataupun ilustrasi tersebut bisa membantu pemahaman Anda dalam membaca? Mengapa?</p> <p>12. Pada saat Anda sedang membaca teks dalam bahasa Inggris, kemudian Anda menemukan</p> | <p>benar lalu kemudian mencatatnya agar nanti tidak salah lagi.</p> <p>7. Kalau saya belajarnya biasanya malam.</p> <p>8. Jarang, biasanya saya mengetahui kemajuan dan hasil belajar saya dari hasil ulangan, jadi misalkan nilainya menurun ya belajar lebih giat lagi.</p> <p>9. Langsung membuka kamus dan cari artinya.</p> <p>10. Hm... Suara keras orang lain, dan bising. Cara mengatasinya ya tinggal tutup telinga saja dan kadang pindah tempat.</p> <p>11. Ya, Sering saya lihat dan menyesuaikan gambar tersebut jadi bisa membantu pemahaman saya.</p> <p>12. Membaca ulang sampai memahami.</p> |
|---|--|

| | |
|---|---|
| <p>apakah yang biasa Anda lakukan?</p> <p>17. Bagaimanakah cara atau upaya yang Anda lakukan apabila mendapatkan kesulitan dalam mengerjakan tugas? Efektifkah cara tersebut bagi Anda?</p> <p>18. Cara belajar yang seperti apakah yang Anda pikir itu kurang efektif untuk Anda?</p> <p>19. Terakhir Anda menghadapi test, berapakah skor yang Anda peroleh? Apakah Anda merasa puas? Dan apakah yang sudah Anda siapkan/rencanakan lakukan setelah itu?</p> <p>20. Menurut Anda pribadi, bagaimanakah sisitim dan cara mengajar guru Anda di kelas? Sulit atau tidakkah Anda dalam menerimanya? Kemukakan pendapat Anda!</p> | <p>17. Belajar kelompok karena tugas kami sebenarnya sangat banyak meliputi semua mata pelajaran, jadi,, hm.. ya itu ez kerja kelompok.</p> <p>18. Ya sambil nonton tivi, atau ada suara berisik. Jadi harus serius, dan tenang.</p> <p>19. Hm, Sekitar 80an, tentu tidak karena dibandingkan teman teman lainnya, masih harus lebih banyak belajar lagi.</p> <p>20. Menurut saya, bu rini adalah guru yang baik. Beliau tidak pernah marah, dan sering memberikan motivasi dan memberikan kami semangat dengan cerita-ceritanya yang membuat kami bisa semangat dan termotivasi untuk belajar bahasa inggris. Seperti ceritanya yang pernah ke luar negeri dan meyakinkan kalo kami bisa seperti itu. Dan cara mengajarnya mudah dimengerti. Bahasanya jelas meskipun kadang juga terlalu cepat.</p> |
|---|---|

The Result of Interview with the Learners

| | |
|---|--|
| <p>7. Bagaimanakah cara belajar yang efektif bagi Anda sendiri?</p> <p>8. Apakah Anda terbiasa memantau kemajuan Anda dalam belajar bahasa Inggris? Bagaimana cara Anda melakukannya?</p> <p>9. Apakah yang biasa Anda lakukan, apabila Anda sedang membaca teks dalam bahasa Inggris, dan Anda menemukan kata, ekspresi ataupun paragraf yang kurang Anda pahami?</p> <p>10. Adakah hal yang biasa / pernah mengganggu Anda pada saat sedang belajar? Apakah Anda tau bagaimana cara mengatasinya?</p> <p>11. Ketika Anda sedang mengamati gambar / ilustrasi dalam bacaan, apakah Anda berpendapat bahwa gambar, grafik, ataupun ilustrasi tersebut bisa membantu pemahaman Anda dalam membaca? Mengapa?</p> <p>12. Pada saat Anda sedang membaca teks dalam bahasa</p> | <p>7. Iy, Sebenarnya belajar yang bagus ya tiap hari tapi juga g terlalu sering biar g bosan.</p> <p>8. Iy, karena khan pada saat ulangan kita diberitahu nilai kita jadi dilihatdari nilai bahasa Inggrisnya baik atau tidak.</p> <p>9. Lihat dikamus, tapi jika masih g ngerti ya Tanya ke kakak atau temen yang lain. Tapi biasanya ya belajar sendiri.</p> <p>10. Iya, biasanya anak-anak yang ngajak main atau suara acara televisi. Cara mengatasi, misalkan ada ulangan atau tugas yang membutuhkan konsentrasi, saya pindah dan mengunci kamar dan anak-anak pasti bisa mengerti. Tapi, kalo gak day a ikut main aza.... Hehehe...</p> <p>11. Iya. Karena tidak mungkin ada gambar yang dicantumkan tanpa ada maksudnya.</p> <p>12. Membaca ulang.</p> |
|---|--|

