



The Correlation Study Between Students' Metacognitive Strategy and Self-Efficacy in Learning English

Taufik Afdal^{1*}, Eka Mayasari², Nurul Anwar³ 

^{1,2}English Education Department, STAI Miftahul Ulum, Tanjungpinang, Indonesia

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ABSTRACT

The objective of this research was to find out the correlation between students' metacognitive strategy and their self-efficacy in speaking skills at the third grade of language major of MAN Tanjungpinang. The design of this research is a correlational research. The subject of this research was all of the students of the third grade of language major of MAN Tanjungpinang. The object of the research is students in the third grade of language major of MAN Tanjungpinang. The population of this research was 197 students of the third grade in MAN Tanjungpinang with 19 of the students being used as samples of the research. To collect the data, the researcher used observation and questionnaires. To analyze the data the researcher used descriptive statistics with a Pearson Product Moment and tested of the significance of the correlation coefficient. The result indicated that the value of the correlation coefficient (r) is 0.425, with level of correlation is moderate because it is in the coefficient interval between 0.40 - 0.599, while the value of $t_{computed}$ is greater than the value t_{table} ($1,935 > 1,734$) and the significance value is 0,035, which is $0,035 < 0,05$ (1-tailed). H_0 is rejected and H_a is accepted. It is concluded that there is a significant correlation between students' metacognitive strategy and their self-efficacy in speaking at the third grade of language major of MAN Tanjungpinang at 0,05 level (1-tailed). In conclusion, the results of the analysis indicate that there is a significant correlation between students' metacognitive strategy and their self-efficacy in speaking at the third grade of language major of MAN Tanjungpinang.

1. INTRODUCTION

A language is a social tool used by humans to communicate. As a communication problem, we have to classify the use of language according to the purpose of communication. An act of communication refers to storing symbols, rules, and a set of rules provided by the language. This set of rules is used in the communication process to receive messages or meanings. One of the languages studied at school is English. English is a universal language because many countries in the world use it as the main language. In addition, English is one of the most important international languages to master or learn. The four components of English skills are speaking, reading, listening, and writing. For the improvement of language teaching and learning, research has been conducted on several methods and strategies. There are four major approaches to language teaching exist (cognitive approach, affective-humanistic approach, comprehension approach, and communicative approach) and there are ten macro strategies (maximizing learning opportunities, facilitating negotiated interaction, minimizing perceptual mismatches, promoting language awareness, contextualizing linguistic input, integrating language skills, promoting learner autonomy, raising cultural awareness, ensuring social relevance) (Marianne et al., 2014). Methods and learning strategies are essential for achieving effective and efficient learning outcomes during the teaching-learning process. Teachers may design engaging, interactive lessons and students can comprehend the lesson thoroughly in order to get the most out of their learning. According to O'Malley and Chamot (1990 in Raofi et al., 2013) said language learning strategies are categorized into three categories: cognitive, metacognitive, and socio-affective. These strategies refer to cognition and self-regulation. Cognition is the process of thinking about the knowledge acquired while self-regulation is the ability to motivate oneself to achieve a goal. Students must have the ability to understand the knowledge gained and motivate themselves intensively to achieve maximum learning achievement. Metacognitive models have been observed to have a more significant influence than other learning techniques on the effectiveness of language acquisition. In the Foreign Language Acquisition literature, among the many types of learning strategies; these recommendations help students control their own learning and successfully complete various language activities in a range of settings. If the student develops cognitive skills and cognitive regulation skills, he/she can use metacognition. When students use the English component in learning English confidently accompanied by

*Corresponding author.

