THE ROLE OF METACOGNITIVE STRATEGIES TRAINING IN TEACHING ENGLISH IN INDONESIAN EFL CLASSROOMS

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Abstract

This article aims to explore the roles of metacognitive strategies training in teaching English, especially as a foreign language as it is learnt in Indonesia. Teacher should teach the students in order to help the students to understand the materials in both form of concepts and methods. In order to teach the students well, the teacher must construct and teach an appropriate learning strategies, choose appropriate media, and develop positive atmosphere of teaching and learning process. Thus, it is important to develop students learning strategies to be independent in their learning. The students must improve themselves in learning. They have to be creative manage their learning to control what they are learn and what they are going to learn. Therefore, it is necessary to find out effective learning strategies to overcome those problems. The solution is by providing the effective strategies for teaching Learning Process that is metacognitive strategy. Based on Oxford (1990), metacognitive strategy is the strategy which can help learner to manage their own learning. O'Malley et al (1995) emphasize that learners without metacognitive approaches have no direction or ability to monitor their progress, accomplishments, and future learning directions. Related to students' problem, the advantages of this strategy can overcome students' problems because from the beginning of learning activity the students have been asked to analyze the requirement, then to monitor their learning so they know what they should achieve or their purpose. So, this metacognitive strategy can solve students' learning EFL problem, especially the high school students in Indonesia.
Keywords: Metacognitive Strategies, Teaching English & High School

INTRODUCTION

Teaching English as a foreign language (TEFL) in Indonesia is aimed to guide the students to be able to use English appropriately. The purpose of teaching generally is getting the students to understand the concepts and methods being taught. Here, the teacher has important role to guide their students by creatively designing teaching process to reach the target output. Thus, the teaching is an effort to support the students in learning process and mediate the students to the knowledge of target language.

By constructing and teaching an appropriate learning strategies while the teaching process, the teacher can teach their students in learning English easier. Since teaching is the process of educating or learnt the learners who are assumed to have several functions, among other, helped develop and transform positive values while empowering and developing the potential of the learner's personality" (Sanusi, 1998), the teacher is expected to develop creatively a learning strategy which can be used by the students to develop their ability. Hence, the explicit teaching of learning strategies can help the teachers in helping students achieving the goals of improving their mastery of the target language and of learning about the target culture.

Learning strategies are the thoughts and actions which are combined to learn new information. The goal of teaching learning strategies is to help students to consciously control how they learn so that they can be

efficient, motivated, and independent language learners (Chamot, Barnhardt, El-Dinary, & Robbins in Polsky, 2005). The learning strategies can be applied by the teacher in the form of instructions.

The goals of learning strategies instruction is to help the students to become better language learners. The students who understand their own learning style or processes and can use it in controlling the process; they tend to have more responsibility for their own learning. This ability which can control their own learning process is a characteristic of successful learners, including successful language learners. Research with both first and second language learners isrevealing some of the ways of thinking that guide and assist an individual's attempts to learn more effectively (Paris & Winograd in Polsky, 2005).

Students who can learn the target language strategically are more motivated to learn, have higher motivation and or confidence to their own learning ability. They will perceive that they are more capable to get success in academic than students who do not know and understand how to learn strategically or use the learning strategies effectively. So, students who are able to learn language strategically can be successful in learning and increases their motivation.

Regarding guiding the students to be successful learners, students need to be aware of the strategies that led to their success. Awareness of one's own thinking processes is generally referredto as metacognition or metacognitive awareness (Pressley & Afflerbach in Polsky, 2005). Thevalue of this type of self-knowledge is that it leads to reflection, to planning how to proceed with alearning task, to monitoring one's own performance on an ongoing basis, and to self-evaluation upon task completion. In other words, it will leads the learner to be able to control their learning effectively. They will be able to differentiate kind of task by having good metacognitive awareness. Thus, the students

who know the strategies required they will be successful in learning.

As what can be observed in Indonesian EFL classrooms, most of students are not motivated to learn English. They think that English subject is the most difficult subject. There are many problems which are faced by the students that cause students are unsuccessful in learning. First, they are less motivated in English class. Some of them think that English is less important. This happened because of the monotonous strategies that is used by the teacher which has been explained above. The next problem is most of students feel difficult to follow and understand the idea that is delivered while learning process because the students do not know the best strategy for completing their learning task. Whereas, some effectives strategy really helps the students in facing their difficulties and doing their learning task.

