



## Metacognitive Learning Strategies for EFL Autonomous Learning

Damianus Talok<sup>1</sup>, Kletus Erom<sup>2</sup>, Maria Goreti Djehatu<sup>3</sup>, Isabel Coryunitha Panis<sup>4</sup>

<sup>1,2,3,4</sup>Faculty of Teacher Training and Education

UNIKA Widya Mandira, Kupang, Nusa Tenggara Timur, Indonesia

E-mail: [isabelcoryunithapanis@yahoo.com](mailto:isabelcoryunithapanis@yahoo.com)\*

\* Correspondence Author

Article History: Received: July 5, 2022; Revised: July 29, 2022; Accepted: January 8, 2023; Published: January 31, 2023

### ABSTRACT

This study aims to determine whether the research subjects have practiced metacognitive strategies. The method used is qualitative. Eighteen (18) questions are provided, answers to individual questions are written on the guided question sheet in 2 hours - thirty minutes to get the required response. The data proves that planning, monitoring and evaluation is practiced i.e. totaling 100% checks the next day's schedule; (95%) checking what courses to attend; hence they review the previous and upcoming meeting materials. For the next meeting they write notes for questions or to confirm what they don't really understand to the teacher. Likewise, they used process and productive monitoring for 92.5% of what they did before class. Also, the data shows that they evaluate; 95% evaluated after class.

**Keywords:** *Autonomous Learning, EFL, Metacognitive Learning Strategies*



Copyright © 2023 Author(s)

This is an open access article below [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) licence.

### INTRODUCTION

Independent learning until now is a milestone in the educational environment. Since the early 1970s, language teaching practice has become increasingly learner-centred (Wenden, 1991). Learning outside the classroom or learning individually in addition to learning in a formally collective manner is essentially learner-centered learning. Individual learning is believed to have almost no interference from the teacher. This happens because of the concern of individual learners to develop their competence in the language being studied. In an effort to teach good foreign language skills, obstacles are sometimes found related to policies, so that support from institutions is needed in overcoming these obstacles. In Wiraningsih & Sentosa (2020) it is said that the role of the teacher is very important, namely by approaching the leadership of the Educational Institution and proving the right strategy, careful planning and good time management will have an impact on increasing the effectiveness of the desired learning outcomes. The same is expressed in (Suwadi, 2017) it is said that learning is a process of changing behavior that is influenced by the interaction of stimulus and response.

Learners can practice in their own way in learning the language. Apart from the help of others, such as teachers, they may carry out the learning on their own. One of the many ways

of learning a language is for language learners to use productive language learning strategies before formal collective class time. In "Learning Strategies in Second Language Acquisition", O'Malley and Anna Uhl Chamot (1990, 1995) emphasize the existence of what is called a metacognitive learning strategy which is a springboard for anyone who intends to build independent learning. The independent learning process in this strategy has also been implemented (Dang & Robertson, 2020) by using a Learning management system (LMS) to make it easier for students to learn EFL. Obstacles in understanding English concepts put forward by (Widyahening & Rahayu, 2021) said problems that are commonly found in the English learning process include: 1) Students often forget to pronounce English words, 2) Students often forget, 3) In terms of spelling, students also experience problems, 4) in terms of grammar, 5) obstacles in terms of giving meaning to sentences in English, 6) problems with the range and connotation of words in English.

This strategy can be the underlying strength to empower students' independent learning to take place. It is believed that those who use such learning strategies may have leaps and bounds of success in their EFL learning (Taloc, 2006), in his unpublished dissertation, *Cross-Cultural Learning Strategies for EFL Students in the Province of East Nusa Tenggara (NTT)*, found that students still practice what is called "instructional learning". The same thing was also revealed in Lengkanawati (2017) that the use of this learning strategy can foster independence in learning, especially for prospective professional teachers. This process of independence certainly occurs as long as there are homework assignments or more precisely assignments given to students. With this, it may indicate that what is called autonomous learning is still not being practiced in a meaningful way.

Initially, Autonomous learning was still at the level of knowledge, not yet at the level of practice that is usually done by individual students. Good practice has been carried out by Lu (2012) who has tried to practice it on students in China, said by Lu that Autonomous Learning strongly supports independent learning and is able to provide appropriate learning resources for the needs of individual learners. The implementation of this strategy also has problems that appear in research conducted by Liu (2012), in his research it was stated that foreign language anxiety is prevalent among EFL students in Taiwan. Surprisingly, more than 80% of the subjects responded to more than a third of the items in a way that reflected anxiety. Learners who experience higher levels of anxiety in language classes tend to have lower motivation and become less independent in learning the language. The impact of debilitating anxiety on language learning is also shown by its significant relationship with foreign language performance. In line with Salehi, et al (2015) Therefore, as is clear, more and more students report themselves as independent and competent in using the strategies in question; the higher marks they have in speaking class. This structural tendency also points to the problems students face when they are accustomed to learning a language in a highly structured format and are then expected to make independent decisions regarding their learning from one semester to the next. Consequently, student independence is a goal that needs to be carried out through the curriculum. In practice, the learner's level of autonomy has to be modified according to the learner's level of language proficiency.