E-mail addresses: taufikafdaltranslator@gmail.com (Taufik Afdal)

cognitive skills and cognitive regulation skills, students' metacognition proceeds well. In cognitive regulation, a learner engages in processes involved in planning, monitoring, and evaluating to control their learning. In learning English, students are required to be able to express themselves effectively accompanied by the motivation that comes from maximum self-efficacy to support student performance in the learning process. When students see their friends and classmates successfully complete a task, they acquire positive attitudes about their own skills to complete the activity, which can enhance the learner's capacity. Self-efficacy is impacted by support and compliments. When they receive support from mentors, advisers, or superiors who esteem them, students gain self-efficacy regarding a certain activity. talents in the particular disciplines being evaluated. Cognitive strategies and self-confidence with maximum self-efficacy will affect the students' learning process to develop metacognition with specific thinking processes in learning English. Students know what they are going to do and how they will do it. Despite their limited knowledge of English, they seem to believe they can learn better when learning English. Students with high-level self-efficacy beliefs are confident when faced with problems and struggle to the end by showing a persistent and patient attitude. The researcher assumes that there is a correlation between students' metacognitive strategy and self-efficacy in learning English. Based on the explanation above, there is a need to investigate the correlation between students' metacognitive strategy and their self-efficacy in learning English. Therefore, the researcher would like to research this problem at the third grade of language major of MAN Tanjungpinang entitled "The Correlation Study Between Students' Metacognitive Strategy and Self-Efficacy in learning English".

The researcher limited the problem is as follows "the correlation between students' metacognitive strategy and their self-efficacy in speaking skills."

2. METHODS

The present study employs a correlational-research design. Correlational research design is a type of research design that investigates the relationship between two or more variables. The aim is to establish whether a relationship exists, the strength of the relationship, and the direction of the relationship.

To collect the data in this study, the researcher used a questionnaire. The questionnaire is a method of data collection in which respondents answer a set of questions or write down their answers.⁵⁹ The researcher used a questionnaire with 20 items from 52 items of the Metacognitive Awareness Inventory (MAI) and 20 items from the 28 items of Speaking Self-Efficacy Belief.

Based on the research design above the researcher analyzed the data uses descriptive statistics. Descriptive statistics are statistics used to analyze data by describing or describing the data that has been collected as it is without intending to make conclusions that apply to the public or generalizations⁶².

The subject of this research was all of the students of the third grade of language major of MAN Tanjungpinang. The object of the research is students in the third grade of language major of MAN Tanjungpinang. The population of this research was 197 students of the third grade in MAN Tanjungpinang with 19 of the students being used as samples of the research. To collect the data, the researcher used observation and questionnaires. To analyze the data the researcher used descriptive statistics with a Pearson Product Moment and tested of the significance of the correlation coefficient.

3. RESULT AND DISCUSSION

Two questionnaires were administered to students in order to gather the data of the present research. The researcher employs SPSS 26 to process the data and obtain the information. The calculation results in the data description shown below.

1. Students' Score Interval of Metacognitive Strategy

Table 1. Students' Score Interval of Metacognitive Strategy

No	Category	Interval	Frequency	Total	Percentage
1.	High	16 - 18	4	19	21,05%
2.	Quite High	13 - 15	4		21,05%
3.	Medium	10 - 12	8		42,1%
4.	Low	6 - 9	3		15,8%

The score interval table shows the number of students who got: 1) *Low* were 3 students with a percentage of 15,8%; 2) *Medium* were 8 students with a percentage of 42,1%; 3) *Quite High* were 4 students with a percentage of 21,05%; 4) *High* were 4 students with a percentage of 21,05%. It means that the average number of students used metacognitive strategies well. The fact that 15,8% of students received low scores could suggest that there are some areas where students are struggling with the subject matter. Similarly, the fact that 21,05% of students received high scores could indicate that some students have a particular aptitude for the topic being tested.

2. Students' Score Interval of Self-Efficacy

Table 2. Students' Score Interval of Self-Efficacy

No	Category	Interval	Frequency	Total	Percentage
1.	High	≥ 71	1	19	5,3%
2.	Quite High	63 - 70	7		36,8%
3.	Medium	53 - 61	3		15,8%
4.	Low	43 - 52	8		42,1%

The score interval table shows the number of students who got: 1) *Low* were 8 students with a percentage of 42,1%; 2) *Medium* were 3 students with a percentage of 15,8%; 3) *Quite High* were 7 students with a percentage of 36,8%; 4) *High* were 1 student with a percentage of 5,3%. It means that the average number of students have medium and quite high level of self-efficacy in speaking English. Low (42.1%). This could indicate that there are underlying issues with the curriculum, teaching methods, or student support services that need to be addressed. On the other hand, the relatively small number of students in the High category (5.3%) might suggest that the course is not challenging enough or that there are not enough opportunities for high-achieving students to excel. The high number of students in the Quite High category (36.8%) could indicate that the course is generally well-received and meets the needs of most students. However, the presence of a Low category (42.1%) might suggest that there are areas where the course could be improved to better meet the needs of struggling students.