Besides that, the teacher seems to focus on product of learning rather than the process of learning itself where learning process is a process to obtain a meaningful studies. A monotonous learning process will affect to the students motivation. Moreover, in the teaching process, the teachers do not teach learning strategies to stimulate students' motivation or awareness. The teacher should teach a learning strategies which consider the students need to make the learning process becomes meaningful learning.

Furthermore, the teacher can be blamed as the one cause of these problems. There are also the time duration provided and curriculum that force the teacher focus on the result of the learning, such as national examination, semester examination, etc. which are commonly referred as the reflection of the successful of learning process. It makes limited chance to develop learning strategies used by the teacher because the teachers have to accomplish their learning process in a limited time.

Thus, it is important to develop students learning strategies to be independent in their

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learning. The students must improve themselves in learning. They have to be creative manage their learning to control what they are learn and what they are going to learn. Thus, they will be motivated in Learning Processby understanding the purpose of the activity. By self monitoring and evaluating activity, the students can control their mind to hear the main point of learning that they should learn although they assume the learning is difficult.

Based on the problems above, it is necessary to find out effective learning strategies to overcome those problems. The solution is by providing the effective strategies for teaching Learning Process that is metacognitive strategy. Based on Oxford (1990), metacognitive strategy is the strategy which can help learner to manage their own learning. O'Malley et al (1995) emphasize that learners without metacognitive approaches have no direction or ability to monitor their progress, accomplishments, and future learning directions. Related to students' problem, the advantages of this strategy can overcome students' problems because from the beginning of learning activity the students have been asked to analyze the requirement, then to monitor their learning so they know what they should achieve or their purpose. So, this metacognitive strategy is assumed can solve students' learning EFL problems.

REVIEW OF RELATED LITERATURE
   1. Learning Strategies

Learning strategies has been researched since 1960s. Particularly, developments in cognitive psychology influenced much of the research done on language learning strategies (Wiliams and Burden 1997:149). These most of the research focus on the strategies used by good learner while they learn English as a second language or foreign language. The term learning strategies is stressed by Faerch Claus and Casper in Hismanoglu (2000) is an attempt to develop linguistic and sociolinguistic competence in the target language. Here, learning strategies is the effort made to improve the ability in learning the target language in

understanding on language form and its meaning. Thus, learning strategies is not only focus on developing the linguistic competence but also the sociolinguistics competence as the use of target language in real communication. It is supported by Ellis (1994:530) as an attempt to develop linguistic and sociolinguistic competence in the target language.

Moreover, Richards and Platt in Hismanoglu (2000) state that learning strategies are intentional behavior and thoughts used by learners during learning so as to better help them understand, learn, or remember new information. Learning strategies is behavior and the way of thinking of learners in learning the target language to mastering target language. It indicates that the learner set a plan and style of learning to control their learning to what they are going to do or manage the learning process.

As stated by Wenden and Rubin in Hismanoglu (2000) that learning strategies is any sets of operations, steps, plans, routines used by the learner to facilitate the obtaining, storage, retrieval, and use of information. The learners construct a kind of learning management by arranging a plan to learning target language. The learning management will control the steps in obtaining, retrieving, and use of the materials in learning process.

The learning strategies will be used by the learners consciously or unconsciously when they are processing the materials and performing the task while the learning process. It means that the learner when they have difficult task given by the teacher, the learner will try to find the respond as soon as possible using learning strategies.

There two main types, being the strategies contributing directly to the development of the language system constructed by the learner; they are cognitive learning strategies and metacognitive learning strategies. Cognitive learning strategies refer to the steps or operations used in problem solving that require direct analysis, transformation or synthesis of learning materials. While the metacognitive learning strategies make use of knowledge

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about cognitive processes and constitutes an attempt to regulate language learning by means of planning, monitoring, and evaluating, Rubin in Ellis (1994: 536).

