Icon-elite-2018-Hujjatul-munir

by Ahmad Munir

01

TEACHERS' PERCEPTIONS TOWARDS METACOGNITIVE STRATEGY USE IN EFL CLASS

Hujjatul Islamiyah*

Aswandi

Ahmad Munir

Universitas Negeri Surabaya

*hujjatulislamiyah16070835063@mhs.unesa.ac.id

Abstract

Due to the students' need for self-development and self-improvement in learning English to survive in today's era, giving an appropriate guidance has become a major concern for English teachers. Meta-cognitive strategies, one teaching and learning strategies, offer three stages namely planning, monitoring and evaluating which help the teachers to cover the students' activities during the teaching and learning process. This study investigated the teachers' perceptions towards the use of meta-cognitive strategies during the teaching and learning English. A qualitative research design was applied, 10 English teachers were chosen based on their capability in English. The data were collected by doing a semi-structured interview. And the results showed that most of the teachers give positive attitudes towards this strategy. They see it as a good strategy to gain the students' confidence, motivation and interest in the process of learning English which leads them to better academic performances.

Keywords: Meta-cognitive strategy, EFL class, Teachers' perceptions

Abstrak

Karena kebutuhan siswa untuk pengembangan diri dan pengembangan diri dalam belajar bahasa Inggris untuk bertahan hidup di era saat ini, memberikan panduan yang tepat telah menjadi perhatian utama bagi para guru bahasa Inggris. Strategi meta-kognitif adalah satu strategi pengajaran dan pembelajaran yang menawarkan tiga tahap yaitu perencanaan, pemantauan dan pengevaluasianuntuk membantu para guru dalam mengawasisemua kegiatan siswa selama proses belajar mengajar. Penelitian ini menyelidiki persepsi guru terhadap penggunaan strategi meta-kognitif selama pengajaran dan pembelajaran bahasa Inggris. Sebuah desain penelitian kualitatif diterapkan dan 10 guru bahasa Inggris dipilih berdasarkan kemampuan mereka dalam bahasa Inggris sebagai subjek penelitian. Data dikumpulkan dengan cara melakukan wawancara semi-terstruktur. Dan hasilnya menunjukkan bahwa sebagian besar guru memberikan sikap positif terhadap strategi ini. Mereka melihat strategi ini sebagai strategi yang baik untuk meningkatkan rasa kepercayaan diri siswa, motivasi dan minat dalam proses belajar bahasa Inggris yang nantinya akan memberikan dampak yang lebih baik dalam kinerja akademik mereka.

Kata kunci: Strategi meta-kognitif, Kelas bahasa Inggris, Persepsi Guru

A. INTRODUCTION

Teaching and learning strategies are well-planned actions employed by the teachers to facilitate and create an effective learning process and enjoyable atmosphere in the classroom(Oxford, 1990). English which is taught in Indonesia from kindergarten level up to university level as a compulsory subject needs a lot of attention from the English teachers. Learning a new language means learning a new structure, vocabulary, pronunciation and attitude. Students who rarely get in touch with the language will face many difficulties during the learning process. Therefore, the learning strategy that will be implemented by the teacher should consider

the students' situations. Yang (1990) mentioned that the students' situations are when they enable to actively involved during the learning process and when they enable to be a responsible person in managing their own learning process.

Teaching and learning strategies that commonly used by the teachers during teaching and learning process sometimes cannot help the students to explore and increase their capabilities in English such as teacher-centered (Hayati, 2010). Meta-cognitive strategies, introduced by John Flavell in 1976, may use to ease the students in managing their learning process and gaining their awareness towards the process(Rahimi & Katal, 2012; Rahimirad & Shams, 2014; Wenden, 1999). An examination of the implementation of meta-cognitive strategies during English learning process may give a pinch of information as a theoretical reference for further researchers and teachers who want to help their learners in gaining awareness of their own capabilities. Thus, this study attempts to find out and explore the teachers' perceptions towards the use of meta-cognitive strategies in teaching and learning process in EFL class.