3. Descriptive Statistics Results

Table 3. Students' Descriptive Statistics Results

	N	Minimum	Maximum	Mean	Std. Deviation
Metacognitive Strategy	19	6	18	12,05	3,358
Self-efficacy	19	43	71	57,21	9,223
Valid N (listwise)	19				

According to the table above, it can be concluded: 1) The students' metacognitive strategy minimum score is 6 and the maximum score is 18; 2) The students' self-efficacy minimum score is 43 and the maximum score is 71; 3) The variation of students' metacognitive strategy mean score which is 12.05 with a standard deviation of 03.36; 4) The students' self-efficacy mean score which is 57,21 with a standard deviation of 09,22.

The statement notes that the metacognitive strategy scores range from a minimum of 6 to a maximum of 18. This suggests that there is a wide range of variation in students' metacognitive abilities, with some students exhibiting very low levels of these skills and others exhibiting very high levels. This could have implications for their ability to learn and perform well in academic settings, as metacognitive strategies are important for regulating one's own thinking and learning processes.

The statement notes that the self-efficacy scores range from a minimum of 43 to a maximum of 71. Self-efficacy refers to a person's belief in their own ability to succeed in a given task or situation, and higher scores suggest that students are more confident in their abilities. The range of scores suggests that some students may be struggling with confidence in their academic abilities, while others are more confident.

The statement also provides information on the mean scores and standard deviations for both measures. The mean score for metacognitive strategy is 12.05, which suggests that on average, students have a moderate level of these skills. However, the standard deviation of 3.36 suggests that there is a significant amount of variation in the scores, with some students scoring much higher or lower than the average.

The mean score for self-efficacy is 57.21, which suggests that on average, students have a relatively high level of confidence in their abilities. However, the standard deviation of 9.22 suggests that there is also a significant amount of variation in these scores, with some students having much lower levels of self-efficacy.

4. The Regression Coefficients Result

Table 4. The Regression Coefficients Result

Model	Unstandardized Coefficients			Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	43,148	7,531		5,729	,000
	Metacognitive Strategy	1,167	,603	,425	1,935	,070

Dependent Variable: Self-efficacy

According to the table above, it can be concluded: 1) α value = 43,148. it means that if the students' metacognitive strategy is 0, then the students' self-efficacy in speaking value is 43,148; 2) β value = 1,167. It means that assuming the strategy metacognitive value is fixed (unchanged), every increase in the students' metacognitive strategy value of 1 will increase the students' self-efficacy in speaking value by 1,167; 3) t value = 1,935. It means that there is a correlation of the independent variable on the dependent variable.

5. The Correlation of the Data

Table 5. Significance of Correlation with 1-tailed

		Metacognitive Strategy	Self-efficacy
Metacognitive Strategy	Pearson Correlation	1	,425*
	Sig. (1-tailed)		,035
	N	19	19
Self-efficacy	Pearson Correlation	,425*	1
	Sig. (1-tailed)	,035	
	N	19	19

*. Correlation is significant at the 0.05 level (1-tailed).

From the table above, it can be concluded that the correlation coefficient value (*r*) is 0,425 and significant value (*p*-value) in (1-tailed) is 0,035, which means that the correlations between students' metacognitive and their self-efficacy in speaking are significant at the 0,05 level (1-tailed).