2. Learning strategies and language learning

There are many studies that have been conducted to identify the relationship between Learning strategies and language learning. For example, the research which was conducted by Stevic in Ellis (1989:546), in a study of seven successful language learners noted that they differ markedly with regard to what they prefer to do and not to do. It shows that learning strategies will affect the learning process in the learners' capability to control their learning.

Ellis (1994: 546) ague that there are five major aspects of successful language learning as evidence of various studies; concern on language form; a concern for communication, an active task approach, awareness of the learning process, and capability to use strategies flexibly in accordance with the task requirements. The summary made by Ellis describes that the studies in learning strategies leads to successful language learning where the learning strategies provide and guide the learners to have the five aspects of be good language learners.

There are the relationships between learning strategies to second language development which is stated by Ellis (1994: 555), they are explained as follow:

a. The strategies that learners elect to use reflect their general stage of L2 development. For example, there is some evidence to suggest that strategies that relate to the functional use of language and that involve processing chunks of language precede those that involve close attention to form and single words. Metacognitive strategies are more evident in advanced learners.

b. Successful learners appear to use learning strategies more frequently and in qualitatively different ways than learners who are less successful. For example, successful adult beginners seem more adept at the use of memory strategies

c. Successful language learning involves attention to both form and meaning. Good language learners appear able to switch the focus of their attention while they are performing a tasks-even as beginners

d. Different kinds of learning strategies may contribute to different aspects of L2 proficiency. Thus strategies that involve formal practice may contribute to the development of linguistic competence, while strategies involving functional practice aid the development of communicative competence.

e. Learners need to employ strategies flexibly by selecting those strategies that are appropriate for performing a particular learning task.

f. Because of (5), metacognitive strategies involving goal identification, planning, monitoring and evaluation assume considerable importance, at least for adult. However many learners appear to under-utilize this type of strategy

g. The more successful adult learners are better able to talk about the strategies they use.

h. The learning strategies used by children and adult may differ, social and interactional strategies may be more important with young learners.

In short, learning strategies may affect the second or foreign language learner proficiency. It is because language strategies can help the learner in retrieving the new information. They can control and manage what they want to do or not they want to do. So, learning strategies is the important thing that should be taught in the language learning process to achieve successful language learning.

3. Metacognitive strategies Training
a. Definition of Metacognitive Strategy Training

In general, metacognition is thinking about thinking. More specifically, William (2004) gives the definition of metacognition as an appreciation of what one already knows, together with a correct apprehension of the learning task and what knowledge and skills it requires. He adds that this metacognition will combine the ability about how to make correct inferences about applying one's strategic knowledge to a particular situation and to do so efficiently and reliably. The more students are aware of their thinking processes as they learn, the more they can control such matters as goal, dispositions and attention. In addition, metacognition will enable students to use appropriate strategy in learning, so the learning will be effective and reliably.

Metacognition also includes the ability to regulate the thinking processes. The following explanation by Flavell will help to illustrate this:

> 'Metacognition' refers to one's knowledge concerning one's own cognitive processes and products or anything related to them, e.g. the learning-relevant properties of information or data. For example, I am engaging in metacognition (metamemory, metalearning, metacognitiveattention, metalanguage, or whatever) if I notice that I am having more trouble learning A than B; if it strikes me that I should double-check C before accepting it as a fact; if it occurs to me that I had better scrutinize each and every alternative in any multiple-choice type task situation before deciding which is the best one; if I sense that I had better make a note of D because I may forget it… Metacognition refers, among other things, to active

monitoring and consequent regulation and orchestration of these processes in relation to the cognitive objects or data on which they bear, usually in the service of some concrete goal or objective (Flavell 1976: 232).

According to Flavell, metacognition is related to the process of cognitive, but through metacognition the process if this cognitive will be regulated or in other words, this metacognition will monitor the process of someone knowledge. Metacognition involves monitoring activity to relate the knowledge with the goal that should be achieved.

In learning process, Livingston (1997) defines metacognition as higher-order thinking that involves control over cognitive processes engaged in language learning. He adds that metacognitive in nature involves the activity such as planning how to approach a given learning task, monitoring comprehension, and evaluating progress toward the completion of a task. It can be seen that the when the learner understand about metacognitive knowledge and use in the learning, they can control their learning in order to improve their achievement.

