

Chapter One

Introduction

This first chapter presents the introduction of the study. It comprises six sub-chapters. In sequence, it discusses the background of the study, statement of the problem, delimitation of the problem, research questions, research objectives, and significance of the study.

Background of the Study

Metacognition as a part of psychological field have been discussed since 44 years ago. The study about metacognition was started and discussed scientifically by Flavell in 1976 (Feiz, 2016). The effect of metacognition towards self-regulating has been showed in the findings of many research and has spread in many topics such as medical, engineering, and educational studies (McCaig, 2011; Marra et al., 2017; Perry et al., 2018). According to Jaleel and Premachandran (2016), metacognition as someone's awareness of thinking needs to be activated by metacognitive awareness as the activating factor. Metacognitive awareness, being a part of a higher thinking process, impacts teaching and learning process either for teachers or students. Besides, due to the different behaviour of male and female students in the learning process, their level of metacognitive awareness can be different (Bidjerano, 2005).

The impact of metacognitive awareness towards students was proven by several researchers. It is generally stated that having metacognitive awareness will lead students to attain good outcome. Coutinho (2007) stated that in contrast with student who has poor metacognition, students with good metacognition show good academic achievement. Moreover, less comprehending students do not have an ability to control and monitor their own learning and strategies and may fail in achieving good grade (Thamaraksa, 2005). In addition, Rahimi and Katal (2012) pointed out that excelled learners have metacognitive knowledge and skill about their thinking and learning technique, a good comprehension about the meaning of the task, the ways to attach their prior knowledge to the new one, and an ability to determine the suitable strategies for each task and the learning. Hence, those previous studies showed that metacognitive awareness and academic achievement are correlated positively.

In educational field, the correlation between metacognitive awareness and student's academic achievement were divided into two findings. Some of the studies found a positive correlation and the others found that both variables have no correlation. Study that found positive result is from Zulkipli (2009) that examined the students in a private schools in Malaysia. The level of metacognitive attested by MAI (Metacognitive Awareness Inventory) and the academic achievement was collected by the experimental test. Otherwise, study from Dogan and Tuncer (2017) that examined engineering students who took an English class in Turkey showed that there was no correlation between metacognitive awareness and student's achievement.

Besides the different finding in term of correlation, metacognition state of male and female students can also be different. From the previous research, study from Liliana and Lavinia (2011) and Saricoban (2014) found there is significance difference between metacognitive awareness of male and female students. Meanwhile, another research from Jain et al (2017) and also from Jaleel and Premachandran (2016) found that there is no difference between metacognitive awareness level of male and female students. As well as the finding, there is no definite reason behind those result. Study from Liliana and Lavinia (2011) and Saricoban (2014) have definitely different context and respondent. A research from Liliana and Lavinia (2011) was conducted in Rumania and this research had students from junior middle school in 8th grade from 3 school to be the respondents. Meanwhile the study from Saricoban (2014) was conducted in Turkey with pre-service English teacher as the respondents. These two studies show that even though it was conducted in the highly different context, the result is similar. It also happen with the research from Jain et al (2017) and also Jaleel and Premachandran (2016). Jain et al (2017) conducted their research with 522 undergraduate and postgraduate students in the age of 19-28 as the respondents while Jaleel and Premachandran (2016) have the respondents of 180 secondary students from rural area. However, these two research also found similar finding that there is no difference between male and female students in their metacognitive awareness level. Based on those previous studies, present study have various possibilities for its finding. Hence, it is needed to find out the relevant result in the scope of ELED of a private university in Yogyakarta.

The studies mentioned earlier are conducted outside Indonesia. Meanwhile, this study was conducted in Indonesia where metacognitive is still an uncommon knowledge among students. According to Eriyani (2020), metacognitive is a new insight in Indonesia that has been newly assigned to Indonesia's curriculum. In addition, the study about metacognitive awareness towards EFL students who are in their final year at university is still infrequent in Indonesia. Furthermore, the contrary result relating to metacognitive awareness, academic achievement, and gender difference leads researcher to examine it in the scope of an ELED of a private university in Yogyakarta.

The context of this research is an English Language Education Department (ELED) which is also in the scope of educational field and language learning. During the learning process in the research setting, ways to build a metacognitive awareness is never intentionally taught by the teachers. However, the activities such as introducing the syllabus, self-reflection, and peers- reflection show that teacher encouraged students to build their metacognitive awareness. Hence, with said activities, students are expected to prepare, plan, and organize their own learning. It is crucial for students to know and realize how they acquire the language also to consciously know how to learn the language. Therefore, students will be able to decide what strategies they should utilize for certain learning (Nosratinia et al., 2014).

Identification of the Problem

Based on researcher's preliminary inquiry, metacognitive is an unusual and overlooked term and knowledge among ELED students in one of the private universities in Yogyakarta. The study about metacognitive was discussed in a course that was taken by the students in batch 2017 during their second year in the university. However, when the researcher asked groups of students in batch 2017 about metacognitive when they are in their final year, no one was able to answer it. Some of the students said that they remember metacognitive as a term and they did not really remember the details. Moreover, some students admitted that they do not know about metacognitive. This condition leads to several issues in its implementation in the learning process.