| | |
|---|---|
| <p>mengerjakan tugas? Effektifkah cara tersebut bagi Anda?</p> <p>18. Cara belajar yang seperti apakah yang Anda pikir itu kurang efektif untuk Anda?</p> <p>19. Terakhir Anda menghadapi test, berapakah skor yang Anda peroleh? Apakah Anda merasa puas? Dan apakah yang sudah Anda siapkan/rencanakan lakukan setelah itu?</p> <p>20. Menurut Anda pribadi, bagaimanakah sistim dan cara mengajar guru Anda di kelas? Sulit atau tidakkah Anda dalam menerimanya? Kemukakan pendapat Anda!</p> | <p>mengerjakan di rumah teman.</p> <p>18. Kalo untuk belajar, saya lebih nyaman belajar sendiri karena dan g nyantol-nyantol kalo udah rame rame soalnya jadi kurang serius.</p> <p>19. Semester kemarin seingat saya 90an. Belum puas, belajar lebih giat.</p> <p>20. Cara mengajar bu Rini sangat menyenangkan. beliau sering ngasih kita catatan catatan penting yang harus kita pelajari, dan sering memberikan game.</p> |
|---|---|

| | |
|---|---|
| <p>selanjutnya?</p> <p>7. Bagaimanakah cara belajar yang efektif bagi Anda sendiri?</p> <p>8. Apakah Anda terbiasa memantau kemajuan Anda dalam belajar bahasa Inggris? Bagaimana cara Anda melakukannya?</p> <p>9. Apakah yang biasa Anda lakukan, apabila Anda sedang membaca teks dalam bahasa Inggris, dan Anda menemukan kata, ekspresi ataupun paragraf yang kurang Anda pahami?</p> <p>10. Adakah hal yang biasa / pernah mengganggu Anda pada saat sedang belajar? Apakah Anda tau bagaimana cara mengatasinya?</p> <p>11. Ketika Anda sedang mengamati gambar / ilustrasi dalam bacaan, apakah Anda berpendapat bahwa gambar, grafik, ataupun ilustrasi tersebut bisa membantu pemahaman Anda dalam membaca? Mengapa?</p> <p>12. Pada saat Anda sedang membaca teks dalam bahasa</p> | <p>7. Cara belajar yang baik menurut saya dengan membaca ulang catatan kita dari sekolah dan sesering mungkin mengerjakan latihan.</p> <p>8. Iya, dengan sharing kepada teman, guru, dan tutor.</p> <p>9. Mengeceknnya lewat kamus electric.</p> <p>10. Diajak main oleh teman. Caranya ya diabaikan dan tetap fokus.</p> <p>11. Iya, karena selama ini yang saya amati selain berkaitan pasti gambarnya itu membantu.</p> <p>12. Hm, ya membaca ulang tapi jika waktunya mepet ya ditinggal.</p> |
|---|---|

| | |
|---|---|
| <p>mengerjakan tugas? Effektifkah cara tersebut bagi Anda?</p> <p>18. Cara belajar yang seperti apakah yang Anda pikir itu kurang efektif untuk Anda?</p> <p>19. Terakhir Anda menghadapi test, berapakah skor yang Anda peroleh? Apakah Anda merasa puas? Dan apakah yang sudah Anda siapkan/rencanakan lakukan setelah itu?</p> <p>21. Menurut Anda pribadi, bagaimanakah sistim dan cara mengajar guru Anda di kelas? Sulit atau tidakkah Anda dalam menerimanya? Kemukakan pendapat Anda!</p> | <p>untuk membantu saya menjelaskannya sampai saya bisa mengerjakan sendiri.</p> <p>18. Cara belajar yang SKS alias sistim kebut seharian.</p> <p>19. Sekitar 86an. Tidak puas, karena masih banyak yang lebih bagus dsari saya.</p> <p>20. Bu Rini, ngajarnya telaten dan baik pada siswa-siswanya.</p> |
|---|---|

Appendix D
Interview Guide with the Learners

12. Pada saat Anda sedang membaca teks dalam bahasa Inggris, kemudian Anda menemukan bagian yang sulit dalam teks tersebut, apakah yang biasa Anda lakukan, membaca ulang atau mengabaikannya?
13. Bagaimana cara Anda dalam memantau kemampuan dan kemajuan Anda dalam berbicara bahasa Inggris?
14. Diantara speaking, reading, writing, and listening manakah yang lebih Anda kuasai? Dan Anda sendiri merasa lemah dalam skill apa? Bagaimana cara Anda meningkatkan kemampuan Anda serta bagaimana pula cara Anda dalam mengatasi kelemahan Anda tersebut?
15. Strategi belajar yang seperti apakah yang biasa Anda lakukan? Apakah strategi tersebut sudah berjalan dengan efektif bagi Anda?
16. Selain itu, cara atau strategi lain apakah yang bisa Anda lakukan?
17. Apakah cara yang Anda lakukan apabila mendapatkan kesulitan dalam mengerjakan tugas? Bagaimanakah cara Anda melakukannya? Efektifkah cara tersebut bagi Anda?
18. Cara belajar yang seperti apakah yang Anda pikir itu kurang efektif untuk Anda?
19. Terakhir Anda menghadapi test, berapakah skor yang Anda peroleh? Apakah Anda merasa puas? Dan apakah yang sudah Anda siapkan/rencanakan lakukan setelah itu?
20. Menurut Anda pribadi, bagaimanakah sistem dan cara mengajar guru Anda di kelas? Sulit atau tidakkah Anda dalam menerimanya? Kemukakan pendapat Anda!