Currently, it is relevant to conduct new research related to the practice of using metacognitive learning strategies. Mainly to reveal, among other things, whether students, as well as students as research subjects, practice it. To be able to reveal whether the subjects of this study used metacognitive learning strategies, the following research questions were asked: (1) What did students do about learning before formal learning activities in class? (2) What are the learning strategies used by students before participating in formal learning in the classroom? (3) Do each student have their own learning management which includes planning, monitoring, and evaluation? (4) Do they experience a significant impact because they carry out lesson preparation prior to formal learning in class?

Thus, this study practically aims to make the current research subjects (1) check their schedule for the upcoming meeting, review the previous material and read the material for the upcoming meeting. (2) to realize that they have practiced using metacognitive learning strategies, which involve planning, monitoring and evaluation. (3) realize that they have consistently carried out their learning following metacognitive learning strategies. (4) detecting to find out whether there are some advantages in terms of increasing vocabulary, increasing knowledge of grammar and broadening the horizons of information from reading materials in the repertoire of student competencies.

In Hsieh & Hsieh (2019) it is revealed that there is a strong relationship between SAC use and autonomous language learning behavior, and that students with such behavior use a wider range of SAC resources than their less autonomous counterparts. In line with Ellis et al (2014) in their research "An Analysis of Research on Metacognitive Teaching Strategies" supports the effectiveness of teaching metacognitive strategies to help students know and then use these strategies for more successful learning goals. They argue that instruction must involve planning, monitoring and evaluating thinking. Through effective practice, in this context, students know about how their learning should take place in their formal learning setting, and therefore they know what to do for better learning in the future. Students must have reflective thinking about what has been done and what should be done afterward. This has been expressed in the Koosha, et al (2016) The results of the regression analysis show that students' self-esteem and autonomy can significantly predict their reading comprehension. However, autonomy can be a better predictor of reading comprehension than self-esteem. Therefore, the conclusion is that there is a significant difference between learners' self-esteem and autonomy in predicting their reading comprehension. This finding implies that students' reading comprehension can be improved by cultivating students' independence in class. It was also concluded that the more independent a learner is, the more likely he or she is to achieve reading comprehension. the conclusion is that there is a significant difference between learners' self-esteem and autonomy in predicting their reading comprehension. This finding implies that students' reading comprehension can be improved by cultivating students' independence in class. It was also concluded that the more independent a learner is, the more likely he or she is to achieve reading comprehension. the conclusion is that there is a significant difference between learners' self-esteem and autonomy in predicting their reading comprehension. This finding implies that students' reading comprehension can be improved by cultivating students' independence in class. It was also concluded that the more independent a learner is, the more likely he or she is to achieve reading comprehension.

In his writings, Xiao said that metacognition is knowledge about cognition and cognitive regulation where students can exclusively use these metacognitive strategies at any time and are able to regulate their cognitive activities freely. (Alhaysony, 2017) In his research, it was said that gender and length of learning English were important factors in measuring students' cognitive and metacognitive strategic abilities. almost match, (Jaleel & P, 2016) in their research "A Study of the Metacognitive Awareness of Middle School Students" introduces four main findings and four educational implications. Following are the four main findings from the study which demonstrate their awareness of metacognitive strategies regarding their learning: (1) Middle school students were identically distributed among each group in metacognitive awareness. (2) There is no significant difference in the metacognitive awareness of high school students based on where they live. (3) There is no significant difference in the metacognitive awareness of high school students based on gender. (4) There is no significant difference in the metacognitive awareness of high school students based on the type of school management.

They offer the following educational implications, namely: (1) Metacognitive activities that ask students to reflect on what they know, care about, and are able to not only help students develop awareness about themselves, but also provide valuable information for their learning. (2) The teacher must know the individual differences in the level of metacognitive awareness in the class and must teach by considering the individual differences of students so that with effective instruction in the classroom, their metacognitive abilities can improve properly. (3) The results showed that gender, locality and type of management had no effect on students' metacognitive abilities. So whatever is needed is innovative teaching methods and learning activities that inspire and develop students' metacognitive levels. (4) Metacognitive abilities must be developed among school students. Then only they can reflect on their learning methods, their performance in class activities, and improve their academic performance accordingly.