B. METHOD

This study applied a qualitative research design to investigate a phenomenon that teachers perceived during the process of teaching and learning English as a foreign language. The participants of this study consisted of 10 English teachers of Senior high school in East Java. They have been teaching English for 4 – 5 years. They were chosen due to their levels of English proficiency, which is intermediate to advanced level (TOEFL ITP scores ranging from 500 to 550). There were six (6) female English teachers and four (4) male English teachers. They were teaching in different Senior High School, public and private schools. A semi-structured interview was used to obtain the data. The interview was conducted individually via email, social media such as facebook and whatsapp. The interviews were transcribed and translated purposely to answer the research question.

C. RESULTS AND DISCUSSION

The findings of this single study were obtained from semi-structured interview between the researcher and the ten (10) English teachers. The theory of meta-cognition strategies were implemented in EFL class based on three parts (planning, monitoring and reviewing). The analysis of data generated into twopoints namely the implementation of meta-cognitive strategy use in EFL class, the relationship between meta-cognitive strategy use and students performance which are discussed as follows.

1. The implementation of meta-cognitive strategy use in EFL class

Meta-cognitive strategies which are implemented in EFL class have different factors in each skill. In listening skill, for example, there are five factors namely planning and evaluation, problem-solving, person knowledge, directed attention and person knowledge (Vandergrift, Goh, Mareschal, & Tafaghodtari, 2006). Even though each skill presents different factors yet these factors play the same role that involve planning, monitoring and evaluating. Some teachers as the interviewee mentioned that helping the students to develop their thoughts about the material can ease them to guess the learning material. The interviewees reported:

"... As I gave the pictures that relate to the example of recount text in the beginning of introducing the text, the students started to get interest. I think those pictures would be useful for the students as part of constructing their background knowledge." [Informant three]

"...before the listening comprehension class started, I lead them by asking some

questions about the story we would hear later. The questions I prepared surely help them to understand the story." [Informant four]

Using the students' prior knowledge to comprehend and obtain information from the spoken and written text provided by the teachers is no doubt important. Channa, Nordin, Simming, & Buriro (2017) added that students' prior knowledge not only reduce the students' stress and pressure during the learning process but also increase their learning attention. Some of the informants reported that students who cannot recollect their memory, personal information related to the learning material faced difficulties. As noted by the informants:

"...I assisted my students in reading comprehension practice. Most of them were able to confidently participate in learning activities. Those students already had prior knowledge related to the text they supposed to read." [Informant five]

"...my students who did not use their prior knowledge to understand the passage, trying their best to guess the meaning of certain word and use it to comprehend." [Informant nine]

From the statements above, it could be clearly seen that the students who can catch up their friends by using a similar way, could be able to find another way to solve their learning problem. It is often to be found that students are taught about what to think but not how to think(Kolarić, 2017). Teachers' interventions during the teaching and learning process can help them to develop their own meta-cognitive knowledge.

2. ***The relationship between meta-cognitive strategy use and students performance***

The students' successfulness in learning English as a foreign language can be achieved by employing meta-cognitive strategies in teaching and learning process. The amount of students with high capability in English were more dazzling in learning performance due to the use of this strategy unlike the low

one(Ratebi, 2013; Zhang & Seepho, 2013). The interviewee reported:

"... Students with low proficiency of Englishapplied the strategy less than those high proficiency students." [Informant ten]

Majority of the teachers had a same argument that meta-cognitive strategies can lead their students to a better performance. It is also proven by Shad & Abbasian (2015) in his journal. He stated that there is a relationship between meta-cognitive strategy use and students' performance.

Cohen (2003)said that a learning strategy should involve the students to make them aware with their own strengths and weaknesses in language learning, to guide them in choosing the appropriate way of learning the target language, to develop their skills in solving the problems appeared during the learning process, to enable them to make decisions in approaching the language tasks and to be able to monitor and evaluate their own performances. These requirements could be found in the implementation of meta-cognitive strategies by the English teachers which absolutely help the students to get better performances. One of the informants mentioned that

"my students in speaking class, most of them after watching their own performances in the video taken by their friends and finding their mistakes started to correct it by themselves and ask their friends to evaluate their performances." [Informant one]

The statement made by the teacher above confirmed the relationship between meta-cognitive strategy use and students' performance. The teacher said that the students in her speaking class started to make fewer mistakes during the speaking performance. In line with that, the Shad & Abbasian (2015) argued that the use of meta-cognitive strategy make the good language learners more eager to communicate.