Appendix F
The Name Lists of the Research Respondents

| | | | |
|----------------------------|--------------------------|---|-----|
| 25. | RIZKY TRI MAULIDIA | F | X25 |
| 26. | SANTI PRASTIWI KOMARIYAH | F | X26 |
| 27. | SHIKE WENA S | F | X27 |
| 28. | ZION MAHARDIKA | M | X28 |
| TOTAL = 28; M = 15; F = 13 | | | |

FIELD NOTE

Note: Anik Pratiwi Wijayati

Title : Metacognitive Strategy in Teaching and Learning Process

Respondent : Mrs. Dwi Hendra Rini, S. Pd and students

Location : Class

Day / Date : Thursday / April 21th, 2011

Time : 10.15 – 11.15 am

At the second meeting, when entered the class. The teacher greeted the students then the students answer the greeting. The teacher taught countable and uncountable noun. She refreshed students' memorizing about this topic. The students opened their notebook and answer the questions orally. The students did not enthusiastic, they felt bored and looked so tired, then the teacher gave the game to make the situations felt comfort and enjoy. The teacher divided the class into seven groups. Each group consisted of four members. The teacher wrote 7 materials that have been discussed before, then the groups should make five problems that must be answered by the other group. All the group work together and enthusiastic, the situation in the class was harm. The students did not look so tired as before, they tried to solve the problems and wanted to be the winner. The group that finished the problems should collect the problems to the teacher as soon as possible then makes a yield to motivate each other. It looked so fun. The sixth group was submitted the problem faster rather than the others, and finally this group be the winner. They gave applause to the winner and make a yield. Then, the teacher gave the feedback to all groups while discussing whether they still had difficulties in those materials.

Appendix G

Field note

teacher discuss the comprehending questions of the text. She asked and pointed some students to answer the questions by turn. After the problems were solved the class was finished. The teacher asked the students to study hard and regularly. She did not give the homework; she asked and remembered the students that they still had a project. She asked the students to consult with her actively in order to get the good or the excellent result.

Appendix H.1

Metacognitive Speaking Questionnaire

| Name | Strategies | Response |
|------|--|----------|
| PL1 | I have a clear goal in learning speaking. | |
| PL2 | I have the awareness of drawing a speaking learning plan. | |
| PL3 | I have a short term plan and a long term plan. | |
| PL4 | I would spend some time memorizing vocabulary every day. | |
| PL5 | I would consider how to better accomplish my plan. | |
| PL6 | My plan is detailed, including the deadline of accomplishing all the tasks. | |
| PL7 | I would predict the difficulties encountered and the ways of solving it. | |
| PL8 | I would check whether the plan is implemented in time. | |
| PL9 | I would continuously adjust the plan according to the present situation. | |
| PL10 | I will ask teachers, parents and peers to scout the implementation of my plan. | |
| MO1 | Before carrying through a speaking activity, I would think of the purpose and requirement of the activities, including what strategies to use. | |
| MO2 | I know when to use certain strategies and how to use them. | |
| MO3 | I attempt to find out the best way of learning speaking. | |
| MO4 | When starting to learn a new word, I would consider to what extent I can master the word. | |
| MO5 | After class, I immediately review the vocabulary learned during the class. | |
| MO6 | I frequently discuss the learning experience with teachers. | |
| MO7 | I would share speaking learning strategies with peers. | |

*Metacognitive Listening Questionnaire**Metacognitive Awareness Listening Questionnaire (MALQ)*

Please indicate your opinion after each statement by circling the number which best corresponds to your level of agreement with the statement, as follows: 1. Strongly disagree; 2. Disagree; 3. Partly disagree; 4. Partly agree; 5. Agree; 6. Strongly agree.

| | | | | | | | |
|-----|---|---|---|---|---|---|---|
| PL1 | 1. Before I start to listen, I have a plan in my head for how I am going to listen. | 1 | 2 | 3 | 4 | 5 | 6 |
| PL2 | 2. I focus harder on the text when I have trouble understanding. | 1 | 2 | 3 | 4 | 5 | 6 |
| PL3 | 3. I find that listening in English is more difficult than reading, speaking, or writing in English. | 1 | 2 | 3 | 4 | 5 | 6 |
| PL4 | 4. I will listen, pay attention and concentrate carefully when the teacher gives me a listening task. | 1 | 2 | 3 | 4 | 5 | 6 |
| PL5 | 5. Before listening, I think of similar texts that I may have listened to. | 1 | 2 | 3 | 4 | 5 | 6 |
| PL6 | 6. I have a goal in mind as I listen. | 1 | 2 | 3 | 4 | 5 | 6 |
| MO1 | 7. I translate in my head as I listen. | 1 | 2 | 3 | 4 | 5 | 6 |
| MO2 | 8. I use the words I understand to guess the meaning of the words I don't understand. | 1 | 2 | 3 | 4 | 5 | 6 |
| MO3 | 9. I use my experience and knowledge to help me understand. | 1 | 2 | 3 | 4 | 5 | 6 |
| MO4 | 10. I translate key words as I listen. | 1 | 2 | 3 | 4 | 5 | 6 |
| MO5 | 11. I try to get back on track when I lose concentration. | 1 | 2 | 3 | 4 | 5 | 6 |
| MO6 | 12. As I listen, I quickly adjust my interpretation | 1 | 2 | 3 | 4 | 5 | 6 |

