

CHAPTER IV

RESULTS AND DISCUSSION

This chapter explains the results and discussion of this research. The data of the research were collected since 24th of March until 05th of April 2014 and have been analyzed to get the results of this research. The result shows that students' metacognitive strategy in Learning English is in moderate category, with planning aspect as the most dominant metacognitive strategy. The data and the result of the research will be presented in the following section.

2.1. Results

The result in this research shows that students' metacognitive strategy is in moderate category. Three classifications of metacognitive strategy, planning; monitoring; and evaluating, share close score to each other. Even though, if we look at the highest score, the most dominant of metacognitive strategy used was strategy in planning the learning activities and behaviors. The general results of this research are presented in the following table.

Table 5. *General result of the research*

| Metacognitive Strategies | Mean Score | Proportion |
|--------------------------|------------|------------|
| A. Planning strategies | 3.32 | 34.74 % |
| B. Monitoring strategies | 3.07 | 32.10 % |
| C. Evaluating strategies | 3.17 | 33.16 % |

As can be seen in the table, the dominant metacognitive strategy used is planning with 3.32 mean score. Monitoring and evaluating are not dominant, but both of them have close score with planning where monitoring has 3.07 mean score and evaluating has 3.17 mean score. The proportion also close to each other with planning has 34.74 %; monitoring has 32.10 %; and evaluating has 33.16%. Despite dominant or not dominant, the mean scores show that all of metacognitive strategies are in moderate category. Further result will be presented in the following sections.

4.1.1. Strategy in planning the learning activities/behaviors

Planning strategy consists of 11 items. The result could be seen in appendix 01. The table shows the students' responses to planning strategies which from the analysis have resulted that 1 item was considered as "Very often"; 3 items were considered as "Often"; and 7 items were considered as "Moderate". The highest mean score of this strategy is the score of item number 7 which has 4.30 and considered as "Very often". The lowest mean score of this strategy is the score of item number 11 which has 2.70 and considered as "Moderate". These are the statements that got the highest and lowest score:

Table 6. *Students' strategy in planning the learning activities/behaviors*

| Preference | Aspects of planning strategy | Mean score | Categories |
|-----------------------------------|--|------------|------------|
| The most preferred aspects | 1. By understanding my capability and skill, I think that I need to improve them so I can have better skills in English (item 7 / ability analysis aspect) | 4.30 | Very Often |
| | 2. I compare my ability to my friends' ability in English subject (item 6 / ability analysis aspect) | 3.70 | Often |
| The least preferred aspect | 1. I ask for advice from my teacher, parents, friends, or someone else to help me to design learning activities in learning English (item 11/ activities and behaviors planning aspect) | 2.70 | Moderate |
| | 2. I arrange my learning time so that I can learn English better (item 10/ activities and behaviors planning aspect) | 2.80 | Moderate |

Based on the table, both of the most preferred aspects planning strategy came from ability analysis aspect. This finding shows that students were aware of their ability and capability in learning English. Besides, both of the lowest strategy used by students came from the activities and behaviors planning aspect. This finding shows that students were less aware in planning and managing their learning which seems to be similar to common students learning process.

Overall, the mean scores per aspect of students' metacognitive strategy in planning the learning activities are setting goal 3.25, ability analysis 3.88, and Activities and behavior planning 2.98. The result can be described in the following chart:

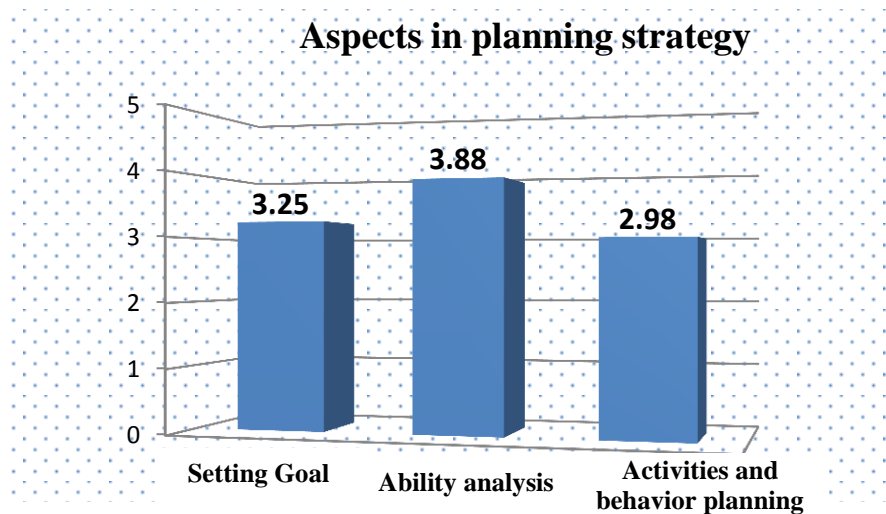


Chart 1. *Mean score of aspects in planning strategy*

Based on the chart above, students are more aware of doing ability analysis rather than setting goals and planning learning activities and behaviors. It indicates that students have less motivation in making learning goals and making learning plans. The students are aware of analyzing their ability and capability in learning English, but they are less aware of making the analysis as guidance for them to create learning goals and plan learning activities.

4.1.2. Strategy in monitoring the learning process

Monitoring strategy consists of 12 items. The result could be seen in appendix 02. The table shows the responses to monitoring strategy of metacognitive strategies which from the analysis have resulted that 2 items were considered as "Often"; and the rest 10 items were considered as "Moderate". The highest mean score of this strategy is the score of item number 23 which has 3.48 and considered as "Often". The lowest mean score

of this strategy is the score of item number 21 which has 2.62 and considered as “Moderate”. These are the statements that got the highest and lowest mean score:

Table 7. *Students’ strategy in monitoring the learning process*

| Preference | Aspects of planning strategy | Mean score | Categories |
|-----------------------------------|--|------------|------------|
| The most preferred aspects | 1. I watch the activities that my friends done (good/bad) to help me in deciding what I have to do in learning (item 23 / <i>collaborative monitoring aspect</i>) | 3.48 | Often |
| | 2. I compare my ability to my friends’ ability in English subject (item 16 / <i>self-measurement aspect</i>) | 3.44 | Often |
| The least preferred aspect | 1. I request my friends, or even my teachers, to watch me while I am learning English, so that they can give advices about my ability and skills (item 21 / <i>collaborative monitoring aspect</i>) | 2.62 | Moderate |
| | 2. I make indicators to know the level of success of my English learning (item 19 / <i>self-measurement aspect</i>) | 2.80 | Moderate |

Based on the table above, the highest monitoring strategies that is used by students are item 23 from collaborative monitoring aspect, and item 16 from self-measurement aspect. This result indicates that students liked to watch their friends’ activities in learning English, and then they will compare their friends’ activities to their own activities. The result also indicates that students had less attention to self-management aspect (item 12, 13, 14, and 15).

The lowest strategy used also came from the same aspects as the highest used strategy, collaborative monitoring (item 21); and self-measurement (item 19). Students had less interest in asking for advices from others. Students also had less interest in the success of their learning which then let them less aware in monitoring their learning process.