Coskun (2018) conducted research with the title "Study of Student Metacognitive Thinking Skills. Coskun treated 407 students from various study programs, from Kahramanmaraş Sutcu Imam University, from Physical Education and Sports and Literature, Business Administration, Theology, Engineering, Forestry and Agriculture to be treated as research respondents. This study concludes that college students have higher levels of metacognitive thinking skills along with their thinking skills, reflective thinking skills aimed at problem solving, decision making skills, alternative evaluation dimensions. Coskun further concluded that there had been an increase in the level of individual metacognitive thinking skills as well as an increase in class level.

Since the 1970s, the focus of language learning studies has been directed at uncovering the role of the learner's mental operations on how to acquire the knowledge and skills of the language being studied. Learners' mental operations involve several efforts because they have to perform and deploy methods, tactics, and the like to learn the language successfully. Meanwhile in (Su & Duo, 2010) it is said that a good language learning strategy requires the readiness of students to learn independently. The use of metacognitive strategies that emphasize independent learning can be developed so that it can become a reference for students in implementing an independent language learning culture, especially for EFL learning. Learning strategists have deeply investigated the processes by which learners operate their mental operations in their learning. Among others, O'Malley & Anna Uhl Chamot (1990) classifies all learning strategies used by students into three categories, namely metacognitive, cognitive, and social/affective learning strategies. Into these strategies several operational ways, tactics, and procedures that learners use in their learning are grouped.

Based on Zainuddin (2019), it is said that self-study using the Learning Management System (LMS) can improve listening, writing, reading and English vocabulary skills both inside and outside the classroom. Wenden and Rubin (1987) mentioned some specific terms that suggest what learning strategies are. Wenden states that learning strategies can be tactics, potentially realized plans, conscious operations, learning skills, basic skills, functional skills, cognitive abilities, or language processing strategies. Alzubi & Singh (2017) said that language learning from students can be mediated by the use of smartphones in the EFL learning process, this is because metacognitive language learning needs to be controlled and managed properly through virtual learning that comes from the living environment. Meanwhile, Rubin enters (Wenden & Rubin, 1987) promote the definition of learning strategies. He said that a learning strategy refers to "a series of operations, steps, plans, routines used by students to facilitate the acquisition, storage, retrieval, and use of information by students to organize their learning and to learn. In the current study, subjects were found to use three components of metacognitive learning strategies, namely planning – they had their own learning plan; monitoring – they monitor what they were doing before they attended class; and evaluate – they reflect back on what they have and what the class contributed to their learning.

Based on Abdipoor & Gholami (2016), it is said that autonomous students are dominated by metacognitive strategies, while non-autonomous students are dominated by the application of social strategies. Metacognitive learning strategies are strategies used by students before or after formal learning in class. The aim is to help students to be more prepared and actively participate in class during formal learning. Also to help students see "enough" critically what they have done, whether what they have done reflects their understanding of the material they are going through before class. These strategies are given before and after students come and join in learning. These strategies are believed to help learners to be able to operate their cognitive and social/affective strategies in a better and useful way in their formal collective learning in the classroom.

Participant Students, if they have so-called metacognitive learning strategies, will come to class with some preparation, written or oral, of what is to be learned. They may come up with some information that they have stored in memory through that prior learning. But they can also come with anxiety because they can't get information from what they have to learn beforehand. However, the material they have not mastered well causes anxiety, therefore they are expected to write down questions that they might ask for explanations, clarifications or give more examples and details by the teacher or friends in class. If students do have these strategies and it is certain that they have adopted them prior to their formal learning, they can come and join the class with "confidence" and their learning is better than those who are not prepared beforehand. The same thing was revealed by Tabrizi & Saeidi (2015) There is a positive correlation between Iranian EFL students' listening self-efficacy beliefs, listening autonomy and listening comprehension abilities. Thus it is suggested that building self-efficacy in listening comprehension is very important to ensure the success of EFL learners in listening comprehension. The same thing was revealed by Tabrizi & Saeidi (2015) There is a positive correlation between Iranian EFL students' listening self-efficacy beliefs, listening autonomy and listening comprehension abilities. Thus it is suggested that building self-efficacy in listening comprehension is very important to ensure the success of EFL learners in listening comprehension. The same thing was revealed by Tabrizi & Saeidi (2015) There is a positive correlation between Iranian EFL students' listening self-efficacy beliefs, listening autonomy and listening comprehension abilities. Thus it is suggested that building self-efficacy in listening comprehension is very important to ensure the success of EFL learners in listening comprehension.

Metacognitive learning strategies are classified into three, namely planning, monitoring and evaluation (O'Malley & Anna, 1990) calculate the metacognitive sub strategies under each of the main strategies. For Planning, the following are sub-metacognitive strategies: (1) Selective attention to specific aspects of a learning task, as in planning to listen for key words or phrases. (2) Planning the organization of written or spoken discourse, such as to talk about a topic, or the intrinsic features of a narrative text.