METACOGNITIVE READING QUESTIONNAIRE

Directions:

This form of the Questionnaire for Measuring Metacognitive Strategy is for students of English as a second or foreign language. You will find statements about learning Speaking by using Metacognitive Strategy. Please read each statement. Write the response (1, 2, 3, 4, 5) that tells HOW TRUE OF YOU THE STATEMENT IS

1. Never
2. Seldom
3. Sometimes
4. Often
5. Always

NEVER means that the statement is never or almost never done by you
SELDOM means that you do it rarely
SOMETIMES means that you do it about half the time
OFTEN means that you do it more than half the time
ALWAYS means that you always or almost always do it.

Answer in terms of how well the statement describes you. Do not answer how you think you should be, or what other people do. There are no right or wrong answers to these statements. Put your answers on the separate Worksheet. Please make no marks on the items. Work as quickly as you can without being careless. This usually takes about 30-40 minutes to complete. If you have any questions, let the teacher know immediately.

EXAMPLE

1. Never
2. Seldom
3. Sometimes
4. Often
5. Always

Read the item, and choose a response (1 through 5 above), and write it in the column after the item. Example: I actively in demonstrating reading aloud in front of the class 4 . You have just completed the example item. Answer the rest of the item on the space below.

QUESTIONNAIRE FOR MEASURING WRITING METACOGNITIVE STRATEGY

Modified from: Santiago, G (2008:33)

Directions:

This form of the Questionnaire for Measuring Metacognitive Strategy is for students of English as a second or foreign language. You will find statements about learning Speaking by using Metacognitive Strategy. Please read each statement. Write the response (1, 2, 3, 4, 5) that tells HOW TRUE OF YOU THE STATEMENT IS

1. Never
2. Seldom
3. Sometimes
4. Often
5. Always

NEVER means that the statement is never or almost never done by you

SELDOM means that you do it rarely

SOMETIMES means that you do it about half the time

OFTEN means that you do it more than half the time

ALWAYS means that you always or almost always do it.

Answer in terms of how well the statement describes you. Do not answer how you think you should be, or what other people do. There are no right or wrong answers to these statements. Put your answers on the separate Worksheet. Please make no marks on the items. Work as quickly as you can without being careless. This usually takes about 30-40 minutes to complete. If you have any questions, let the teacher know immediately.

EXAMPLE

1. Never
2. Seldom
3. Sometimes
4. Often
5. Always

Read the item, and choose a response (1 through 5 above), and write it in the column after the item. Example: Before doing the task I think about “what I should do first”
4. You have just completed the example item. Answer the rest of the item on the space below.

The Result of Metacognitive Speaking Questionnaire

The Mode Analysis in Class 7-3 for Speaking Skill (Planning Strategy).

| No | Names | PL1 | PL2 | PL3 | PL4 | PL5 | PL6 | PL7 | PL8 | PL9 | PL10 | Mode |
|-----|-------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|
| 1. | X1 | 3 | 3 | 3 | 4 | 3 | 3 | 3 | 3 | 4 | 4 | 3 |
| 2. | X2 | 3 | 2 | 2 | 2 | 3 | 4 | 4 | 3 | 3 | 5 | 3 |
| 3. | X3 | 4 | 2 | 4 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 2, 3 |
| 4. | X4 | 5 | 3 | 4 | 2 | 3 | 2 | 3 | 4 | 5 | 5 | 3, 5 |
| 5. | X5 | 3 | 4 | 5 | 4 | 3 | 3 | 4 | 4 | 2 | 2 | 4 |
| 6. | X6 | 3 | 3 | 4 | 4 | 3 | 4 | 3 | 4 | 4 | 5 | 4 |
| 7. | X7 | 3 | 4 | 3 | 3 | 4 | 3 | 4 | 5 | 2 | 5 | 3 |
| 8. | X8 | 3 | 3 | 3 | 4 | 3 | 4 | 3 | 3 | 3 | 4 | 3 |
| 9. | X9 | 3 | 3 | 3 | 2 | 3 | 2 | 2 | 2 | 3 | 3 | 3 |
| 10. | X10 | 3 | 3 | 4 | 4 | 5 | 5 | 4 | 3 | 3 | 4 | 3, 4 |
| 11. | X11 | 4 | 3 | 5 | 3 | 5 | 3 | 3 | 3 | 4 | 5 | 3 |
| 12. | X12 | 3 | 4 | 3 | 4 | 3 | 4 | 3 | 4 | 3 | 4 | 3, 4 |

Appendix I.1

The Result of Metacognitive Speaking Questionnaire

| | | | | | | | | | | | | |
|-----|------|---|---|---|---|---|---|---|---|---|---|-----|
| 27. | X27 | 4 | 4 | 3 | 4 | 4 | 3 | 3 | 3 | 3 | 4 | 3,4 |
| 28 | X28 | 4 | 3 | 3 | 4 | 4 | 3 | 5 | 4 | 3 | 3 | 3 |
| | Mode | 3 | 3 | 3 | 4 | 3 | 3 | 3 | 3 | 3 | 4 | |