Overall, the mean scores per aspect of students' of metacognitive strategy in monitoring the learning activities are self-management 3.08, self-measurement 3.11, and collaborative monitoring 3.03. The result can be described in the following chart:

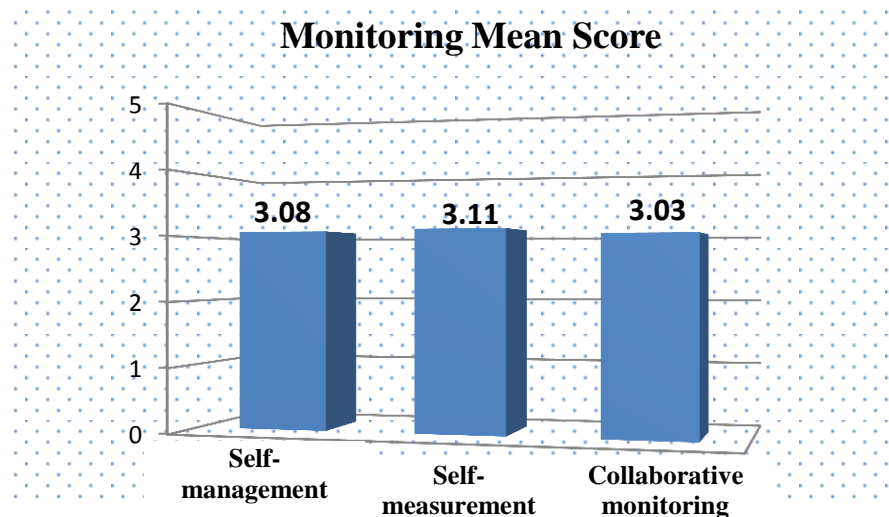


Chart 2. *Mean score of strategy in monitoring the learning process*

Based on the chart above, self-management aspect; self-measurement aspect; and collaborative monitoring aspect share close score to each other. The categories of those aspects are all in moderate category. In this case, it can be said that students' awareness in monitoring their learning process is moderate.

4.1.3. Strategy in evaluating the learning result

Evaluating strategy consists of 11 items. The result could be seen in Appendix 03. The table shows the data analysis of the responses to evaluating strategies which from the analysis have resulted that 5 items were considered as “Often”; 4 items were considered as “Moderate”; and 2 items were considered as “Seldom”.

The highest mean score of this strategy is the score of item number 30 which has 3.92 and considered as “Often”. The lowest mean score of this strategy is the score of item number 28 which has 2.14 and considered as “Seldom”. These are the statements that got the highest and lowest score:

Table 8. *Students’ strategy in evaluating the learning result*

| Preference | Aspects of planning strategy | Mean score | Categories |
|-----------------------------------|---|------------|------------|
| The most preferred aspects | 1. After knowing the result of learning English, I motivated myself by saying “I have to master English”, or by saying similar sentences (item 30 / <i>self-reward aspect</i>) | 3.92 | Often |
| | 2. If there are learning goals that is not achieved, I will find the cause (item 25 / <i>appraisal aspect</i>) | 3.68 | Often |
| The least preferred aspect | 1. I give reward to myself when I achieve learning goals that I have set in learning English (item 28 / <i>self-reward aspect</i>) | 2.14 | Seldom |
| | 2. I give punishment to myself if I get low achievement in English lesson (item 29 / <i>self-reward aspect</i>) | 2.32 | Seldom |

Table 8 shows that students were aware of their learning process after the learning process had been finished. Three items from the table, item 30; 29; and 28, came from the same aspect, but they show different scores. Students preferred to motivate themselves after knowing the result of their English learning (item 30), instead of giving other types of reinforcements like reward (item 28) or punishment (item 29).

Item 25 as the second highest score came from appraisal aspect. Despite, if we look at appendix 03, the appraisal aspect got the highest mean score. There were three of four items with “often” category, and the other one is in “moderate” category. The measured average score of appraisal aspect was “often”. This finding indicated that students were more aware of do self-appraisal instead of self-reward and plan recycling aspect.

Overall, the mean scores of students’ of metacognitive strategies in evaluating the learning activities are appraisal 3.48, self-reward 2.79, and plan recycling 3.15. The result can be described in the following chart:

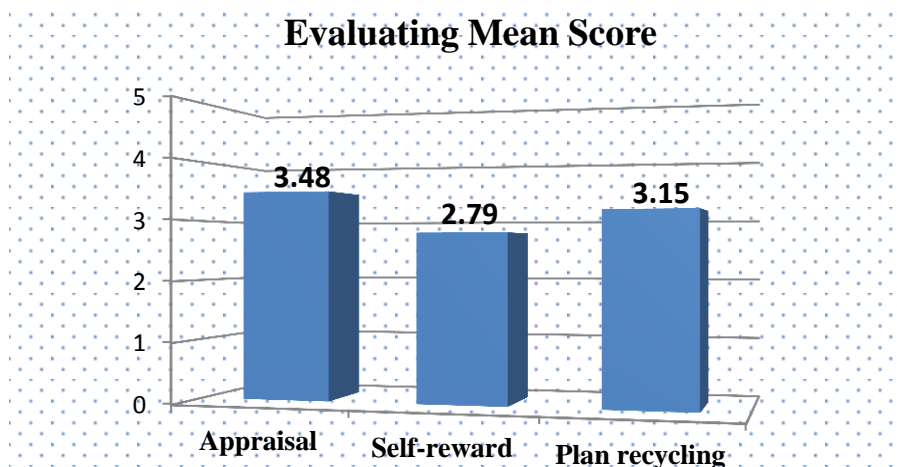


Chart 3. Mean score of strategy in evaluating the learning process

From the chart above, it can be seen that appraisal is the most dominant evaluating strategy that is used by students. It is similar to the result in planning strategy used by the students where they prefer ability analysis aspect. It can be said from this result that students are aware of their learning result and learning capability, but the students are less aware of motivating themselves through self-reward, also less aware of making the new learning plans to strengthen their next English learning.

4.1.4. Interview Results

The result of the interview presents supporting data for the result of the questionnaire. The interview was conducted to five persons from class XI IPA 2, which the researcher chose randomly without considering the level of their English. So, it was hoped that the result of the interview will be neutral.

The first questions of the interview are about students' understanding of metacognitive strategies. The result for this question shows that all students have ever done some metacognitive activities. However, they do not understand what metacognitive strategy is. The data could be read in the first page of the interview transcript, where students do not know what is cognitive and metacognitive, but unconsciously they did some metacognitive activities.

The next questions, the researcher asked about what metacognitive activities that is used by the students in learning English. It is found that metacognitive activities they usually did in learning English were awareness to upcoming learning process. They were aware of what they would do in learning process. As for example, one of them said:

“kalau aku sih rencananya langsung sediakan kamus di sebelah, jadi misalnya ada kata-kata yang gak bisa, langsung cari aja {line 57}” (I usually plan to prepare a dictionary nearby while I am learning, so whenever I find unfamiliar words, I could find it).

Besides, students also did metacognitive activities in evaluating themselves about their learning result and activities. Dominantly, what they did was self-appraisal. One of the student's statements was :

“kalau misalnya ulangan, trus ada yang kurang. Misalnya teman kita ada yang benar, terus kita bandingkan, dan belajar lagi sama teman {line 80}” (when there was an exam, and there are some wrong answers, and my friends have the right answers, I will compare our answers, and learn from my friends).