For monitoring, it's like reviewing attention on a task, for example, monitoring comprehension for information to remember, and monitoring production while it's happening. And for evaluation, it's like checking comprehension after the completion of a receptive language activity, or evaluating language production after it's happened. The following is a complete component of metacognitive learning strategies initiated by O'Malley and Chamot (1990) and then reclassified by Talok (2006). One area of learning strategy is metacognitive which consists of planning, monitoring and evaluation. The metacognitive component is named the main learning strategy. Each major learning strategy requires several specific learning strategies. To elaborate, thus, planning consists of "advanced organizers, directed attention, functional planning, selective attention and self-management. For monitoring, there are process monitoring and productive monitoring. The evaluation includes production evaluation, performance evaluation and strategy evaluation.

This research, through its findings, can contribute two important points. First, the contribution that this research can make is that EFL learners almost everywhere employ what are called metacognitive learning strategies. They are able to carry out the necessary learning preparation before participating in formal learning activities. Second, from the results of this study, researchers and lecturers both know that EFL students from the English Language Education Study Program, FKIP, Widya Mandira Catholic University, are used to pre-formal learning preparation. With this, those involved in learning English know how to help EFL learners achieve success in learning the language.

## **METHOD**

This is a qualitative research (Robert C Bogdan & Sari, 1998). One of the conditions for qualitative research is that the data must be naturalistic. Thus, for the current research data is naturalistic. To see whether the research data is naturalistic or not, the following steps were taken by the researcher: a) prepared a number of prepared questions about students' learning preparation which included planning, monitoring and evaluation; b) each question is asked to each student; c) the answers of each student for each question must be written on the sheet provided beside the notes made by the researcher; d) their response to each question given, about their lesson plan, monitoring and evaluating their learning before and after lessons are collected. Another point is that all the data needed is descriptive, not numerical. In addition, in the data analysis inductive analysis is used to maintain the current research principle, that is, the findings are derived based on the data obtained.

Forty (40) students in the fifth semester of the 2018/2019 academic year are the current study subjects. With respect to metacognitive learning strategies, it is believed that students, regardless of the semester they are in, at least know, or even use metacognitive learning strategies. From these students, as well as from other students from different semesters, metacognitive learning strategies can be found. They can use these learning strategies to make their learning better and more successful.

Giving answers to several questions is used as an instrument of data collection. Each question has been designed to allow indisubject to writing (or to some extent to verbalizing) about how he or she learned in the pre-learning activities. With this, the researcher intends to reveal the subject's metacognitive learning strategies that are applied before effective class hours or for evaluation after class hours. In addition, several questions to determine the impact of metacognitive learning strategies on the success of their active EFL learning before and in class (Taloc, 2006). The latter is meant to reveal whether they are successful or not because they practice studying before active class hours.

This instrument guide contains 7 types of questions that aim to reveal their metacognitive learning strategies and several other questions to reveal the effect of the learning strategies used on EFL learning achievement. The types of questions are: (1) questions to reveal if the subject sees first the main idea/concept of the text or what is learned and puts it on paper; (2) questions to find out what courses and/or tasks to attend beforehand; (3) questions to reveal what linguistic components were previously trained for the next language class; (4) questions to obtain certain aspects of learning material that must be considered beforehand; and (5) questions to reveal whether the subject arranges his learning based on conditions that can make learning occur in a meaningful way. In addition, two types of questions were constructed to reveal monitoring and evaluation: (6) questions to reveal the subject's attempts to monitor the EFL assignment as it was being completed; and (7) questions to reveal the subject's efforts in evaluating the tasks that have been completed, before and after class hours.

Questions regarding main general points/ideas; Therefore, these questions can be further developed or elaborated into more detailed questions to guide and help subjects write

how they process their learning or English assignments assigned to them by the teacher. However, several other questions that were made were intended to make the subjects express what they got from learning EFL that they got by using learning strategies in EFL. they... study. Schedules for this are prepared for the subjects. To obtain metacognitive learning strategies, each subject was asked to write down their answers on the provided sheet.

Data collection was carried out with the following procedures: (1) meeting research subjects and informing them sufficiently about the research and the objectives to be obtained from current research. (2) inform the subject about what to do and when to do research. (3) scheduling for individual subject interviews; and (4) make additions

Data analysis with the following steps: 1) the researcher reads the answers to each question given by each research subject. 2) The researcher identifies the core idea of each individual research subject question. 3) The researcher decides whether each subject practices the components or all components of the metacognitive learning strategy, which includes planning, monitoring and evaluation. 4) Researchers make conclusions