Appendix I.1

The Result of Metacognitive Speaking Questionnaire

| | | | | | | | | | | | |
|-----|-----|---|---|---|---|---|---|---|---|---|-----|
| 12. | X12 | 3 | 4 | 5 | 3 | 3 | 4 | 3 | 2 | 3 | 3 |
| 13. | X13 | 4 | 4 | 5 | 4 | 3 | 4 | 4 | 4 | 4 | 4 |
| 14. | X14 | 3 | 4 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| 15. | X15 | 4 | 3 | 4 | 4 | 4 | 3 | 3 | 3 | 2 | 3,4 |
| 16. | X16 | 2 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| 17. | X17 | 4 | 3 | 4 | 3 | 3 | 3 | 4 | 3 | 4 | 3 |
| 18. | X18 | 4 | 3 | 4 | 3 | 4 | 4 | 2 | 3 | 3 | 3,4 |
| 19. | X19 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| 20. | X20 | 3 | 4 | 4 | 3 | 3 | 4 | 4 | 3 | 4 | 4 |
| 21. | X21 | 4 | 5 | 5 | 4 | 2 | 2 | 3 | 3 | 4 | 4 |
| 22. | X22 | 3 | 3 | 4 | 4 | 3 | 4 | 4 | 3 | 4 | 4 |
| 23. | X23 | 4 | 3 | 2 | 4 | 4 | 2 | 2 | 3 | 3 | 3,4 |
| 24. | X24 | 3 | 3 | 4 | 3 | 3 | 2 | 3 | 4 | 4 | 3 |
| 25. | X25 | 3 | 3 | 4 | 4 | 3 | 4 | 4 | 4 | 3 | 4 |

The Result of Metacognitive Speaking Questionnaire

The Mode Analysis in Class 7-3 for Speaking Skill (Evaluating Strategy).

| No | Names | EV1 | EV2 | EV3 | EV4 | EV5 | EV6 | EV7 | EV8 | Mode |
|-----|-------|-----|-----|-----|-----|-----|-----|-----|-----|------|
| 1. | X1 | 3 | 4 | 3 | 3 | 4 | 3 | 4 | 3 | 3 |
| 2. | X2 | 3 | 3 | 3 | 4 | 3 | 3 | 4 | 2 | 3 |
| 3. | X3 | 2 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 3 |
| 4. | X4 | 3 | 3 | 4 | 5 | 4 | 3 | 5 | 5 | 3,5 |
| 5. | X5 | 3 | 4 | 4 | 3 | 3 | 2 | 3 | 4 | 3 |
| 6. | X6 | 4 | 4 | 4 | 3 | 4 | 3 | 3 | 4 | 4 |
| 7. | X7 | 3 | 5 | 2 | 3 | 2 | 2 | 3 | 3 | 3 |
| 8. | X8 | 3 | 4 | 3 | 3 | 4 | 3 | 3 | 3 | 3 |
| 9. | X9 | 3 | 2 | 3 | 3 | 2 | 2 | 3 | 3 | 3 |
| 10. | X10 | 4 | 4 | 3 | 4 | 3 | 3 | 3 | 4 | 3, 4 |
| 11. | X11 | 3 | 3 | 3 | 4 | 5 | 3 | 4 | 4 | 3 |

Appendix I.1

The Result of Metacognitive Speaking Questionnaire

| | | | | | | | | | | |
|-----|------|---|---|---|---|---|---|---|---|------|
| 26. | X26 | 4 | 4 | 3 | 3 | 4 | 4 | 3 | 3 | 3, 4 |
| 27. | X27 | 3 | 3 | 3 | 4 | 4 | 4 | 4 | 4 | 4 |
| 28 | X28 | 4 | 4 | 4 | 4 | 3 | 4 | 4 | 2 | 4 |
| | Mode | 3 | 4 | 3 | 3 | 4 | 3 | 3 | 3 | |

Appendix I.2

The Result of Metacognitive Listening Questionnaire

The Mode Analysis in Class 7-3 for Listening Skill (Planning Strategy).

| No | Names | PL1 | PL2 | PL3 | PL4 | PL5 | PL6 | Mode |
|-----|-------|-----|-----|-----|-----|-----|-----|---------|
| 1. | X1 | 5 | 5 | 4 | 4 | 5 | 4 | 4, 5 |
| 2. | X2 | 6 | 4 | 2 | 5 | 6 | 5 | 5, 6 |
| 3. | X3 | 5 | 5 | 3 | 5 | 4 | 5 | 5 |
| 4. | X4 | 6 | 6 | 6 | 3 | 4 | 6 | 6 |
| 5. | X5 | 4 | 4 | 3 | 4 | 4 | 6 | 4 |
| 6. | X6 | 5 | 5 | 3 | 6 | 6 | 5 | 5 |
| 7. | X7 | 6 | 5 | 3 | 6 | 5 | 3 | 3, 5, 6 |
| 8. | X8 | 6 | 5 | 4 | 3 | 4 | 4 | 4 |
| 9. | X9 | 4 | 3 | 3 | 4 | 4 | 4 | 4 |
| 10. | X10 | 5 | 4 | 4 | 3 | 3 | 3 | 3 |
| 11. | X11 | 5 | 5 | 2 | 6 | 4 | 4 | 4, 5 |
| 12. | X12 | 6 | 5 | 5 | 4 | 5 | 4 | 5 |
| 13. | X13 | 6 | 5 | 4 | 6 | 5 | 5 | 5 |
| 14. | X14 | 5 | 5 | 6 | 4 | 5 | 4 | 5 |
| 15. | X15 | 5 | 5 | 5 | 5 | 4 | 5 | 5 |
| 16. | X16 | 5 | 5 | 4 | 4 | 4 | 4 | |