In addition, for plan recycling strategy, students said different statements. As can be seen in line 86-103 from the transcript, students dominantly did not make new learning plan after evaluation, but one of them made one written new plan which will support her to learn better in the next learning process.

The third questions are about students' management in learning English. From the interview, it seems that students usually manage their English learning only in the beginning of the learning process. However, for further process, students could not maintain their learning plans. All of the students said similar answers about the management of their learning process. As can be seen from line 114:

“ . . . saya bikin-bikin jadwal. Tapi biasanya susah, apa ya, terealisasinya itu tidak terlalu lama {line 114}” (. . . I made schedule. But, usually it is hard to maintain, the schedule did not last for long).

The fourth questions focus on students' motivation in learning English through applying metacognitive strategies. In this case, the interview showed that students were motivated if they achieved their own success indicator in English learning. The students said many words that indicated that the success in applying metacognitive strategy in learning English has some correlation to students' motivation. It can be seen from the transcript, when the students were asked about success in applying the learning strategy, the students answered:

“senang. . . bahagia. . . . bangga lah pada diri sendiri. . . . kamu hebat. . . . puas puas gitu. . penuh motivasi juga {line 127}” (fun . . happy . . proud of self . . you are great . . satisfied . . so satisfied . . also fully motivated).

Finally, the last interview questions are about students' dominant metacognitive strategy that used in learning English. The interview found that Planning strategy is the most dominant aspect of metacognitive strategy that done by the students. All students were agree to each other and chose planning as what they often did instead of monitoring and evaluating. Students also often do evaluation, but they were lack in monitoring their learning process. This finding is just similar to the result from the questionnaire.

2.2. Discussion

The first finding is that planning strategy is the most dominant metacognitive strategy used by students. The interview result also shows that the students dominantly plan their learning instead of monitoring and evaluating. This finding shows that students like making alignment for their learning which is a good start for a learning process. According to Hunnicut (2007), planning will help people to perform better in their actions because planning focuses on think of details in advance, empowering, and creates alignment. On the other hand, less dominant of monitoring and evaluating strategy is similar to statement of White and Poster (2005). White and poster say that many people plan what they have to do, but they are less aware of monitoring their plan and also do not completely evaluate the plan after it has been conducted. In conclusion, planning seems to be common activities that students often do which then make it the most dominant metacognitive strategy.

Planning, monitoring, and evaluating are all important in metacognitive strategy. According to Richard and Schmidt (2002), metacognitive strategy involve mental process in deciding which approaches to working out language learning, monitoring the learning to make the learning effective, and evaluating the progress and making decisions about what to concentrate on in the future. In this case, it could be better to improve their awareness in applying the metacognitive strategy.

The next findings are about students' preferred aspects for each metacognitive strategy. Firstly, the students' most preferred aspect of planning strategy is ability analysis aspect. This finding shows that students are aware of their ability and capability in learning. In addition, students who are aware of their abilities will consider what they will probably do in learning. Furthermore, the finding supports the theory of Friend and Hickling (2005), people will make plans after knowing the realities of their conditions. They also make plans when they get some pressures. In this case, the reality is the students' acknowledgement of their capabilities, and the pressure is the comparison of ability to their friends.

Students were more aware of doing ability analysis rather than setting goals and planning activities. From the interview, it is found that one factor that made them lack in setting goal and planning activities is low motivation and interest in learning English. As could be seen in the transcript line 47-48 where one of the students said that learning situation sometimes was not conducive which then made the student feel that it was not interesting to learn or even make learning plan. According to Wilson and Dobson (2008), all people have dreams but most people do not have plan to achieve their dreams. Students like to analyze their capabilities in learning English, but they are less aware of planning what they have to do to improve their capabilities. This case is what needs to be changed. In today educational system, students need to be more active and independent. Teacher as the facilitator also has to provide as much facilities as possible such as information, knowledge, and many others. In conclusion, considering the result

and today's educational system, students should do planning more than just analyzing their ability in learning.

Secondly, the students preferred self-measurement aspect more than self-management aspect and collaborative monitoring aspect. The interview result also shows that the students could not maintain the learning activities that they have planned, so they just measuring their level in learning process. This finding is not satisfying enough if we consider the advantage of conducting monitoring and self-management activity in the learning process. Related to Kuhn (2000) where self-management is the essence of monitoring, the self-management would help the students to have appropriate learning activities. White and Poster (2005) also say that measurement is a guidance to monitor the process. For instance, it will be better for students to make self-measurement as guidance, conduct self-management to control the learning process, and do collaborative monitoring to strengthen the learning process.

Thirdly, based on the result about students' preference in evaluating strategy, it is found that students prefer self-appraisal aspect more than the other aspects of evaluating. This result is similar to what Gustiana (2013) found where students highest preferred learning strategy is self-appraisal which the statement is: "I write down my mistake in learning English and use that information to help me to learn English better". For instance, the self-appraisal seems to be activities that the students often do.

This finding of self-appraisal supports the previous points where students are aware of their learning result. When the students got poor mark in English subject, they would compare their mark to their friends who got higher mark. However, students are less aware of making new learning plan related to their self-appraisal. The interview results also showed similar condition where the students seldom revised their learning plan and just evaluate their learning score. As for argument, it could be better to do both of them. As Wilson and Dobson (2008) says, evaluation deals with appraisal and plan recycling, the plan recycling will strengthen the upcoming learning activities because it is designed with considering the self-appraisal.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1. Conclusion

This research attempted to find out students' most dominant metacognitive strategy and most preferred aspect of each metacognitive strategy in learning English. Based on the result and discussion in previous chapter, it can be concluded that the most dominant metacognitive strategy used by the students is strategy in planning the learning activities. Monitoring strategy is the least dominantly used strategy, and students are more concern to evaluate their learning rather than monitoring their learning. Students' preference of metacognitive strategy in planning the learning activities is ability analysis aspect. In monitoring the learning process, students preferred self-measurement aspect. Meanwhile, in evaluating the learning process, students are aware and often doing self-appraisal aspect.

5.2. Suggestion

From the conclusion above, also the result and discussion from previous chapter, the following suggestions are hopefully applicable in order to enhance the metacognitive strategy in learning English. It is suggested that:

1. For students, it is suggested that they should apply all aspect of metacognitive strategy in their learning. Planning to design the activities and behaviors that they should do in learning process. Monitoring to

control and manage their activities in learning process. Evaluating for finding out what are their strength and weakness in learning English and then design new learning plan. If the students could maintain this cycle of learning, hopefully they could perform better in learning process and get the best result in the end of learning.

2. For teachers, it is suggested that they should be aware to the advantages of metacognitive strategies. Considering that some researchers found that metacognitive strategy is the most used learning strategy, teachers should give some kind of stimulus to the students to conduct metacognitive strategy in learning English. Teachers can also give some enhancement to the students to overcome disturbance such as distraction and low motivation in applying metacognitive learning strategies.
3. For further research, it is expected to conduct research about correlations between metacognitive strategy and students' learning motivation. Besides, there are some learning distractions that students find in learning English. So, it is also suggested to further research what are learning distractions that found by students in learning English.