## **RESULTS AND DISCUSSION**

### **Planning Findings**

From the data collected, it appears that all research subjects have practiced all planning components. The following is the data: (1) Forty (40) students do have an individual study schedule and are organized individually. They check daily courses according to the schedule issued by the English Language Education Study Program in the current semester. In question 1, the researcher intends to find out whether each student checks his daily schedule. The current research subjects openly admit that they individually and regularly check their daily schedules. However, to confirm, the researcher gave them a confirmation question (question 15). The question aims to determine whether individual students have their own schedules. Fifty students or all current research subjects openly said that they did have a daily schedule for individual study. (2) After confirming the schedule of individual daily study activities, the researcher leads the way to find out what the research subjects are currently doing after they check their daily study schedule. First, they check the courses to be attended the next day as scheduled. Second, they attend to the material that will be discussed in the upcoming class meeting in advance. Question 2 asserts that students do two or three or more things: (a) they want to know what courses are on the schedule. (b) they review the material that has been discussed at the previous meeting. (c) they read in advance the materials that will be discussed at the next meeting. (d) they write some ideas or questions about the material; or they write sentences to make sure that what they write is grammatically correct. Forty six (38) or 95% of the forty students (40) did what was mentioned above. Only 5% or 2 students did not do the four activities. The 2 students only worked on points (c) and d). Confirmation questions are questions number 4, 5, 6, 7 and 8. Specifically for question number 8, the researcher intends to find out what students do in relation to sentence grammar. They write sentences that they are not very good at. They did write sentences that they considered difficult from a grammatical point of view. (d) they write some ideas or questions about the material; or they write sentences to make sure that what they write is grammatically correct. Forty six (38) or 95% of the forty students (40) did what was mentioned above. Only 5% or 2 students did not do the four activities. The 2 students only worked on points (c) and d). Confirmation questions are questions number 4, 5, 6, 7 and 8. Specifically for question number 8, the researcher intends to find out what students do in relation to sentence grammar. They write sentences that they are not very good at. They did write sentences that they considered difficult from a grammatical point of view. (d) they write some ideas or questions about the material; or they write sentences to make sure that what they write is grammatically correct. Forty six (38) or 95% of the forty students (40) did what was mentioned above. Only 5% or 2

students did not do the four activities. The 2 students only worked on points (c) and d). Confirmation questions are questions number 4, 5, 6, 7 and 8. Specifically for question number 8, the researcher intends to find out what students do in relation to sentence grammar. They write sentences that they are not very good at. They did write sentences that they considered difficult from a grammatical point of view. Forty six (38) or 95% of the forty students (40) did what was mentioned above. Only 5% or 2 students did not do the four activities. The 2 students only worked on points (c) and d). Confirmation questions are questions number 4, 5, 6, 7 and 8. Specifically for question number 8, the researcher intends to find out what students do in relation to sentence grammar. They write sentences that they are not very good at. They did write sentences that they considered difficult from a grammatical point of view. Forty six (38) or 95% of the forty students (40) did what was mentioned above. Only 5% or 2 students did not do the four activities. The 2 students only worked on points (c) and d). Confirmation questions are questions number 4, 5, 6, 7 and 8. Specifically for question number 8, the researcher intends to find out what students do related to sentence grammar. They write sentences that they are not very good at. They did write sentences that they considered difficult from a grammatical point of view. the researcher intends to find out what students do related to sentence grammar. They write sentences that they are not very good at. They did write sentences that they considered difficult from a grammatical point of view. the researcher intends to find out what students do related to sentence grammar. They write sentences that they are not very good at. They did write sentences that they considered difficult from a grammatical point of view.

### **Monitoring Findings**

Questions 9, 10 and 11 concern monitoring, both process monitoring and production monitoring. Questions 9 and 11 concern process monitoring. The data shows that when students are writing points or sentences of material to be discussed, thirty seven (37) or 92.5% of forty (40) students are involved in reading what they have written and after reading and finding some points. to be rewritten, they did several revisions accordingly. While the data for question number 10 which concerns production supervision shows that before leaving for class to participate in class activities, they take the time to quickly re-read whether what they have prepared is something valuable and appropriate to convey to teachers and friends. in the classroom. This concerns the outer format (cover page), tidiness, and some about the content. If necessary, they will revise by marking what they would like to improve and write a word or sentence to make its presence, the correction, known to the teacher.

Only 3 students or 7.5% did not monitor processes and products when learning took place prior to formal learning in class.

### **Evaluation Findings**

Question number 12 concerns reflective evaluation. The research subjects are currently doing what are called post-class learning activities. They assess whether the learning products they make before learning activities in formal classes are in accordance with the contents of the material discussed in class. thirty eight (38) or 95% of the forty (40) students performed such a reflective evaluation. They openly admitted that they compared what they had prepared with the results of class discussions with their teachers and friends. They claimed to receive feedback from the teacher regarding the sentences they wrote. In terms of content, they generally have the same points as those discussed in class. Only 2 students or 5% did not carry out these activities.