Appendix I.2

The Result of Metacognitive Listening Questionnaire

The Mode Analysis in Class 7-3 for Listening Skill (Monitoring Strategy)

| No. | Name | MO1 | MO2 | MO3 | MO4 | MO5 | MO6 | MO7 | MO8 | MO9 | MO10 | Mode |
|-----|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|
| 1. | X1 | 4 | 5 | 5 | 5 | 5 | 4 | 5 | 5 | 4 | 4 | 5 |
| 2. | X2 | 5 | 6 | 6 | 4 | 4 | 4 | 4 | 5 | 3 | 2 | 4 |
| 3. | X3 | 4 | 4 | 5 | 5 | 5 | 4 | 4 | 3 | 5 | 4 | 4 |
| 4. | X4 | 6 | 5 | 1 | 6 | 4 | 5 | 5 | 3 | 6 | 4 | 5, 6 |
| 5. | X5 | 3 | 3 | 4 | 4 | 5 | 5 | 4 | 5 | 5 | 4 | 4, 5 |
| 6. | X6 | 5 | 5 | 6 | 5 | 6 | 6 | 4 | 4 | 4 | 6 | 6 |
| 7. | X7 | 6 | 5 | 5 | 6 | 4 | 3 | 4 | 6 | 5 | 3 | 5 |
| 8. | X8 | 5 | 4 | 5 | 3 | 5 | 3 | 5 | 4 | 3 | 3 | 3 |
| 9. | X9 | 4 | 3 | 3 | 4 | 4 | 4 | 3 | 3 | 4 | 4 | 4 |
| 10. | X10 | 5 | 4 | 3 | 4 | 5 | 5 | 4 | 3 | 4 | 4 | 4 |
| 11. | X11 | 6 | 5 | 5 | 5 | 4 | 5 | 6 | 5 | 5 | 5 | 5 |
| 12. | X12 | 5 | 4 | 5 | 6 | 6 | 2 | 3 | 5 | 4 | 5 | 5 |
| 13. | X13 | 5 | 5 | 6 | 5 | 5 | 6 | 4 | 5 | 4 | 6 | 5 |
| 14. | X14 | 5 | 5 | 5 | 5 | 5 | 4 | 4 | 5 | 5 | 5 | 5 |
| 15. | X15 | 5 | 4 | 5 | 5 | 5 | 5 | 3 | 4 | 5 | 5 | 5 |
| 16. | X16 | 5 | 3 | 5 | 5 | 3 | 5 | 6 | 6 | 6 | 2 | 5 |
| 17. | X17 | 4 | 4 | 4 | 4 | 5 | 4 | 3 | 4 | | | |

The Result of Metacognitive Listening Questionnaire

The Mode Analysis in Class 7-3 for Listening Skill (Evaluating Strategy)

| No | Names | EV1 | EV2 | EV3 | EV4 | EV5 | Mode |
|-----|-------|-----|-----|-----|-----|-----|------|
| 1. | X1 | 4 | 4 | 4 | 4 | 4 | 4 |
| 2. | X2 | 6 | 5 | 4 | 2 | 6 | 6 |
| 3. | X3 | 4 | 4 | 5 | 4 | 4 | 4 |
| 4. | X4 | 6 | 5 | 1 | 3 | 5 | 5 |
| 5. | X5 | 3 | 6 | 4 | 4 | 6 | 4, 6 |
| 6. | X6 | 5 | 5 | 2 | 2 | 4 | 2, 5 |
| 7. | X7 | 4 | 6 | 2 | 3 | 4 | 4 |
| 8. | X8 | 4 | 4 | 3 | 3 | 2 | 3, 4 |
| 9. | X9 | 4 | 4 | 3 | 4 | 4 | 4 |
| 10. | X10 | 4 | 3 | 4 | 2 | 4 | 4 |
| 11. | X11 | 5 | 6 | 5 | 3 | 5 | 5 |
| 12. | X12 | 6 | 4 | 4 | 2 | 5 | 4 |
| 13. | X13 | 5 | 5 | 4 | 2 | 4 | 4, 5 |
| 14. | X14 | 5 | 5 | 4 | 2 | 5 | 5 |
| 15. | X15 | 4 | 5 | 5 | 1 | 4 | 4, 5 |
| 16. | X16 | 5 | 4 | 5 | 3 | 5 | 5 |
| 17. | X17 | 3 | 3 | 2 | 3 | 4 | |
| 18. | X18 | 6 | 6 | 2 | 3 | 4 | |

