

The Correlation Between Metacognitive Learning Strategies And Students' English Achivement

Korelasi antara Strategi Belajar Metakognitif dengan Prestasi Belajar Mahasiswa

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Abstrak

Strategi belajar adalah salah satu faktor yang mempengaruhi kesuksesan dalam menguasai bahasa asing. Dari penelitian yang sudah pernah dilakukan disimpulkan bahwa Strategi Belajar *Metacognitive* terbukti efektif dalam proses penguasaan bahasa Inggris. Penelitian ini bertujuan untuk mengetahui frekuensi pemakaian strategi belajar *metacognitive* dan korelasi antara pemakaian strategi tersebut dan penguasaan bahasa Inggris siswa. Kuesioner yang dipakai untuk mengukur penggunaan Strategi Belajar *Metacognitive* diadaptasi dari *Strategy Inventory for Language Learning* (Rebecca L, Oxford 1998), sedangkan penguasaan bahasa Inggris siswa diukur melalui hasil semester tes. Data menunjukkan bahwa ada korelasi yang signifikan antara Strategi Belajar *metacognitive* dan penguasaan bahasa Inggris siswa.

Key words: metacognitive, correlation, English achievement

INTRODUCTION

A great deal of research has been done to equip teachers with methods and techniques for making students successful learners. The results of the research indicate that the methods and techniques teachers apply are not the only factors that help students to achieve success. The time, effort, and attention that students invest in language learning play an equally important role in foreign language acquisition.

According to Gardner (1990) there are some factors that influence students' success in mastering second or foreign language. Those factors are individual difference, individual emotional characteristics such as motivation, learning styles and

strategies, and environment. This study is only to focus on the correlation between learning strategies and the students' English achievement.

Learning strategies are individual factor that can influence students' achievement in learning. As Oxford (1990) states, language learning strategies "...are especially important for language learning because they are tools for active, self directed movement, which is essential for developing communicative competence ". Communicative competence is one of aspects that language learners want to achieve. Appropriate language learning strategies will give great contribution to students' ability improvement and self-confidence. Therefore, it is important for students to realize the value of learning strategies. As stated by Wenden and Rubin(1978) those learning strategies which contribute to the development of the language system which learners constructs and affects learning directly. Having the knowledge about learning strategies, students can facilitate their learning, respond to their learning needs, and acquire the language better.

In addition, Fedderholdt in Hismonoglu (1997) states, that the language learner capability of using a wide variety of language learning strategies appropriately can improve his language skills in a better way. It is assumed that learning strategies play an important role in acquiring foreign language and the use of appropriate learning strategies will give great contribution to students' ability improvement.

Effective learning strategies that might be used by language learner are metacognitive learning strategies. According to Brown and Palinear (Wenden and Rubin, 1990) metacognitive learning strategies involve thinking about the learning process, planning for learning, monitoring of learning while it is taking place and self-evaluation of learning after the learning activity. In addition, Oxford (1990) says that,

“metacognitive learning strategies used by the learners to control their own cognition that is, to coordinate the learning process by using functions such as centering, arranging, planning, and evaluating”.

Further, students with metacognitive learning strategies will try to understand themselves who are aware and responsible of their own learning development. As O'Malley and Chamot (1990) state that metacognitive strategies in which students develop an understanding of themselves as learners and of their individual attitudes and motivation toward the different aspects of the target language.

Based on the description above, the writer assumed that metacognitive learning strategies lead the students to have self-management in their language learning. Referring to the importance of these strategies and their influence on students' success, it is necessary to find out if there is significant correlation between Metacognitive Learning Strategies and students' English achievement in Indonesia since the strategies have been proved to be effective in other countries such as America and British. Therefore, this study was conducted to find out the correlation between Metacognitive Learning Strategies and students' English achievement for Indonesian students.