The important of meta-cognitive strategy use in pedagogical issue should become a great consideration in order to help the students to be more confident in taking initiative in learning (Kolarić, 2017). Students who are actively involved in the learning process know their own strengths and weaknesses which enable them to be an autonomous learner. The interviewee reported:

> "Even though this strategy would make the students become more autonomous, it didn't mean they learned the materials by themselves. They did it collaboratively between them. They found the solution together. Looking for the solutions together created a good atmosphere during the learning process. This process gained their confidence, motivation and interest." [Informant one]

D. CONCLUSION

Based on the purpose of this study, it can be concluded that most of the teachers give positive attitudes towards the meta-cognitive strategy use in teaching and learning process in EFL class. They argue that meta-cognitive strategies can help the teachers to gain students' confidence, motivation and interest during the process which will lead them to get better academic performances. Thus, it needs to be implemented to assist the students during the process of learning English.

REFERENCES

Channa, M. A., Nordin, Z. S., Simming, I. A., & Buriro, G. S. (2017). Lenses on metacognition: Teachers' perceptions toward strategies in reading in a Pakistani context. *Psychology in Russia: State of the Art*, *10*(1), 34–48. https://doi.org/10.11621/pir.2017.01 03

Cohen, A. D. (2003). Strategy Training for Second Language Learners. *ERIC Digest*, (ED482492), 1–9.

Hayati, A. (2010). A Comparative Study of Monolingual and Bilingual EFL Learners on Language Learning Strategies Use : A Case of Iranian High School Students. *The Journal of Asia TEFL*, *7*(4), 79–101.

Kolarić, L. (2017). *Metacognitive Strategies in Young Learners of English*. University of Zagreb.

Oxford, R. L. (1990). *Language Learning Strategies: What Every Teacher Should Know*. Boston: Heinle & Heinle.

Rahimi, M., & Katal, M. (2012). Metacognitive Strategies Awareness and Success in Learning English as a Foreign Language: An Overview. *Procedia - Social and Behavioral Sciences*, *31*(2011), 73–81. https://doi.org/10.1016/j.sbspro.2011 .12.019

Rahimirad, M., & Shams, M. R. (2014). The Effect of Activating Metacognitive Strategies on the Listening Performance and Metacognitive Awareness of EFL Students. *International Journal of Listening*, *28*(3), 162–176. https://doi.org/10.1080/10904018.20 14.902315

Ratebi, Z. (2013). Use of Metacognitive Strategies in Listening Comprehension by Iranian University Students Majoring in English : A Comparison between High and Low Proficient Listeners. *Journal of Studies in Education*, *3*(1), 140–154. https://doi.org/10.5296/jse.v3i1.2969

Shad, B., & Abbasian, G.-R. (2015). The Relationship Between Metacognitive Stategy Use , Good Languagelearner , and Iranian Efl Learner ' S Willingness To Communicate. *LiBRI. Linguistic and Literary Broad Research and Innovation*, *4*(1–2), 27–45. Retrieved

from https://www.edusoft.ro/brain/index.php/libri/article/view/534/584

Vandergrift, L., Goh, C. C. M., Mareschal, C. J., & Tafaghodtari, M. H. (2006). The Metacognitive Awareness Listening Questionnaire : Development and Validation. *Language Learning*, *56*(3), 431–462.

Wenden, A. L. (1999). An introduction to Metacognitive Knowledge and Beliefs in Language Learning: Beyond the Basics. *System*, *27*(4), 435–441. https://doi.org/10.1016/S0346-251X(99)00043-3

Yang, C. (1990). A Study of Metacognitive Strategies Employed by English Listeners in an EFL Setting. *International Education Studies*, *2*(4), 134–139.

Zhang, L., & Seepho, S. (2013). Metacognitive strategy use and academic reading Achievement: Insights from a Chinese context. *Electronic Journal of Foreign Language Teaching*, *10*(1), 54–69.

Icon-elite-2018-Hujjatul-munir