This research aims to determine “the correlation correlation between students' metacognitive strategy and their self-efficacy in speaking at the third grade of language major of MAN Tanjungpinang”. based on the research data analyzed, it is discussed as follows. From the calculation of the correlation of coefficient, test of significance and hypothesis testing show that: there is a positive and significant correlation between students' metacognitive strategy and their self-efficacy in speaking with the value of the correlation coefficient is 0.425, which indicates that level of correlation is **moderate** because value of the correlation coefficient is 0.425 in the coefficient interval between 0.40 - 0.599, while the value of *t_{computed}* is greater than the value *t_{table}* (1,935>1,734) and the *p*-value is less than 0,05 level of 1-tailed (0,035<0,05). This shows that students who use metacognitive strategy well will affect their self-efficacy in speaking, even though the level of correlation between one variable and another is **moderate**. To put it another way, the students understand what they know, they know how to implement strategies in the English learning process, particularly in speaking skills. They are able to plan, oversee, and assess the knowledge they acquire during the speaking learning process using the strategies that are already familiar with. this will affect their level of self-efficacy in speaking skills. As opposed to that, the students who lack effective metacognitive strategies will consequently have low self efficacy level in speaking. Although the level of relationship between student's metacognitive strategy and self-efficacy in speaking is moderate. Students already possess knowledge of how thoughts work and appropriate self-assurance in their ability to communicate. The average score of students' metacognitive strategies (12.04) and the average value of students' self-efficacy (57.21) both show this to be the case. However, unsatisfactory understanding and motivation, hesitancy in speaking, and fear of making mistakes when learning to speak are all factors that affect knowledge of mental processes and a lack of thorough self-confidence.

6. CONCLUSION

As a result of the analysis and discussion of “correlation between students' metacognitive strategy and their self-efficacy in speaking at the third grade of language major of MAN Tanjungpinang”, Thus, it can be concluded that “There is a positive and significant correlation between students' metacognitive strategy and their self-efficacy in speaking at the third grade of language major of MAN Tanjungpinang with the value of the correlation coefficient (*r*) is 0.425, with level of correlation is moderate because value of the correlation coefficient is 0.425 in the coefficient interval between 0.40 - 0.599, while the value of *t_{computed}* is greater than the value *t_{table}* (1,935>1,734) and the significance value is 0,035, which is 0,035<0,05 (1-tailed)”.

Taken together, these results suggest that there is a wide range of variation in students' metacognitive strategy and self-efficacy scores. This could have implications for their ability to learn and succeed in academic settings, as well as for their overall well-being and confidence. Further analysis and interpretation of the data, along with comparisons to other populations or benchmarks, may be necessary to fully understand the implications of these results.

This research might be small in scale, thus it is suggested that further research touch on a wider research subjects so as to allow for more comprehensive findings. These results suggest that there is a

meaningful relationship between students' metacognitive strategy and their self-efficacy in speaking. This could have implications for teaching and learning strategies, as it suggests that students who are taught to improve their metacognitive skills may also improve their confidence and self-efficacy in speaking. Further research may be necessary to explore this relationship in more detail and to examine the generalizability of these findings to other populations or contexts.

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Appendix 1 : Questionnaire of Metacognitive Strategy

Name:..... Class:..... School:.....