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APPENDICES

Appendix 01

Strategy in planning the learning process

| Number of items | Frequency | | | | | N | $\sum (f \times w)$ | M | P |
|----------------------|-----------|-------|-------|-------|--------|---|---------------------|----------|----|
| | VO/(5) | O/(4) | M/(3) | S/(2) | VS/(1) | | | | |
| 1. | 9 | 16 | 14 | 9 | 2 | 50 | 171 | 3.42 | O |
| | 18% | 32% | 28% | 18% | 4% | | | | |
| 2. | 7 | 15 | 20 | 5 | 3 | 50 | 168 | 3.36 | M |
| | 14% | 30% | 40% | 10% | 6% | | | | |
| 3. | 5 | 12 | 18 | 13 | 2 | 50 | 155 | 3.10 | M |
| | 10% | 24% | 36% | 26% | 4% | | | | |
| 4. | 2 | 14 | 23 | 9 | 2 | 50 | 155 | 3.10 | M |
| | 4% | 28% | 46% | 18% | 4% | | | | |
| 5. | 8 | 23 | 13 | 5 | 1 | 50 | 182 | 3.64 | O |
| | 16% | 46% | 26% | 10% | 2% | | | | |
| 6. | 11 | 19 | 15 | 4 | 1 | 50 | 185 | 3.70 | O |
| | 22% | 38% | 30% | 8% | 2% | | | | |
| 7. | 20 | 27 | 2 | 0 | 1 | 50 | 215 | 4.30 | VO |
| | 40% | 54% | 4% | 0% | 2% | | | | |
| 8. | 4 | 16 | 20 | 8 | 2 | 50 | 162 | 3.24 | M |
| | 8% | 32% | 40% | 16% | 4% | | | | |
| 9. | 3 | 16 | 19 | 11 | 1 | 50 | 159 | 3.18 | M |
| | 6% | 32% | 38% | 22% | 2% | | | | |
| 10. | 1 | 7 | 25 | 15 | 2 | 50 | 140 | 2.80 | M |
| | 2% | 14% | 50% | 30% | 4% | | | | |
| 11. | 0 | 10 | 21 | 13 | 6 | 50 | 135 | 2.70 | M |
| | 0% | 20% | 21% | 26% | 12% | | | | |
| SUMMARY (Σ) | | | | | | 550 | 1827 | 36.54 | |
| MEAN SCORE | | | | | | $M_g = \frac{\sum M \cdot N}{\sum N} = \frac{1827}{550}$ $= 3.32$ | | M | |

Note: VO/(5) = Very often (weight 5); O = often; M = moderate;

S = seldom; VS = very seldom

N : The number of respondents

M : Mean score (average score)

P : Predicate

$f \times w$: frequency multiplied by weight score

Strategy in monitoring the learning process

| Number of items | Frequency | | | | | N | $\sum (f \times w)$ | M | P |
|----------------------|-----------|-------|-------|-------|--------|---|---------------------|-------|---|
| | VO/(5) | O/(4) | M/(3) | S/(2) | VS/(1) | | | | |
| 12. | 1 | 14 | 26 | 8 | 1 | 50 | 156 | 3.12 | M |
| | 2% | 28% | 52% | 16% | 2% | | | | |
| 13. | 1 | 14 | 25 | 9 | 1 | 50 | 155 | 3.10 | M |
| | 2% | 28% | 50% | 18% | 2% | | | | |
| 14. | 2 | 8 | 27 | 11 | 2 | 50 | 147 | 2.94 | M |
| | 4% | 16% | 54% | 22% | 4% | | | | |
| 15. | 2 | 10 | 33 | 3 | 2 | 50 | 157 | 3.14 | M |
| | 4% | 20% | 66% | 6% | 4% | | | | |
| 16. | 7 | 19 | 14 | 9 | 1 | 50 | 173 | 3.44 | O |
| | 14% | 38% | 28% | 18% | 2% | | | | |
| 17. | 7 | 15 | 15 | 11 | 2 | 50 | 164 | 3.28 | M |
| | 14% | 30% | 30% | 22% | 4% | | | | |
| 18. | 2 | 15 | 14 | 17 | 3 | 50 | 146 | 2.92 | M |
| | 4% | 30% | 28% | 34% | 6% | | | | |
| 19. | 4 | 8 | 16 | 18 | 4 | 50 | 140 | 2.80 | M |
| | 8% | 16% | 32% | 36% | 8% | | | | |
| 20. | 6 | 9 | 18 | 15 | 2 | 50 | 152 | 3.04 | M |
| | 12% | 18% | 36% | 30% | 4% | | | | |
| 21. | 3 | 7 | 16 | 16 | 8 | 50 | 131 | 2.62 | M |
| | 6% | 14% | 32% | 32% | 16% | | | | |
| 22. | 3 | 15 | 16 | 9 | 7 | 50 | 148 | 2.96 | M |
| | 6% | 30% | 32% | 18% | 14% | | | | |
| 23. | 10 | 16 | 12 | 12 | 0 | 50 | 174 | 3.48 | O |
| | 20% | 32% | 24% | 24% | 0% | | | | |
| SUMMARY (Σ) | | | | | | 600 | 1842 | 36.84 | |
| MEAN SCORE | | | | | | $M_g = \frac{\sum M \cdot N}{\sum N} = \frac{1842}{600}$ $= 3.07$ | | | M |

Note: VO/(5) = Very often (weight 5); O = often; M = moderate;
S = seldom; VS = very seldom

N : The number of respondents

M : Mean score (average score)

P : Predicate

$f \times w$: frequency multiplied by weight score

Strategy in evaluating the learning result and activities

| Number of items | Frequency | | | | | N | $\sum (f \times w)$ | M | P |
|----------------------|-----------|-------|-------|-------|--------|---|---------------------|-------|----------|
| | VO/(5) | O/(4) | M/(3) | S/(2) | VS/(1) | | | | |
| 24. | 3 | 12 | 24 | 10 | 1 | 50 | 156 | 3.12 | M |
| | 6% | 24% | 48% | 20% | 2% | | | | |
| 25. | 11 | 22 | 9 | 6 | 2 | 50 | 184 | 3.68 | O |
| | 22% | 44% | 18% | 12% | 4% | | | | |
| 26. | 7 | 22 | 13 | 8 | 0 | 50 | 178 | 3.56 | O |
| | 14% | 44% | 26% | 16% | 0% | | | | |
| 27. | 6 | 18 | 24 | 2 | 0 | 50 | 178 | 3.56 | O |
| | 12% | 36% | 48% | 4% | 0% | | | | |
| 28. | 1 | 3 | 15 | 14 | 17 | 50 | 107 | 2.14 | S |
| | 2% | 6% | 30% | 28% | 28% | | | | |
| 29. | 2 | 6 | 11 | 18 | 13 | 50 | 116 | 2.32 | S |
| | 4% | 12% | 22% | 36% | 26% | | | | |
| 30. | 17 | 20 | 8 | 2 | 3 | 50 | 196 | 3.92 | O |
| | 34% | 40% | 16% | 4% | 6% | | | | |
| 31. | 12 | 20 | 10 | 4 | 4 | 50 | 182 | 3.64 | O |
| | 24% | 40% | 20% | 8% | 8% | | | | |
| 32. | 1 | 15 | 23 | 6 | 5 | 50 | 151 | 3.02 | M |
| | 1% | 30% | 46% | 12% | 10% | | | | |
| 33. | 1 | 7 | 33 | 6 | 3 | 50 | 147 | 2.98 | M |
| | 2% | 14% | 66% | 12% | 6% | | | | |
| 34. | 3 | 7 | 28 | 10 | 2 | 50 | 149 | 2.98 | M |
| | 6% | 14% | 48% | 20% | 4% | | | | |
| SUMMARY (Σ) | | | | | | 550 | 1744 | 34.88 | |
| MEAN SCORE | | | | | | $M_g = \frac{\sum M \cdot N}{\sum N} = \frac{1744}{550}$ $= 3.17$ | | | M |