METHOD

The research was conducted in the State Polytechnic of Lampung. The focus of this study was the students' use of metacognitive learning strategies in learning English. This research was conducted based on quantitative descriptive research. The data of students' metacognitive learning strategies were measured through questionnaire which was adapted from Strategy Inventory for Language Learning (SILL) for ESL/EFL learner constructed by Rebecca L, Oxford (1989), and it was translated into Indonesian. Students' English achievement data was measured through Semester Test . The

questionnaire consists of 25 items, students were asked to rate the strategies in their learning.

Table1. The Two Separates Four Scales of Questionnaire

Answer Alternative	How Often (usage)
Never (TP)	1
Sometimes (KK)	2
Often (SRG)	3
Almost always (HS)	4

The following table describes the aspects of metacognitive learning strategies in questionnaire based on Oxford.

Table 2. The Aspects of Metacognitive Learning Strategies in the Questionnaire

No	Aspects of Questionnaire	Number items
1.	Centering the learning	1,2,3,6,19
2.		
3.	Arranging the learning	7,10,20,21,22,23,24
4.	Planning the learning	4,5,8,11,12,13,17
5.	Evaluating the learning	14,15,16,18,25

This research design is ex post facto, the research design is used to see the correlation between cause and effect that will happen (after the fact). Co-relational is used to get some empirical data about the correlation between knowledge of metacognitive learning strategies and English achievement. It involved only one group which was formulated T1 T2. In this case T1 was metacognitive learning strategies as the first variable and T2 is students' English achievement as the second variable.

Finally, the result of the students' achievement was analyzed by using Pearson Product Moment Correlation of SPSS for window to find out whether there is significant correlation between the two data groups.

FINDINGS

The reliability of questionnaire and English final test was computed by using Cronbach Alpha Coefficient. The data showed that the reliability coefficient of questionnaire and English final score are .90 and .86. It means that the questionnaire and English test used in this research were high and applicable to measure students' uses of metacognitive learning strategies and students English achievement.

Students' English achievement was taken from Final test score. The test was developed by second and fourth semester English team. The description of students' test score can be seen in the following table.

Table 3. The Students' English Score.

	N	Minimu	Maximu	Mea	Std.
score	40	37,00	80,00	65,700	8,6178
Valid N	40				

The students' test score data shows that the highest score is 80.00 and the lowest score is 36.7. While the means score of students' final test is 6.57 and the standard deviation is 8.6

The frequency of students Metacognitive Learning strategies have been identified based on the mean score of four strategies set included in metacognitive learning strategies, namely centering, aranging, planning, and evaluating. The folowing table describes mean, and standard deviation for each strategy.

Table 4. Descriptive Statistic of Students' Metacognitive Learning Strategies

	N	Mean	Std. Deviation
Centering	40	16,52	3,055
Arranging	40	10,13	1,828
Planning	40	12,42	2,601
Evaluating	40	13,37	1,931
Valid N (listwise)	40		

To explore how the strategies related to the students' achievement, correlation analysis was undertaken. The following table shows the result of the statistical analysis on correlation.

Table 5. The Correlation between Metacognitive Learning Strategies and Students' English Achievement

		Centering	Arranging	Planning	Evaluating	Score
Centering	Pearson Correlation	1	,474(**)	,335(*)	,429(**)	,466(**)
	Sig. (2-tailed)	.	,002	,035	,006	,002
	N	40	40	40	40	40
Arranging	Pearson Correlation	,474(**)	1	,755(**)	,562(**)	,436(**)
	Sig. (2-tailed)	,002	.	,000	,000	,005
	N	40	40	40	40	40
Planning	Pearson Correlation	,335(*)	,755(**)	1	,560(**)	,395(*)
	Sig. (2-tailed)	,035	,000	.	,000	,012
	N	40	40	40	40	40
Evaluating	Pearson Correlation	,429(**)	,562(**)	,560(**)	1	,386(*)
	Sig. (2-tailed)	,006	,000	,000	.	,014
	N	40	40	40	40	40
Score	Pearson Correlation	,466(**)	,436(**)	,395(*)	,386(*)	1
	Sig. (2-tailed)	,002	,005	,012	,014	.
	N	40	40	40	40	40

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

As shown in table 3 that the coefficient of centering, arranging and planning, evaluating are $r = .466$, $r = .436$, and $r = .395$, $r = .386$, respectively with the significant value $p > 0.01$. From the data above it can be concluded that each strategies under the metacognitive learning strategies correlate significantly with the students' English Final test score.