By observing the metacognitive issues in the scope of ELED of a private university in Yogyakarta, the researcher found three main issues. The first issue is related to the ignorance of metacognitive awareness among the students. Two possible conditions occur among the students because of it, either this ignorance makes them not using this strategy because they have no idea to implement it or the students unconsciously use this strategy without knowing that they are implementing it. Both of these conditions lead to an inconsistency in its practices. Therefore, the positive impact (based on the previous study) towards their academic achievement is not fully obtained.

The second issue is that the students are not aware about the opportunities to activate their metacognitive awareness. From the researcher's view, the department has provided opportunities to develop the students' metacognitive

ability in many ways. The most obvious way is by providing the syllabus at the first meeting so the students can prepare for their learning. Contrary to the intention of the syllabus distribution, most of the students just take it for granted. Many students do not prepare the learning even though they know what they are going to learn the next day. It indicates that their metacognition awareness has not been activated.

The third issue is about the study of metacognitive awareness. The previous studies about the correlation between metacognitive awareness and student's achievement (see Zulkipli, 2009; Rahimi & Katal, 2012; Ward & Butler, 2019) basically have similar finding, which indicated that in fact, metacognitive awareness is significantly correlated positively with academic achievement. The similarity is not only regarding the finding of the study, but also the respondents. They have a high level of metacognitive awareness, so they obtain the impact fully, while English education students of a private university in Yogyakarta have some issues as explained earlier. Since the study about the correlation between metacognitive awareness and student's achievement has not been conducted yet in this research setting, the researcher questions whether or not the finding in the previous study is relevant in the scope of ELED of a private university in Yogyakarta.

The fourth issue is related to gender difference in the metacognitive awareness. Metacognitive awareness leads students to be more aware and sensible to their own learning either in the classroom or outside the classroom. Meanwhile, in this research setting, the researcher found out that there are different behaviours

of male and female students in organizing, monitoring, or paying attention to the courses. Female students tend to be more organized and aware about their learning compared with male students. For instance, male students often ask female students about the assignment deadline and what course they are going to learn, male students also tend to come to the class without any preparation about the topic they are going to learn.

In line with the aim of this study that intended to examine the level of metacognitive awareness, knowing students' metacognitive level, its correlation with academic achievement, and its difference among genders is important for both students and teachers. This matter is related to how students manage their own learning without teacher's instruction, so both teachers and students know what they have to do in the learning process.

Delimitation of the Problem

This study focuses on the two issues. The first issue is the correlation between metacognitive awareness and student's academic achievement and the second issue is the difference between the metacognitive awareness of male and female students. To find out the correlation, this study is going to examine the level of metacognitive awareness of students at an English Language Education Department of a private university in Yogyakarta, Indonesia. Afterwards, student's academic achievement in a form of GPA will be correlated to metacognitive awareness level. Lastly, the level of metacognitive awareness is also used as a comparison to differentiate male and female students.

Formulation of the Problem

The research questions of this study are:

1. What is the level of metacognitive awareness of students in English Language Education Department of a private university in Yogyakarta?
2. How is the student's academic achievement in an English Language Education Department of a private university in Yogyakarta?
3. Is there a correlation between metacognitive awareness and student's academic achievement in English Language Education Department of a private university in Yogyakarta?
4. Is there any difference between metacognitive awareness of male and female students in English Language Education Department of a private university in Yogyakarta?

The Objectives of the Study

Based on the research questions, there are 3 purposes of this study. They are:

1. To find out the level of student's metacognitive awareness at English Language Education Department of a private university in Yogyakarta.
2. To find out the academic achievement of students who have metacognitive awareness.
3. To find out the correlation between metacognitive awareness and student's academic achievement.
4. To find out the difference between the metacognitive awareness of male and female students.

Significance of the Study

This research is intended to provide the benefits for teachers, students, and the next researchers in this field. The explanation is presented below:

Teachers

Knowing and understanding the correlation between metacognitive awareness and academic achievement will give the input to the teacher so they can decide whether or not metacognitive awareness is crucial to be added in their teaching. The research about the difference between male and female students in terms of metacognitive awareness can lead teacher to improve their teaching method and adjust their teaching style based on the result of this study.

Students

This research hopefully can put more exposure to the students about metacognitive awareness. Afterwards, it will lead the students know how to be more aware in depth about themselves, their learning, and their strategies in the learning. Knowing the difference level of metacognitive awareness between male and female students can make students understand more that in fact, male and female students have differences in the way of their thinking process.

Next Researchers

This study provides several discussions as a reference for the next researchers who are interested in conducting a study in the same field, particularly about metacognition in the scope of English language learning and gender difference in metacognitive awareness level.