Note: VO/(5) = Very often (weight 5); O = often; M = moderate;

S = seldom; VS = very seldom

N : The number of respondents

M : Mean score (average score)

P : Predicate

$f \times w$: frequency multiplied by weight score

QUESTIONNAIRE ITEMS (VALIDATED)

| No | ITEMS AND ASPECTS | |
|----|---|--|
| | PLANNING | PERENCANAAN |
| a. | Setting Goal | Penentuan target |
| 1 | I analyzed the advantages of learning English and make learning goals | Saya menganalisa kegunaan dari belajar bahasa Inggris, dan membuat target belajar |
| 2 | I made learning goals that is realistic and achievable | Saya membuat target-target belajar yang realistis dan dapat dicapai |
| 3 | I remember my learning goals well, or even write down the learning goals | Saya mengingat dengan baik target-target belajar saya atau bahkan menulis target-target tersebut |
| 4 | I find out and predict what kind of things that can disturb me in learning English | Saya mencari dan memperkirakan hal-hal yang dapat mengganggu saya belajar bahasa Inggris |
| b. | Ability analysis | Analisis kemampuan |
| 5 | I measure/predict my capability in learning English before starting the lesson | Saya mengukur/mengira-ngira kemampuan saya pada pelajaran bahasa Inggris sebelum memulai pelajaran |
| 6 | I compare my ability to my friends' ability in English subject | Saya membandingkan kemampuan/kepandaian saya dengan teman saya pada mata pelajaran bahasa Inggris |
| 7 | By understanding my capability and skill, I think that I need to increase them so I can have better skills in English | Setelah memahami kemampuan saya, saya ingin memiliki kemampuan lebih dalam bahasa Inggris |
| c. | Activities and behaviors planning | Perencanaan kegiatan dan kebiasaan |
| 8 | I plan activities (in school, home, course, etc.) to increase my ability in English | Saya merencanakan kegiatan-kegiatan (di sekolah, rumah, kursus, dll.) untuk meningkatkan kemampuan bahasa Inggris saya |

| | | |
|-----------|---|--|
| 9 | I plan learning activities steadily, so that I can learn well | Saya merencanakan kegiatan belajar secara teratur, sehingga saya dapat belajar dengan baik |
| 10 | I arrange my learning time so that I can learn English better | Saya merancang dan menyusun waktu untuk belajar bahasa inggris |
| 11 | I ask for advice from my teacher, parents, friends, or someone else to help me design learning activities in learning English | Saya meminta saran guru, orang tua, teman, atau orang lain untuk membantu saya merancang kegiatan belajar bahasa inggris |
| | MONITORING | PENGAWASAN |
| d. | Self-Management | Manajemen diri |
| 12 | I did the learning activities/behaviors that I have arranged | Saya merealisasikan/melaksanakan rencana kegiatan belajar yang telah saya atur |
| 13 | I did my learning activities orderly, so I can learn better | Saya melaksanakan kegiatan - kegiatan belajar saya dengan teratur sehingga saya dapat belajardengan baik |
| 14 | I monitor the activities that I do while I am learning English | Saya mengawasi kegiatan-kegiatan yang saya lakukan saat belajar bahasa inggris |
| 15 | I subtract/remove things that do not support my English lesson while I am learning it | Saya mengurangi hal-hal yang tidak mendukung pelajaran saat belajar bahasa inggris |
| e. | Self-measurement | Pengukuran diri |
| 16 | I compare the learning methods and activities that I do to what my friends do | Saya membandingkan metode atau kegiatan belajar bahasa inggris yang saya lakukan dengan yang teman saya lakukan |
| 17 | I measure my capability while I am learning English, and give predicate such as good/not good; enough/not enough; etc. | Saya mengukur kemampuan saya selagi belajar bahasa inggris dan memberikan predikat seperti bagus/kurang bagus; baik/kurang baik; cukup/belum cukup; dll. |
| 18 | I write down my weaknesses in English as guidance for me to learn better | Saya mencatat kelemahan-kelemahan saat belajar bahasa Inggris untuk membantu saya belajar lebih baik |
| 19 | I make indicators to know the level of success of my English learning | Saya membuat indikator/standar pencapaian untuk mengetahui tingkat keberhasilan saya dalam belajar bahasa inggris |

| f. | Collaborative monitoring | Pengawasan kolaboratif |
|-------------------|---|--|
| 20 | I ask my friend about my ability and skill in English, and decide what are my strength and weakness | Saya bertanya dengan teman tentang kemampuan saya dalam berbahasa inggris, dan menentukan kelemahan dan kelebihan saya |
| 21 | I request my friends, or even my teachers, to watch me while I am learning English, so that they can give advices about my ability and skills | Saya meminta teman saya, atau bahkan guru saya, untuk memperhatikan saya saat belajar bahasa inggris, sehingga bisa memberikan masukan dan saran mengenai kemampuan saya |
| 22 | I consult to my teacher, parents, or someone else about English lesson | Saya berkonsultasi dengan guru, orang tua, atau orang lain tentang pelajaran bahasa Inggris |
| 23 | I watch the activities that my friends done (good/bad) to help me in deciding what I have to do in learning | Saya memperhatikan kegiatan yang dilakukan teman saya dalam belajar (baik/kurang baik) untuk menentukan apa yang harus saya lakukan dalam belajar |
| EVALUATING | | EVALUASI |
| g. | Appraisal | Penilaian |
| 24 | I recall the activities that I have done while learning English, and decide which activities that is relevant to learning plan | Saya mengingat kembali kegiatan yang saya lakukan dalam belajar bahasa Inggris, dan menentukan apakah kegiatan tersebut sesuai dengan rencana belajar atau tidak |
| 25 | If there are learning goals that is not achieved, I will find the cause | Jika ada nilai dari pelajaran bahasa inggris yang tidak tuntas atau kurang bagus, saya segera mencari tahu penyebabnya |
| 26 | I recall the learning process and find out what are my weaknesses in learning English | Saya mencari kelemahan saya dalam kegiatan belajar bahasa Inggris |
| 27 | I measure the success level of my English learning process | Saya mengukur tingkat kesuksesan saya dalam belajar bahasa inggris |
| h. | Self-reward | Penghargaan diri |
| 28 | I give reward to myself while I achieve learning goals that I have set in learning English | Saya memberikan hadiah untuk diri saya ketika saya berhasil mencapai target belajar bahasa Inggris |