In addition, the researcher intends to find out if reflective evaluation gives them additional learning points. Question number 13 aims to find out follow-up activities after a



reflective evaluation. Thirty two (32) or 84% of forty (40) students reread the material either for refreshment or to confirm the content of the material discussed in class.

### **Study Habits and Some of the Advantages**

Question 14 aims to reaffirm that students have practiced their individual learning following the steps offered by the metacognitive learning strategy. 40 out of 50 students openly admit that they have the following learning practices: checking the next day's class schedule, paying attention to the upcoming material, writing down some important points of the material, paying attention to some grammatical aspects, such as sentence patterns, watching out for revising while writing the material points or sentences, double-check what has been written before entering class, and finally, do a reflective evaluation after class and make appropriate revisions or confirmations.

Meanwhile, researchers deliberately lead students to speak out if the learning they do before formal class hours benefits them. Questions 16, 17, 18 concern the advantages obtained by students based on individual learning practices before learning in class. There are as many as forty (40) or 100% of students openly admit that the way they learn gives them: (1) active involvement in class activities. They are able to follow and understand what is being discussed in class. (2) contribute ideas or sentences in the discussion. (3) receive more ideas from the class besides what they think of what they write. (4) learning becomes a fun activity. (5) development and progress in improving vocabulary and grammar. They openly admit that there has been a significant increase in English words. In line with that, they said that their ability to construct sentences that adhere to English grammar was evident. Through interviews, research subjects said that every time they read, they found new words. In order to understand what was read, they had to guess the meaning of the words; or they consult a dictionary, whether bilingual or monolingual, to find out the meaning of the words. they find new words. In order to understand what was read, they had to guess the meaning of the words; or they consult a dictionary, whether bilingual or monolingual, to find out the meaning of the words. they find new words. In order to understand what was read, they had to guess the meaning of the words; or they consult a dictionary, whether bilingual or monolingual, to find out the meaning of the words.

## **4. Discussion**

In general, the current research findings are in accordance with the theory and research results. What O'Malley and Chamot (1990) argued about the so-called metacognitive learning strategies is not only in the knowledge of EFL learners as the subject of this study, but they have practiced these learning strategies before their formal classroom learning. The same thing has been expressed in Tangkiengsirisin (2020) that the level of student autonomy among Thai EFL students in international schools and Thai public schools reflects the teaching and school curriculum that encourages students to rely more on themselves. This research has shown that Thai EFL students are independent.

In research conducted by Abdipoor, N & Gholani, H (2026); Alhaysoni, M (2017) and Talok (2006) make it clear that the use of metacognitive learning strategies not only facilitates EFL learning but, more than that, helps EFL learners to achieve success in their EFL learning. In Qing (2016) it was revealed that learning strategies that are centered on student independence combined with good learning resources (smartphones) will have a good and effective impact on learning.

Subjects in this study have practiced the three main components of Metacognitive learning strategies namely planning, monitoring and evaluation. What follows is some deeper analysis of the current research findings.

#### **4.1 Definition of Planning**

From these findings, it is clear that the current research subjects have practiced what is called autonomous learning. They have what is called an individual daily study schedule. If and only if each student has his or her own study schedule, then it is rightly said that they have succeeded in forming what is called a "study habit".

With regard to study habits, as a manifestation of independent learning, it is also seen that they usually practice checking the next day's subject schedule. Therefore, they usually read in advance what will be discussed later in class the next day. Or they do the homework they are assigned to do and turn in in class the next day. For what they read ahead, they write down the main idea of the material; or answer questions (if for reading comprehension); and to prepare questions for their teacher either for clarification on what they don't really understand or to ask for more examples. Moreover, in their preparation for the next day's class,

What they prepared for class the next day was what they brought to class. There, they make a kind of comparison, whether what they do is in accordance with the substance of the material it contains and its purpose to be communicated to students. In addition, some additional points from their classmates and teachers are received for improving what they have done so far.

All in all, the continued preparation for the next day's class makes class not only fun but a class in which learning happens. It happens because learners do operate their mental processors. They actively think, compare, contrast what is being said and are able to draw conclusions from what is being said. Their active involvement in class is an indication of the occurrence of learning. Their attention to sentences and lexicon allows them to improve and enrich what they have in terms of grammar and vocabulary.

Thus, the meaning of learning is more than learning that is not prepared long before the next lesson schedule.

#### **4.2 Definition of Monitoring**

It is clearly evident that each of the current research subjects has practiced process monitoring and product monitoring. In fact, students reread and/or rewrite when the process of doing the assignment is in progress. Indeed, previously they thought that what they were doing was in its final form to be brought to class or handed over to the teacher in charge.