The Result of Metacognitive Listening Questionnaire

The Result of Listening Metacognitive Strategy (LMS) in Class 7.3

| Planning Strategy | | Monitoring Strategy | | Evaluating Strategy | |
|------------------------|----------|------------------------|----------|------------------------|----------|
| Code | Mode | Code | Mode | Code | Mode |
| PL1 | 5 | MO1 | 5 | EV1 | 5 |
| PL2 | 5 | MO2 | 5 | EV2 | 4 |
| PL3 | 3, 4 | MO3 | 5 | EV3 | 4 |
| PL4 | 4 | MO4 | 5 | EV4 | 2 |
| PL5 | 4 | MO5 | 5 | EV5 | 4 |
| PL6 | 4 | MO6 | 4 | | |
| | | MO7 | 4 | | |
| | | MO8 | 3 | | |
| | | MO9 | 4 | | |
| | | MO10 | 5 | | |
| Mode of part PL | 4 | Mode of part MO | 5 | Mode of part EV | 4 |

Appendix I.3

The Result of Metacognitive Reading Questionnaire

| | | | | | | | |
|-----|------|---|---|---|---|---|------|
| 17. | X17 | 3 | 5 | 4 | 3 | 4 | 3, 4 |
| 18. | X18 | 4 | 4 | 5 | 4 | 5 | 4 |
| 19. | X19 | 4 | 4 | 4 | 5 | 5 | 4 |
| 20. | X20 | 5 | 4 | 4 | 5 | 4 | 4 |
| 21. | X21 | 5 | 4 | 3 | 5 | 5 | 5 |
| 22. | X22 | 4 | 3 | 4 | 3 | 4 | 4 |
| 23. | X23 | 4 | 3 | 5 | 5 | 4 | 4, 5 |
| 24. | X24 | 3 | 4 | 3 | 4 | 4 | 4 |
| 25. | X25 | 5 | 4 | 4 | 5 | 5 | 5 |
| 26. | X26 | 5 | 5 | 4 | 3 | 5 | 5 |
| 27. | X27 | 3 | 4 | 4 | 4 | 5 | 4 |
| 28. | X28 | 5 | 4 | 4 | 4 | 4 | 4 |
| | Mode | 5 | 4 | 4 | 3 | 4 | |

Appendix I.3

The Result of Metacognitive Reading Questionnaire

| | | | | | | | |
|-----|------|---|---|---|---|---|------|
| 18. | X18 | 4 | 5 | 4 | 4 | 4 | 4 |
| 19. | X19 | 4 | 4 | 5 | 3 | 3 | 3, 4 |
| 20. | X20 | 5 | 4 | 4 | 3 | 3 | 3, 4 |
| 21. | X21 | 4 | 5 | 5 | 4 | 4 | 4, 5 |
| 22. | X22 | 5 | 4 | 4 | 3 | 4 | 4 |
| 23. | X23 | 4 | 4 | 4 | 3 | 3 | 4 |
| 24. | X24 | 3 | 5 | 5 | 3 | 3 | 3 |
| 25. | X25 | 5 | 3 | 3 | 3 | 4 | 3 |
| 26. | X26 | 4 | 4 | 5 | 4 | 3 | 4 |
| 27. | X27 | 4 | 5 | 5 | 3 | 4 | 4, 5 |
| 28. | X28 | 4 | 4 | 4 | 3 | 3 | 4 |
| | Mode | 4 | 4 | 4 | 3 | 3 | |

Appendix I.3

The Result of Metacognitive Reading Questionnaire

| | | | | | | | |
|-----|------|---|---|---|---|---|------|
| 19. | X19 | 3 | 3 | 4 | 3 | 3 | 3 |
| 20. | X20 | 3 | 3 | 4 | 3 | 2 | 3 |
| 21. | X21 | 4 | 4 | 3 | 5 | 2 | 4 |
| 22. | X22 | 5 | 3 | 3 | 3 | 3 | 3 |
| 23. | X23 | 3 | 3 | 4 | 5 | 3 | 3 |
| 24. | X24 | 4 | 4 | 3 | 3 | 3 | 3 |
| 25. | X25 | 4 | 3 | 4 | 4 | 2 | 4 |
| 26. | X26 | 4 | 4 | 4 | 4 | 3 | 4 |
| 27. | X27 | 5 | 3 | 4 | 5 | 3 | 3, 5 |
| 28. | X28 | 3 | 3 | 4 | 5 | 2 | 3 |
| | Mode | 4 | 3 | 4 | 5 | 3 | |

The Result of Metacognitive Writing Questionnaire

The Mode Analysis in Class 7-3 for Writing Skill (Planning Strategy).