| | | |
|-----------|---|--|
| 29 | I give punishment to myself if I get low achievement in English lesson | Saya memberikan sanksi jika saya mendapatkan nilai yang rendah dalam pelajaran bahasa inggris |
| 30 | I motivated myself by saying “I have to master English”, or by saying similar sentences | Saya memotivasi diri saya dengan mengatakan “saya harus bisa menguasai bahasa inggris”, atau dengan kalimat yang sejenis |
| i. | Plan Recycling | Pengaturan ulang rencana |
| 31 | I watch learning style/way of my friends to help me design my own style of learning | Saya memperhatikan gaya/cara belajar yang bagus dari teman saya untuk membantu saya merancang gaya/cara belajar saya |
| 32 | I decide new learning goals according to the last result of my learning | Saya menentukan target-target belajar yang baru sesuai dengan hasil belajar saya |
| 33 | I plan learning activities according to my learning result to improve my ability and skill in English | Saya merencanakan kegiatan belajar, sesuai dengan hasil belajar saya, untuk meningkatkan kemampuan saya dalam bahasa Inggris |
| 34 | I re-plan my learning activities in English lesson (at home, courses, or school) | Saya merencanakan ulang kegiatan belajar bahasa inggris selanjutnya (di rumah, tempat kursus, atau sekolah) |

Based on: Richard and Schmidt (2002)
Schraw (1995)
Oxford (1990)

KUISIONER

Petunjuk:

1. Kuisisioner ini bukanlah suatu ujian, sehingga tidak ada jawaban yang salah
2. Jawablah setiap pertanyaan dengan seksama dan sebenar-benarnya sesuai dengan pengalaman anda
3. Jawaban yang anda pilih akan dijamin kerahasiaannya
4. Bacalah dengan baik tiap butir pernyataan. Berikanlah jawaban anda dengan cara memberi tanda cek (✓) pada salah satu dari lima alternatif jawaban

Keterangan :

SS : Sangat sering

S : Sering

N : Netral

J : Jarang

SJ : Sangat Jarang

| No | Pernyataan | Predikat | | | | |
|-----------|--|----------|---|---|---|----|
| | | SS | S | N | J | SJ |
| | Perencanaan | | | | | |
| a. | Penentuan target | | | | | |
| 1 | Saya menganalisa kegunaan dari belajar bahasa Inggris, dan membuat target belajar | | | | | |
| 2 | Saya membuat target-target belajar yang realistik dan dapat dicapai | | | | | |
| 3 | Saya mengingat dengan baik target-target belajar saya atau bahkan menulis target-target tersebut | | | | | |
| 4 | Saya mencari dan memperkirakan hal-hal yang dapat mengganggu saya belajar bahasa Inggris | | | | | |
| b. | Analisis kemampuan | | | | | |
| 5 | Saya mengukur/mengira-ngira kemampuan saya pada pelajaran bahasa inggris sebelum memulai pelajaran | | | | | |

| | | | | | | |
|-----------|--|--|--|--|--|--|
| 6 | Saya membandingkan kemampuan/kepandaian saya dengan teman saya pada mata pelajaran bahasa inggris | | | | | |
| 7 | Setelah memahami kemampuan saya, saya ingin memiliki kemampuan lebih dalam bahasa inggris | | | | | |
| c. | Perencanaan kegiatan dan kebiasaan | | | | | |
| 8 | Saya merencanakan kegiatan-kegiatan (di sekolah, rumah, kursus, dll.) untuk meningkatkan kemampuan bahasa inggris saya | | | | | |
| 9 | Saya merencanakan kegiatan belajar secara teratur, sehingga saya dapat belajar dengan baik | | | | | |
| 10 | Saya merancang dan menyusun waktu untuk belajar bahasa inggris | | | | | |
| 11 | Saya meminta saran guru, orang tua, teman, atau orang lain untuk membantu saya merancang kegiatan belajar bahasa inggris | | | | | |
| | Pengawasan | | | | | |
| d. | Manajemen diri | | | | | |
| 12 | Saya merealisasikan/melaksanakan rencana kegiatan belajar yang telah saya atur | | | | | |
| 13 | Saya melaksanakan kegiatan -kegiatan belajar saya dengan teratur sehingga saya dapat belajardengan baik | | | | | |
| 14 | Saya mengawasi kegiatan-kegiatan yang saya lakukan saat belajar bahasa inggris | | | | | |

| | | | | | | |
|-----------|--|--|--|--|--|--|
| 15 | Saya mengurangi hal-hal yang tidak mendukung pelajaran saat belajar bahasa inggris | | | | | |
| e. | Pengukuran diri | | | | | |
| 16 | Saya membandingkan metode atau kegiatan belajar bahasa inggris yang saya lakukan dengan yang teman saya lakukan | | | | | |
| 17 | Saya mengukur kemampuan saya selagi belajar bahasa inggris dan memberikan predikat seperti bagus/kurang bagus; baik/kurang baik; cukup/belum cukup; dll. | | | | | |
| 18 | Saya mencatat kelemahan-kelemahan saat belajar bahasa Inggris untuk membantu saya belajar lebih baik | | | | | |
| 19 | Saya membuat indikator/standar pencapaian untuk mengetahui tingkat keberhasilan saya dalam belajar bahasa inggris | | | | | |
| f. | Pengawasan kolaboratif | | | | | |
| 20 | Saya bertanya dengan teman tentang kemampuan saya dalam berbahasa inggris, dan menentukan kelemahan dan kelebihan saya | | | | | |
| 21 | Saya meminta teman saya, atau bahkan guru saya, untuk memperhatikan saya saat belajar bahasa inggris, sehingga bisa memberikan masukan dan saran mengenai kemampuan saya | | | | | |
| 22 | Saya berkonsultasi dengan guru, orang tua, atau orang lain tentang pelajaran bahasa Inggris | | | | | |

| | | | | | | |
|-----------|--|--|--|--|--|--|
| 23 | Saya memperhatikan kegiatan yang dilakukan teman saya dalam belajar (baik/kurang baik) untuk menentukan apa yang harus saya lakukan dalam belajar | | | | | |
| | Evaluasi | | | | | |
| g. | Penilaian | | | | | |
| 24 | Saya mengingat kembali kegiatan yang saya lakukan dalam belajar bahasa Inggris, dan menentukan apakah kegiatan tersebut sesuai dengan rencana belajar atau tidak | | | | | |
| 25 | Jika ada nilai dari pelajaran bahasa inggris yang tidak tuntas atau kurang bagus, saya segera mencari tahu penyebabnya | | | | | |
| 26 | Saya mencari kelemahan saya dalam kegiatan belajar bahasa Inggris | | | | | |
| 27 | Saya mengukur tingkat kesuksesan saya dalam belajar bahasa inggris | | | | | |
| h. | Penghargaan diri | | | | | |
| 28 | Saya memberikan hadiah untuk diri saya ketika saya berhasil mencapai target belajar bahasa Inggris | | | | | |
| 29 | Saya memberikan sanksi jika saya mendapatkan nilai yang rendah dalam pelajaran bahasa inggris | | | | | |
| 30 | Saya memotivasi diri saya dengan mengatakan “saya harus bisa menguasai bahasa inggris”, atau dengan kalimat yang sejenis | | | | | |

| i. | Pengaturan ulang rencana | | | | | |
|----|--|--|--|--|--|--|
| 31 | Saya memperhatikan gaya/cara belajar yang bagus dari teman saya untuk membantu saya merancang gaya/cara belajar saya | | | | | |
| 32 | Saya menentukan target-target belajar yang baru sesuai dengan hasil belajar saya | | | | | |
| 33 | Saya merencanakan kegiatan belajar, sesuai dengan hasil belajar saya, untuk meningkatkan kemampuan saya dalam bahasa Inggris | | | | | |
| 34 | Saya merencanakan ulang kegiatan belajar bahasa inggris selanjutnya (di rumah, tempat kursus, atau sekolah) | | | | | |