Meanwhile, it is also proven that students carry out monitoring of such products. Right before they attend class the next day or turn in an assignment to the teacher, they get a glimpse of what they're doing. Therefore, if a word or sentence level change is required, they will write above or below the word or sentence to be corrected, while they mark the word or sentence to be replaced.

By monitoring, it is appropriate to say that students have been able to practice other components of metacognitive learning strategies in their learning before class activities on the next day's schedule. Therefore, the current study's individual subject autonomous learning is now at the confirmation level. Students do an exercise called autonomous learning in the aspect of monitoring.

#### **4.3 Definition of Evaluation**

The findings indicate that students do what is called "reflective evaluation". After the class they attended, they took an in-depth look at the results they achieved in the previous learning activities. With this, they become aware if what they are doing meets the essence and the way of writing the essence. They are aware of whether the content is fixated on material essence or not. They are aware of whether the sentences and words they use in their writing are grammatically correct or not.

With this exercise, students as current research subjects have fully practiced all components of metacognitive learning strategies. Therefore they are categorized as having independent learning.

#### 4.4 Definition of Study Habits and Some of the Benefits

Given the fact that students gain several advantages, in terms of increasing the words in their repertoire and also their ability to make grammatical sentences; as well as their knowledge of the material, it is evident that students know for certain that independent learning will lead them to the success of their English learning.

#### CONCLUSION

The following are the conclusions of this study, namely: (1) Students in the fifth semester of the 2019/2020 academic year as research subjects already have their own learning plans. (2) Fifth semester students for the 2019/2020 academic year as research subjects have implemented "monitoring in their individual learning. (3) Fifth semester students for the 2019/2020 academic year as research subjects have carried out evaluations after formal learning in class. (4) Students in the fifth semester of the 2019/2020 academic year as research subjects obtain learning inputs such as vocabulary, grammar and information enrichment from their reading before class activities.

#### REFERENCES

- Abdipoor, N., & Gholami, H. (2016). Autonomous and Non- Autonomous EFL Learners' Strategies and Practices. *International Journal of Foreign Language Teaching and Research*, 4(14), 107–121.
- Alhaysony, M. (2017). Language Learning Strategies Use by Saudi EFL Students: The Effect of Duration of English Language Study and Gender. *Theory and Practice in Language Studies*, 7(1), 18–28. <https://doi.org/10.17507/tpls.0701.03>
- Alzubi, A. A. F., & Singh, M. K. M. (2017). The Use of Language Learning Strategies through Smartphones in Improving Learner Autonomy in EFL Reading among Undergraduates in Saudi Arabia. *International Journal of English Linguistics*, 7(6), 59–72. <https://doi.org/10.5539/ijel.v7n6p59>
- Coşkun, Y. (2018). A Study on Metacognitive Thinking Skills of University Students. *Journal of Education and Training Studies*, 6(3), 38–46. <https://doi.org/10.11114/jets.v6i3.2931>
- Dang, Tin. (2010). Impacts of Learning Management System on Learner Autonomy in EFL Learning. *International Education Studies*. 3. 10.5539/ies.v3n3p3.
- Ellis, A. K., Denton, D. W., & Bond, J. B. (2014). An Analysis of Research on Metacognitive Teaching Strategies. *Procedia - Social and Behavioral Sciences*, 116, 4015–4024. <https://doi.org/10.1016/j.sbspro.2014.01.883>
- Hsieh, Hui-Chun & Hsieh, Hui-Lin. (2019). Undergraduates' Out-Of-Class Learning: Exploring EFL Students' Autonomous Learning Behaviors and Their Usage of Resources. *Education Sciences*. 9. 159. 10.3390/educsci9030159.
- Iamudom, Tirada & Tangkiengsirisin, Supong. (2020). A Comparison Study of Learner Autonomy and Language Learning Strategies among Thai EFL Learners. *International Journal of Instruction*. 13. 199-212. 10.29333/iji.2020.13214a.
- Jaleel, S., & P, P. (2016). A Study on the Metacognitive Awareness of Secondary School Students. *Universal Journal of Educational Research*, 4(1), 165–172. <https://doi.org/10.13189/ujer.2016.040121>