No.	Items	True (Benar)	False (Salah)
1.	I am good at remembering information. (Saya dapat mengingat informasi dalam bahasa Inggris dengan baik.)		
2.	I have control over how well I learn. (Saya dapat mengontrol diri dengan baik ketika belajar bahasa Inggris.)		
3.	I learn more when I am interested in the topic. (Saya akan mendalami topik pelajaran yang menarik.)		
4.	I try to use strategies that have worked in the past. (Saya mencoba menggunakan strategi "speaking" yang telah berhasil.)		
5.	I am aware of what strategies I use when I study. (Saya mengetahui strategi speaking yang digunakan dalam belajar bahasa Inggris.)		
6.	I learn best when I know something about the topic. (Saya mempelajari topik yang saya ketahui dengan baik.)		
7.	I can motivate myself to learn when I need to. (Saya dapat memotivasi diri ketika belajar bahasa Inggris.)		
8.	I think about what I really need to learn before I begin a task. (Saya menyiapkan materi pelajaran dengan baik sebelum mengerjakan tugas.)		
9.	I read instructions carefully before I begin a task. (Saya membaca instruksi dengan baik sebelum mengerjakan tugas.)		
10.	I organize my time to best accomplish my goals. (Saya mengatur waktu dengan baik untuk mencapai nilai yang baik.)		
11.	I focus on the meaning and significance of new information. (Saya fokus pada makna dan pentingnya informasi baru.)		
12.	I try to translate new information into my own words. (Saya mencoba menerjemahkan informasi dengan kata-kata sendiri.)		
13.	I focus on overall meaning rather than specifics. (Saya menangkap informasi sesuai konteks.)		
14.	I find myself pausing regularly to check my comprehension. (Saya selalu mengevaluasi pemahaman saya dalam speaking.)		
15.	I consider several alternatives to a problem before I answer. (Saya menyiapkan diri sebelum menjawab pertanyaan.)		
16.	I ask myself questions about how well I am doing while I am learning something new. (Saya mengevaluasi kemampuan diri dalam mempelajari materi yang baru.)		
17.	I ask others for help when I don't understand something. (Saya meminta bantuan orang lain ketika saya tidak mengerti dalam pelajaran.)		
18.	I stop and go back over new information that is not clear. (Saya mempelajari kembali informasi yang tidak jelas.)		

No.	Items	True (Benar)	False (Salah)
19.	I summarize what I've learned after I finish. (<i>Saya menyimpulkan materi yang telah saya pelajari.</i>)		
20.	I ask myself how well I accomplish my goals once I'm finished. (<i>Saya mengevaluasi dengan baik nilai pelajaran yang telah tercapai.</i>)		

Appendix 2 : Questionnaire of Speaking Self-Efficacy

Name:..... Class:..... School:.....

SD = Strongly Disagree (*Sangat tidak setuju*);

D = Disagree (*tidak Setuju*);

N = Neutral (*Netral*);

A = Agree (*Setuju*);

SA = Strongly Agree (*Sangat setuju*).

No.	Items	SD Sangat tidak setuju	D Tidak Setuju	N Netral	A Setuju	SA Sangat Setuju
1.	I am sure that if I practice speaking more, I will get better grades in the course. (<i>Saya yakin bahwa jika saya terus berlatih speaking setiap hari, maka saya akan mendapatkan nilai yang lebih baik dalam pelajaran bahasa Inggris.</i>)					
2.	Even if the speaking task is difficult and I don't have the required vocabulary, I can find the strategy to get the message across. (<i>Jika tugas speaking dalam bahasa Inggris sulit dan saya tidak memiliki kosa kata yang cukup, saya mempunyai strategi speaking untuk mengatasinya.</i>)					
3.	I am not stressed out when speaking English in the classroom. (<i>Saya tidak merasa gugup ketika berbicara bahasa Inggris di kelas.</i>)					
4.	I enjoy speaking with a proficient partner. (<i>Saya nyaman berbicara bahasa Inggris dengan teman yang lebih pandai bahasa Inggris.</i>)					
5.	I enjoy meeting tourists because I can speak with them well. (<i>Saya nyaman ketika bertemu dengan turis dari luar negeri karena saya mampu berbicara bahasa Inggris bersama mereka dengan baik.</i>)					
6.	The more difficult the speaking practice is, the more enjoyable it is. (<i>Semakin sulit pelajaran berbicara dalam bahasa Inggris, maka semakin menarik.</i>)					
7.	When the instructor asks a question, I raise my hand to answer it even if I'm not sure about it. (<i>Ketika guru menanyakan sebuah pertanyaan dalam bahasa Inggris, saya mengangkat tangan untuk menjawab dalam bahasa Inggris, meskipun saya tidak yakin dengan jawabannya.</i>)					
8.	I'm confident about my ability to interact with other English speakers. (<i>Saya percaya diri dengan kemampuan saya untuk berbicara bahasa Inggris dengan orang lain.</i>)					
9.	While speaking, I can deal efficiently with unexpected situations. (<i>Saya mampu berbicara bahasa Inggris secara spontan dan mendadak.</i>)					
10.	While speaking, I can remain calm when facing difficulties.					