DISCUSSION

This study showed that metacognitive learning strategies correlated significantly with students' achievement: the more frequently the students use the strategies the better their achievement will be. This finding seems to support a research done by Kayad (1999). Her study compared the proficient and less proficient English second language learner in terms of their choice and frequency of strategies use. The result was that proficient learners used metacognitive learning strategies more often than less proficient learners. Other findings also found that a comparison of the mean score of language learning strategies employed by successful and unsuccessful learners reveal that the unsuccessful language learners employed all of the strategies under three categories at a lower frequency (Setiyadi, 1999)

This research computer-based analysis indicated that centering strategies were the most frequently used. It is obvious that centering strategies play an important role in language learning. As what was stated by Oxford (1990) that language learners are often overwhelmed by too much unfamiliar vocabulary, confusing rules, and different writing system. Those things cause learners to lose their focuses, while concentration is really important in absorbing a new thing. Language learner can eliminate distraction through centering strategies by paying attention and overviewing/linking with already familiar material.

Evaluating strategies were the second most frequently used which also give big contribution toward students achievement. Based on the result of the questionnaire, learners with higher score tend to apply evaluating strategies more frequently than those with lower scores do. They learn from their mistake and try to find out how it could happen. Learners who are aware of the importance of self evaluation will have positive

judgement about the value of ideas or materials. It leads them to have positive judgement such as “I think this is a good idea...” or “It didn’t work, next time...” etc. It is accordance with six categories proposed by Bloom, that evaluation is considered as the deepest level. In evaluation learners are required to judge the value/opinions of material based on personal value. They appraise, compare and contrast, conclude, decide, interpret, justify, etc. Self evaluation seems to help students learn better and finally reach better result, of the three strategies of metacognitive learning strategies, arranging and planning the learning were the less frequently used.

Based on the result of the research and the previous theory mentioned, it is recommended that teachers need to introduce metacognitive learning strategies to their students by incorporating the strategies into their teaching technique. There are many ways that teacher can do to introduce the use of these strategies. To mention one it is by encouraging students to plan, organize, and evaluate their learning. For example students are suggested to read the lesson beforehand, so that they have general view about what they are going to learn. If students have difficulty in planning, as suggested by Oxford (1990), teacher can guide them to describe the task, determine its requirements, and determine additional language elements or functions necessary for the task (1990).

In addition, before delivering the lesson it is better for the teacher to elicit students background knowledge by asking some question e.g “What do you know about.....”, telling story, or showing something e.g. pictures, video, etc. Those activities can attract students attention to what they are going to learn, and teachers are also suggested to use attractive teaching aids to maintain students attention. During the learning activities teachers should also remain the students to make good use of every single chance they have to practice their target language.

Finally, after the learning process ask students to evaluate what they have learned, what mistakes they made and try to correct the mistakes by themselves. Teachers can also recommend their students to write a diary or a journal for their learning reflection.

CONCLUSION

By analyzing the mean scores of four strategies under metacognitive learning strategies, it can be said that the students applied the centering and evaluating strategies frequently and they applied the arranging and planning strategies less frequently.

Having analyzed both metacognitive learning strategies and students' English Final Test scores data, the result showed that those two variables are correlated significantly. It implies the more frequently the students apply metacognitive learning strategies the better their English achievement will be.

Based on the data analysis metacognitive learning strategies are recommended to be introduced to students by incorporating the strategies into their teaching technique since the students need to coordinate, organize, evaluate their learning. These processes help students to gain better achievement. Students are suggested to apply centering strategies in order to eliminate distraction they find in learning process, for example they have to redouble their concentration during the learning process. And teachers are suggested to use attractive teaching aid to get students attention on the lesson. Moreover Learners who are able to evaluate their learning will realize how well they are doing.

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