- Talok, D., Erom, K., Djehatu, M., & Panis, I. (2023). *Metacognitive Learning Strategies for EFL Autonomous Learning*. *Jurnal Komunikasi Pendidikan*, 7(1). doi: <https://doi.org/10.32585/jurnal.komdik.v7i1.2641>
- Koosha, Mansour & Abdollahi, Azam & Karimi, Fatemeh. (2016). The Relationship among EFL Learners' Self-esteem, Autonomy, and Reading Comprehension. *Theory and Practice in Language Studies*. 6. 68. 10.17507/tpis.0601.09.
- Lengkanawati, N. (2017). LEARNER AUTONOMY IN THE INDONESIAN EFL SETTINGS. *Indonesian Journal of Applied Linguistics*, 6(2), 222-231. doi:<https://doi.org/10.17509/ijal.v6i2.4847>
- Liu, H.-J. (2012). Understanding EFL undergraduate anxiety in relation to motivation, autonomy, and language proficiency. *Electronic Journal of Foreign Language Teaching*. 9. 123-139.
- Lu, Jinjin. (2012). Autonomous Learning in Tertiary University EFL Teaching and Learning of the People's Republic of China. *International Journal of Information and Education Technology*. 608-611. 10.7763/IJiet. 2012. V2. 215.
- Nosratinia, Mania & Zaker, Alireza. (2013). Autonomous Learning and Critical Thinking: Inspecting the Association Among EFL Learners. The First National Conference on Teaching English, Literature, and Translation (NCTLT) Shiraz University, Shiraz, Iran.
- McCabe, J. Metacognitive Awareness of Learning Strategies in Undergraduates. *Memory & Cognition*, 39 (3), 462 - 476. <https://doi.org/10.3758/s13421-010-0035-2>
- Mojarrabi Tabrizi, Haleh & Saeidi, Mahnaz. (2015). The Relationship among Iranian EFL Learners' Self-efficacy, Autonomy and Listening Comprehension Ability. *English Language Teaching*. 8. 158. 10.5539/elt.v8n12p158.
- O'Malley, M. J., & Anna, U. (1990). *Learning Strategies in Second Language Acquisition*. Cambridge University Press.
- Robert C Bogdan, & Sari, K. B. (1998). *Qualitative Research in Education. An Introduction to Theory and Method*. Allyn and Bacon.
- Salehi, Hadi & Ebrahimi, Marziyeh & Sattar, Sousan & Shojaee, Mohammad. (2015). Relationship between EFL Learners' Autonomy and Speaking Strategies They Use in Conversation Classes. *Advances in Language and Literary Studies*. 6. 37-43.
- Su, M. H. M., & Duo, P. C. (2010). EFL learners' language learning strategy use as a predictor for self-directed learning readiness. *Journal of Asia TEFL*, 7(2), 153–176.
- Suwadi. (2017). Peningkatkan Keaktifan Dan Hasil Belajar Melalui Penerapan Strategi Pembelajaran Guided Note Taking Bervariasi Pada Mata Pelajaran PKn. *Jurnal Komunikasi Pendidikan*, 1(1), 100–111.
- Talok, D. (2006). *Learning Strategies Across Cultures of EFL Learners Residing in Nusa Tenggara Timur (NTT) Province*. Universitas Negeri Malang.
- Vrieling, E., Bastiaens, T., & Stijnen, S. (2012). Effects of increased self-regulated learning opportunities on student teachers' metacognitive and motivational development. *International Journal of Educational Research*, 53, 251-263. <https://doi.org/10.1016/j.ijer.2012.03.014>
- Wenden, A. L. (1991). *Learner strategies for learner autonomy: Planning and implementing learner training for language learners*. Hertfordshire, UK: Prentice-Hall International.
- Wenden, A., & Rubin, J. (1987). *Learner Strategies in Language Learning*. Englewood Cliffs, N.Y. : Prentice/Hall International.
- Widyahening, C. E. T., & Rahayu, M. S. (2021). Pembelajaran Kosakata Bahasa Inggris dengan Media Cerita Rakyat bagi Siswa Kelas V Sekolah Dasar. *Jurnal Komunikasi Pendidikan*, 5(1), 108–123. <https://doi.org/10.32585/jkp.v5i1.913>
- Wiraningsih, Putu & Santosa, Made. (2020). EFL teachers' challenges in promoting learner autonomy in the 21st-century learning. *Journal on English as a Foreign Language*. 10. 10.23971/jefl.v10i2.1881.
- Xiao, Yuchai. (2016). Exploratory investigation into the metacognitive knowledge and metacognitive strategies of university EFL writers in China. Dissertation. Steunhardt School of Culture, Education, and Human Development. New York University. USA

Talok, D., Erom, K., Djehatu, M., & Panis, I. (2023). *Metacognitive Learning Strategies for EFL Autonomous Learning*. *Jurnal Komunikasi Pendidikan*, 7(1). doi: <https://doi.org/10.32585/jurnal.komdik.v7i1.2641>

Xu, Q. (2016). A Brief Study on English Autonomous Learning Ability Based on Mobile Learning in EFL Curriculum. *Canadian Social Science*, 12, 114-118.

Zainuddin, Z., Habiburrahim, Muluk, S., & Keumala, C. M. (2019). How do students become self-directed learners in the EFL flipped-class pedagogy? A study in higher education. *Indonesian Journal of Applied Linguistics*, 8(3), 678–690. <https://doi.org/10.17509/ijal.v8i3.15270>