Appendix 05

SCORE OF VALIDITY TRIED OUT

| No. | Number of item and Score | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-----|--------------------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 |
| 1. | 3 | 3 | 3 | 2 | 5 | 4 | 3 | 4 | 4 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 3 | 3 | 1 | 4 | 3 | 2 | 3 | 4 | 5 | 2 | 2 | 3 | 4 | 5 | 3 | 3 | 4 |
| 2. | 4 | 1 | 1 | 3 | 5 | 5 | 4 | 5 | 2 | 2 | 2 | 2 | 3 | 3 | 3 | 4 | 4 | 5 | 4 | 3 | 2 | 4 | 2 | 4 | 4 | 5 | 3 | 3 | 1 | 1 | 4 | 1 | 5 | 3 | 2 | 2 |
| 3. | 4 | 3 | 2 | 3 | 3 | 4 | 3 | 4 | 5 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 4 | 3 | 4 | 3 | 3 | 3 | 4 | 4 | 4 | 3 | 3 | 3 | 1 | 1 | 4 | 5 | 4 | 3 | 3 | 5 |
| 4. | 4 | 4 | 3 | 4 | 5 | 4 | 4 | 5 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 4 | 4 | 4 | 3 | 4 | 3 | 3 | 4 | 4 | 4 | 5 | 5 | 5 | 3 | 4 | 5 | 5 | 5 | 4 | 3 | 5 |
| 5. | 4 | 1 | 3 | 4 | 3 | 5 | 2 | 4 | 3 | 2 | 3 | 1 | 3 | 2 | 3 | 4 | 4 | 4 | 3 | 2 | 2 | 2 | 2 | 5 | 2 | 5 | 4 | 3 | 2 | 2 | 3 | 4 | 5 | 3 | 3 | 3 |
| 6. | 4 | 5 | 5 | 4 | 5 | 5 | 2 | 5 | 5 | 4 | 4 | 4 | 4 | 4 | 4 | 5 | 5 | 5 | 5 | 4 | 4 | 4 | 4 | 5 | 4 | 4 | 5 | 5 | 2 | 2 | 4 | 5 | 5 | 4 | 3 | 4 |
| 7. | 2 | 4 | 2 | 3 | 2 | 5 | 2 | 4 | 3 | 2 | 3 | 1 | 2 | 2 | 2 | 3 | 4 | 3 | 3 | 3 | 3 | 2 | 1 | 2 | 3 | 2 | 4 | 4 | 1 | 1 | 3 | 4 | 1 | 3 | 1 | 2 |
| 8. | 3 | 5 | 2 | 4 | 4 | 5 | 3 | 5 | 4 | 3 | 3 | 3 | 3 | 4 | 3 | 3 | 5 | 5 | 5 | 5 | 5 | 3 | 3 | 5 | 3 | 3 | 4 | 4 | 2 | 2 | 2 | 5 | 3 | 3 | 3 | 3 |
| 9. | 4 | 3 | 2 | 3 | 4 | 4 | 4 | 5 | 4 | 4 | 4 | 4 | 4 | 3 | 4 | 3 | 4 | 4 | 4 | 4 | 3 | 4 | 3 | 3 | 4 | 4 | 4 | 4 | 3 | 2 | 3 | 5 | 4 | 3 | 3 | 3 |
| 10. | 3 | 2 | 2 | 3 | 4 | 4 | 4 | 5 | 4 | 4 | 3 | 4 | 3 | 4 | 3 | 2 | 4 | 3 | 2 | 2 | 4 | 2 | 4 | 3 | 2 | 2 | 4 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 3 |
| Σ X | 35 | 31 | 25 | 33 | 40 | 45 | 31 | 46 | 38 | 30 | 31 | 28 | 31 | 31 | 30 | 34 | 41 | 38 | 35 | 33 | 32 | 28 | 31 | 38 | 32 | 36 | 40 | 38 | 19 | 19 | 33 | 40 | 39 | 31 | 27 | 34 |

TABLE OF VALIDITY

| No. | t-test | t-table | Validity | No. | t-test | t-table | Validity |
|-----|--------|---------|-------------|-----|--------|---------|-------------|
| 1. | 2.17 | 1.86 | Valid | 19. | 2.12 | 1.86 | Valid |
| 2. | 1.86 | 1.86 | Valid | 20. | 2.72 | 1.86 | Valid |
| 3. | 2.18 | 1.86 | Valid | 21. | 1.16 | 1.86 | Tidak Valid |
| 4. | 1.87 | 1.86 | Valid | 22. | 2.17 | 1.86 | Valid |
| 5. | 2.15 | 1.86 | Valid | 23. | 2.06 | 1.86 | Valid |
| 6. | -2.16 | 1.86 | Tidak Valid | 24. | 2.14 | 1.86 | Valid |
| 7. | 0.27 | 1.86 | Tidak Valid | 25. | 1.95 | 1.86 | Valid |
| 8. | 2.00 | 1.86 | Valid | 26. | 1.44 | 1.86 | Tidak Valid |
| 9. | 2.07 | 1.86 | Valid | 27. | 2.04 | 1.86 | Valid |
| 10. | 1.95 | 1.86 | Valid | 28. | 1.92 | 1.86 | Valid |
| 11. | 1.88 | 1.86 | Valid | 29. | 2.02 | 1.86 | Valid |
| 12. | 2.23 | 1.86 | Valid | 30. | 1.95 | 1.86 | Valid |
| 13. | 3.32 | 1.86 | Valid | 31. | 1.38 | 1.86 | Tidak Valid |
| 14. | 1.87 | 1.86 | Valid | 32. | 1.89 | 1.86 | Valid |
| 15. | 2.98 | 1.86 | Valid | 33. | 1.85 | 1.86 | Valid |
| 16. | 2.23 | 1.86 | Valid | 34. | 3.00 | 1.86 | Valid |
| 17. | 1.82 | 1.86 | Tidak Valid | 35. | 2.15 | 1.86 | Valid |
| 18. | 1.89 | 1.86 | Valid | 36. | 1.99 | 1.86 | Valid |