| No | Names | PL1 | PL2 | PL3 | PL4 | PL5 | Mode |
|-----|-------|-----|-----|-----|-----|-----|------|
| 1. | X1 | 5 | 4 | 3 | 3 | 4 | 3, 4 |
| 2. | X2 | 5 | 4 | 3 | 3 | 4 | 3, 4 |
| 3. | X3 | 5 | 4 | 3 | 4 | 4 | 4 |
| 4. | X4 | 4 | 4 | 3 | 4 | 4 | 4 |
| 5. | X5 | 4 | 5 | 3 | 3 | 4 | 3, 4 |
| 6. | X6 | 4 | 5 | 4 | 3 | 3 | 3, 4 |
| 7. | X7 | 4 | 4 | 4 | 2 | 3 | 4 |
| 8. | X8 | 5 | 3 | 2 | 4 | 3 | 3 |
| 9. | X9 | 5 | 3 | 2 | 4 | 4 | 4 |
| 10. | X10 | 5 | 4 | 2 | 4 | 5 | 4, 5 |
| 11. | X11 | 5 | 3 | 4 | 3 | 3 | 3 |
| 12. | X12 | 4 | 4 | 3 | 4 | 4 | 4 |
| 13. | X13 | 5 | 4 | 3 | 4 | 3 | 3, 4 |
| 14. | X14 | 4 | 3 | 3 | 3 | 4 | 3 |
| 15. | X15 | 4 | 3 | 3 | 3 | 4 | 3 |
| 16. | X16 | 5 | 3 | 3 | 3 | 4 | |

The Result of Metacognitive Writing Questionnaire

The Mode Analysis in Class 7-3 for Writing Skill (Monitoring Strategy)

| No. | Name | MO1 | MO2 | MO3 | MO4 | MO5 | Mode |
|-----|------|-----|-----|-----|-----|-----|------|
| 1. | X1 | 4 | 3 | 4 | 4 | 4 | 4 |
| 2. | X2 | 4 | 3 | 4 | 4 | 3 | 4 |
| 3. | X3 | 4 | 4 | 5 | 4 | 4 | 4 |
| 4. | X4 | 4 | 4 | 4 | 3 | 3 | 4 |
| 5. | X5 | 4 | 3 | 4 | 3 | 3 | 3 |
| 6. | X6 | 3 | 3 | 3 | 4 | 4 | 3 |
| 7. | X7 | 4 | 3 | 4 | 3 | 3 | 3 |
| 8. | X8 | 3 | 3 | 5 | 3 | 3 | 3 |
| 9. | X9 | 4 | 4 | 5 | 3 | 4 | 4 |
| 10. | X10 | 5 | 4 | 4 | 4 | 3 | 4 |
| 11. | X11 | 5 | 3 | 4 | 3 | 3 | 3 |
| 12. | X12 | 4 | 4 | 4 | 4 | 4 | 4 |
| 13. | X13 | 3 | 3 | 3 | 3 | 3 | 3 |
| 14. | X14 | 3 | 3 | 4 | 3 | 4 | 3 |
| 15. | X15 | 4 | 3 | 4 | 3 | 4 | 4 |
| 16. | X16 | 4 | 4 | 4 | 3 | 4 | 4 |

The Result of Metacognitive Writing Questionnaire

The Mode Analysis in Class 7-3 for Writing Skill (Evaluating Strategy)

| No. | Name | EV1 | EV2 | EV3 | EV4 | EV5 | Mode |
|-----|------|-----|-----|-----|-----|-----|------|
| 1. | X1 | 4 | 4 | 4 | 4 | 4 | 4 |
| 2. | X2 | 3 | 4 | 4 | 5 | 4 | 4 |
| 3. | X3 | 4 | 4 | 4 | 5 | 4 | 4 |
| 4. | X4 | 3 | 4 | 4 | 4 | 4 | 4 |
| 5. | X5 | 3 | 4 | 3 | 4 | 4 | 4 |
| 6. | X6 | 3 | 4 | 3 | 4 | 4 | 4 |
| 7. | X7 | 2 | 3 | 4 | 5 | 3 | 3 |
| 8. | X8 | 3 | 3 | 3 | 4 | 4 | 3 |
| 9. | X9 | 2 | 4 | 4 | 4 | 3 | 4 |
| 10. | X10 | 3 | 4 | 4 | 4 | 4 | 4 |
| 11. | X11 | 3 | 4 | 3 | 3 | 4 | 3 |
| 12. | X12 | 3 | 3 | 4 | 3 | 4 | 3 |
| 13. | X13 | 3 | 3 | 4 | 3 | 3 | 3 |
| 14. | X14 | 4 | 3 | 3 | 4 | 4 | 4 |
| 15. | X15 | 3 | 4 | 4 | 4 | 4 | 4 |
| 16. | X16 | 3 | 3 | 4 | 3 | | |
| 17. | X17 | 3 | 3 | 4 | 3 | | |

The Result of Metacognitive Writing Questionnaire

The Result of Writing Metacognitive Strategy (WMS) in Class 7.3

| Planning Strategy | | Monitoring Strategy | | Evaluating Strategy | |
|------------------------|-------------|------------------------|----------|------------------------|----------|
| Code | Mode | Code | Mode | Code | Mode |
| PL1 | 5 | MO1 | 4 | EV1 | 3 |
| PL2 | 4 | MO2 | 3 | EV2 | 4 |
| PL3 | 3 | MO3 | 4 | EV3 | 4 |
| PL4 | 3 | MO4 | 3 | EV4 | 4 |
| PL5 | 4 | MO5 | 3 | EV5 | 4 |
| Mode of part PL | 3, 4 | Mode of part MO | 3 | Mode of part EV | 4 |