Referring to all of the definitions above, metacognition can be described as knowledge of people or knowledge used to regulate thinking and learning consciously. This enables the learner to use their extensive knowledge with different strategies to achieve their goal. The main activity that involves in metacognition is active monitoring, which is aimed to control the objective of the learning.

In recent study, metacognitive has been integrated in the teaching and learning process inform of strategy training. Brown (2007) defines strategy as the specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information. Strategy training will help the learner become more autonomy in learning. Strategy training will be more effective if it is taught directly so the

learner will understand their ability and their own thinking and learning progress.

Referring to the explanation above, thus metacognitive strategy training can be defined as an initial effort aimed at developing learner autonomy, independence and self-regulation in understanding and controlling cognitive process by implementing the component of metacognitive; planning, monitoring and evaluating.

b. The Advantages of Metacognitive Strategy Training

It has been stated previously that metacognition will help the learner to control their own way in learning. As Peirce (2003) believed, metacognition affects students' motivation. Students can blame themselves with what they have already faced in their learning, whether they are failure or not. It can promote their future success. Through metacognition, they can evaluate their own learning and plan what they will do next.

Anderson (2002) explained that the use of metacognitive in learning can activate one's thinking and improve their learning in general. The students who use metacognitive in learning seem to have the following advantages over others who are not aware of the role of metacognition plays in learning an English language:

a. They are more strategic learner.
b. Their rate of progress in learning as well as the quality and speed of their cognitive engagement is faster.
c. They are confident in their abilities to learn.
d. They do not hesitate to obtain help from peers, teachers, or family when needed.
e. They provide accurate assessments of why they are successful learners.
f. They think clearly about inaccuracies when failure occurs during an activity.
g. Their tactics match the learning task and adjustments are made to reflect changing circumstances.

h. They perceive themselves as continual learners and can successfully cope with new situations.

Similarly to Anderson' opinion, Vandergrift (2008) also argued that metacognitive can regulate or direct the language learning process.

In the field of second language learning and also based on the language learning strategy that has been delivered before, metacognitive is one of the strategies that help students in their learning process. Goh (2002) emphasizes the importance of metacognitive strategies by arguing that learners' metacognitive awareness is related to effective learning in all learning contexts.

4. The Model of Metacognitive Strategy Training

In all metacognitive strategy training programs, there are some common basic principles that have been listed by Veenman et al, in Goh (2008). They suggest that these programs should be embedded in the subject matter to ensure connectivity. Another key principle from their perspective is the necessity of informing learners about the usefulness of metacognitive activities to make them exert the initial extra effort.

In addition to key principles as indicated above, there are different categorizations of metacognitive strategies resulting in the appearance of different strategy training models although they seem to share similar stages. First, based on Anderson's model (2002), metacognitive strategy training is divided into five primary components. First, *preparing and planning* component where the students are prepared in relation to their learning goal and start thinking about what their goals are and how they will go about accomplishing them. Second, *deciding particular strategies*. In the process of deciding when to use particular strategies, learners think and make conscious decisions about the learning process and choose the best and most appropriate strategy in a given situation. Third, *monitoring strategy use* where they need to ask themselves periodically

whether or not they are still using those strategies as intended. Fourth, *orchestrate various strategies* where the students coordinate, organize, and make associations among the various strategies available. The last is *evaluating strategy use*. Here, the students attempt to evaluate whether what they are doing is effective by means of self questioning, debriefing discussions after strategies practice and checklists of strategies used can be used to allow the student to reflect through the cycle of learning. At this stage, all the previous stages are evaluated.

Different from Anderson (2002), Vandergift (1999) lists four models of metacognitive strategy training which are *planning, monitoring, evaluation and problem identification*. For *planning*, he draws attention to an appropriate action plan to deal with difficulties that may hinder the learners from completing a task successfully. At this stage, he underlines the importance of pre-Learning Process activities that help students make predictions about what to listen for and to focus attention on meaning while Learning Process. In *monitoring* category, students check consistency with their predictions. In the *evaluation*category, students evaluate the results of decisions made during a Learning task by getting involved in group or class discussions. Within the *problem identification*category, he underlines the importance of explicitly identifying the aspect of the task that hinders completion of the learning task successfully. These activities are mostly based on the idea that the regular use of pre-Learning Process, Learning Process and post-Learning Process activities is likely to promote the acquisition of metacognitive strategies