TABLE OF RELIABILITY

| No. | r ₁₁ | r-table | Reliability | No. | r ₁₁ | r-table | Reliability |
|-----|-----------------|---------|----------------|-----|-----------------|---------|----------------|
| 1. | 0.75 | 0.707 | Reliabel | 19. | 0.74 | 0.707 | Reliabel |
| 2. | 0.71 | 0.707 | Reliabel | 20. | 0.81 | 0.707 | Reliabel |
| 3. | 0.75 | 0.707 | Reliabel | 21. | 0.55 | 0.707 | Tidak Reliabel |
| 4. | 0.71 | 0.707 | Reliabel | 22. | 0.75 | 0.707 | Reliabel |
| 5. | 0.75 | 0.707 | Reliabel | 23. | 0.74 | 0.707 | Reliabel |
| 6. | -0.16 | 0.707 | Tidak Reliabel | 24. | 0.75 | 0.707 | Reliabel |
| 7. | 0.17 | 0.707 | Tidak Reliabel | 25. | 0.72 | 0.707 | Reliabel |
| 8. | 0.73 | 0.707 | Reliabel | 26. | 0.62 | 0.707 | Tidak Reliabel |
| 9. | 0.74 | 0.707 | Reliabel | 27. | 0.73 | 0.707 | Reliabel |
| 10. | 0.72 | 0.707 | Reliabel | 28. | 0.71 | 0.707 | Reliabel |
| 11. | 0.71 | 0.707 | Reliabel | 29. | 0.73 | 0.707 | Reliabel |
| 12. | 0.76 | 0.707 | Reliabel | 30. | 0.72 | 0.707 | Reliabel |
| 13. | 0.86 | 0.707 | Reliabel | 31. | 0.60 | 0.707 | Tidak Reliabel |
| 14. | 0.71 | 0.707 | Reliabel | 32. | 0.71 | 0.707 | Reliabel |
| 15. | 0.84 | 0.707 | Reliabel | 33. | 0.70 | 0.707 | Reliabel |
| 16. | 0.77 | 0.707 | Reliabel | 34. | 0.84 | 0.707 | Reliabel |
| 17. | 0.70 | 0.707 | Tidak Reliabel | 35. | 0.75 | 0.707 | Reliabel |
| 18. | 0.71 | 0.707 | Reliabel | 36. | 0.73 | 0.707 | Reliabel |



PEMERINTAH KOTA BENGKULU
DINAS PENDIDIKAN DAN KEBUDAYAAN

Jl. Mahoni Nomor 57 Bengkulu 38227
Telp. (0736) 21429, 21725 Fax. (0736) 345444

SURAT IZIN PENELITIAN

Nomor : 421.3/120 /V.Dikbud

Yang bertanda tangan dibawah ini Kepala Dinas Pendidikan dan Kebudayaan Kota Bengkulu,
Memperhatikan :

1. Surat : Dekan Fakultas Keguruan dan Ilmu Pendidikan (FKIP)
Universitas Bengkulu Kementerian Pendidikan dan Kebudayaan
Nomor: 1451/UN30.3/PL/2014 tanggal 20 Maret 2014.
2. Surat Izin Penelitian : Ade Hidayat
3. Judul Skripsi : "Student's metacognitive strategy in learning English (a descriptive
study at second years studentsn of SMA N 5 Kota Bengkulu".

Dengan ini menyatakan dapat memberi izin mengadakan penelitian kepada :

1. Nama : Ade Hidayat
2. NPM : A1B010006
3. Program Studi : Pendidikan Bahasa Inggris

Dengan ketentuan sebagai berikut :

1. a. Tempat penelitian SMA Negeri 5 Kota Bengkulu
b. Waktu penelitian 24 Maret s.d 26 April 2014
2. Penelitian tersebut khusus terbatas untuk kepentingan studi ilmiah;
3. Tidak diperbolehkan dipublikasikan sebelum mendapat izin tertulis dari Kepala Dinas Pendidikan dan Kebudayaan Kota Bengkulu;
4. Harus melapor kepada Kepala Sekolah sebelum melaksanakan penelitian;
5. Menyampaikan laporan hasil penelitian tersebut kepada Kepala Dinas Pendidikan dan Kebudayaan Kota Bengkulu dan Kepala SMA Negeri 5 Kota Bengkulu.

Demikian surat izin penelitian ini diberikan untuk dipergunakan sebagaimana mestinya.

Bengkulu, 24 Maret 2014

a.n. Kepala Dinas Pendidikan dan Kebudayaan
Kota Bengkulu
Kabid Dikmen,



Dra. Rosmayetti, MM

Rembina Tk.I/ NIP. 196306051990032003

Tembusan Yth:

1. Walikota Bengkulu
2. Dekan FKIP Universitas Bengkulu
3. Kepala SMA Negeri 5 Kota Bengkulu



PEMERINTAH KOTA BENGKULU
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 5 KOTA BENGKULU
TERAKREDITASI "A"

Jl. Cendana No.20 Kec.Ratu Samban Tlp. (0736) 21433 – Fax (0736) 346952 Sawah Lebar Kode Pos 38227
Email: info@smn5bengkulu.sch.id – Website: http://www.sman5bengkulu.sch.id



SURAT KETERANGAN SELESAI PENELITIAN

Nomor : 074 / 182 /SMAN.5/2014

Yang bertanda tangan di bawah ini Kepala Sekolah Menengah Atas (SMA) Negeri 5 Kota Bengkulu, menerangkan bahwa :

Nama : ADE HIDAYAT
NPM : AIB010006
Program Study : Pendidikan Bahasa Inggris

telah selesai melaksanakan penelitian di SMA Negeri 5 Kota Bengkulu dengan judul penelitian : "Student's metacognitive strategy in learning English (a descriptive study at second years students of SMA N 5 Kota Bengkulu)".

Penelitian dilaksanakan berdasarkan surat dari Dinas Pendidikan dan Kebudayaan Kota Bengkulu, Nomor : 421.3/120/V.Dikbud tertanggal 24 Maret 2014. Adapun penelitian dilaksanakan mulai tanggal 24 Maret s/d 26 April 2014.

Demikian surat keterangan ini dibuat, untuk dapat dipergunakan sebagaimana mestinya.



Bengkulu, 05 April 2014
Kepala Sekolah

Dra. BARMAWATI, M.Pd
NIP. 19581028 1984032.005

Tembusan :

1. Kasubdin Dikmen Dinas Dikbud Kota Bengkulu
2. Yang bersangkutan
3. Arsip



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS BENGKULU
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
JURUSAN PENDIDIKAN BAHASA DAN SENI
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

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SURAT KETERANGAN

Yang bertanda tangan dibawah ini:

Nama : ADE HIDAYAT

NPM : 113010006

Prodi : Pendidikan Bahasa Inggris

Menyatakan dengan sesungguhnya bahwa skripsi dengan judul :

STUDENTS' METACOGNITIVE STRATEGY IN LEARNING ENGLISH
(a Descriptive study at second year students of SMAN 5 Kota Bengkulu)

adalah benar karya saya sendiri, bebas dari plagiat atau penyontekan. Apabila di kemudian hari ternyata terdapat permasalahan berkaitan dengan penyusunan skripsi ini, maka semua akibat dari hal itu merupakan tanggung jawab saya sendiri.

Ketua Prodi,

Drs. Syafrizal S., M.A.

NIP 19570603 198803 1 006

Bengkulu, MEI 2014

saya,

METERAI
TEMPEL
PAJAK PEMBANGUN RANGKA
TGL 20

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TIGA RIBU RUPIAH

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(ADE HIDAYAT.....)