Goh (2008) explained the model of metacognitive strategy training into three main activates; planning, monitoring, and evaluating.

a. *Planning*: this is a strategy for determining learning objectives and deciding the means by which the objectives can be achieved.
b. *Monitoring*: this is a strategy for checking on the progress in the course of learning or carrying out a learning task, determine how close it is to achieving short-term or long-term goals, check and see if the same mistakes are still being made.
c. *Evaluating*: this is a strategy for determining the success of the outcome of an attempt to learn or complete a learning task, assess Learning Process progress against a set of predetermined criteria, assess the effectiveness of learning and practice strategies, and assess the appropriateness of learning goals and objectives set.

Goh (2008) model seems simpler than Anderson (2002) and Vandergitft (1999) models although the aim that will be achieved are same. In Anderson's model, after preparing and planning, the students are asked to decide the appropriate strategy that will be used, while in Goh (2008) this activity are included in the first step, that is planning. However, there is no activity to orchestrate the strategies in Goh's model like Anderson explains. Meanwhile, Vandergift (1999) seems to promote metacogntive strategy through the use of pre, while, and post Learning Process stages. Overall the goal that will be achieve are same.

DISCUSSION

According to the theories which are stated above, learning strategies is the term which is needed to retrieve the new information. It is used for achieving the successful language learning. Without learning strategies the learning process will be uncontrolled and the learning process will not have meaningful value. Learning strategies is focused on learning process while learning process without appropriate learning strategies only focus on learning output.

Relating to the teaching EFL in Indonesian classroom, metacognitive strategies is the appropriate strategies used. As it is defined by Rubin in Ellis (1994: 536) argue that metacognitive learning strategies make use of knowledge about cognitive processes and constitutes an attempt to regulate language learning by means of planning, monitoring, and

evaluating, Rubin in Ellis. Thus, the self-monitoring and control by students is needed. It is because the limited time duration for teaching EFL in Indonesia. The students should develop their competence by themselves through developing metacognitive strategies.

The students are expected to construct their own learning strategies but stressed on metacognitive strategies. They have to make a learning plan to manage and control what they are going to do first and next. Every student may develop different strategies. It is caused by their own competence in target language is different each other. Thus, the teacher role is guiding their students to develop their learning strategies by giving metacognitive strategies training.

The metacognitive strategies can be done through three main activities. They are;

a. *Planning*: The tasks are previewing the main ideas before the learning process, rehearse language (e.g., pronunciation) necessary for the task, and decide in advance which aspects of the text to concentrate on.

b. *Monitoring*: The tasks are checking the understanding during Learning Process, checking the appropriateness and the accuracy of what is understood and comparing it with new information, identifies the source of difficulty.

c. *Evaluating*: The tasks are checking the appropriateness and the accuracy of what has been understood, determining the effectiveness of strategies used in the task and assessing overall comprehension of the text.

The teacher can give instruction based on the three main activities above. The teachers set the learning activities first then arrange it in activities for making plan, monitoring, and evaluating.

The repeated of these strategies which is applied by the teacher will experience to the students hoe to make planning in their learning process, then monitoring their learning process, and evaluating what they have done in the studies. Consequently, this strategy will lead the students to be creative in learning language. However they have limited time to study and only focus on the outputs of the study in the classroom they can develop their own learning strategies to get successful in learning EFL.

Moreover, the students who have been able to develop their metacognitive strategy, will help the teacher in learning process as stated on the subtitle of the advantages of metacognitive strategies. Generally the advantages for the teacher are the students become active, independent, high confident, and have high motivation in learning EFL. Thus, the imbalance of teacher focus on learning process and learning output is solved.

CONCLUSION

The condition where the teachers have limited time to develop their own learning strategies the teacher can develop the students' self-ability by guiding them to develop their metacognitive strategies. The will independently develop their language competence without asking many helps from their teacher. The students will prefer to be active in the classroom rather than listen and give no respond to their teacher presentation of giving materials. In brief, metacognitive is the best solution to overcome the classrooms which have limited time for learning EFL or the situation where the teachers are forced to have a little focus on learning process.

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