No.	Items	SD Sangat tidak setuju	D Tidak Setuju	N Netral	A Setuju	SA Sangat Setuju
	<i>(Ketika berbicara bahasa Inggris, saya mampu tetap tenang meskipun kesulitan dalam berbicara dengan orang lain.)</i>					
11.	When I'm talking with fluent speakers, I let them know if I need help. <i>(Ketika saya berbicara dengan orang yang fasih berbicara bahasa Inggris, saya langsung belajar bahasa Inggris dengan mereka.)</i>					
12.	I'm confident I can communicate what I mean easily. <i>(Saya percaya diri bahwa saya mampu berkomunikasi dalam bahasa Inggris dengan mudah.)</i>					
13.	I feel confident that I can achieve a native-like accuracy in speaking. <i>(Saya merasa percaya diri bahwa saya mampu berbicara bahasa Inggris dengan tepat seperti penutur asli bahasa Inggris.)</i>					
14.	I strongly believe that I can achieve native-like fluency in English. <i>(Saya sangat yakin bahwa saya mampu berbicara bahasa Inggris dengan lancar seperti penutur asli bahasa Inggris.)</i>					
15.	I can tell a story in English. <i>(Saya mampu bercerita dalam bahasa Inggris.)</i>					
16.	I can ask my teachers questions in English. <i>(Saya mampu bertanya kepada guru dalam bahasa Inggris.)</i>					
17.	I can introduce my teacher to someone else in English. <i>(Saya mampu memperkenalkan guru saya kepada orang lain dalam bahasa Inggris.)</i>					
18.	I can discuss subjects of my interest with my classmates. <i>(Saya mampu mendiskusikan pelajaran kesukaan saya bersama teman kelas dalam bahasa Inggris.)</i>					
19.	I can introduce myself in English. <i>(Saya mampu memperkenalkan diri saya dalam bahasa Inggris.)</i>					
20.	I can answer my teachers' questions in English. <i>(Saya mampu menjawab pertanyaan guru saya dengan bahasa Inggris.)</i>					

Appendix 3 : Students' Metacognitive Strategy Score

N O	STUDENT	METACOGNITIVE STRATEGY (VARIABLE X) QUESTIONNAIRE ITEMS																			TOTAL X	CATEGORY	
		X.1	X.2	X.3	X.4	X.5	X.6	X.7	X.8	X.9	X.10	X.11	X.12	X.13	X.14	X.15	X.16	X.17	X.18	X.19			X.20
1	S.1	0	1	1	1	1	0	1	0	1	0	1	1	0	1	0	1	1	0	0	12	Medium	
2	S.2	0	1	1	1	1	0	1	0	1	0	1	1	1	0	1	0	0	1	0	11	Medium	
3	S.3	0	1	1	1	0	1	1	0	1	1	1	0	1	1	1	1	0	1	0	14	Quite High	
4	S.4	0	0	1	0	0	0	1	0	1	1	1	1	0	0	1	0	1	1	0	10	Medium	
5	S.5	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	16	High	
6	S.6	1	0	1	1	1	1	0	0	0	1	1	1	0	1	1	0	1	1	0	13	Quite High	
7	S.7	0	1	1	1	0	1	0	1	1	0	1	0	1	0	1	0	1	1	0	11	Medium	
8	S.8	0	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	17	High	
9	S.9	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	18	High	
10	S.10	0	0	0	0	0	1	0	0	1	1	1	1	0	0	1	0	1	0	0	8	Low	
11	S.11	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	0	15	Quite High	
12	S.12	0	1	1	0	0	1	0	1	1	1	1	1	0	0	1	1	1	0	1	13	Quite High	
13	S.13	1	1	1	1	0	1	1	0	1	1	0	1	1	1	0	1	1	1	1	16	High	
14	S.14	0	0	0	0	0	0	1	1	1	0	0	0	0	0	1	0	1	1	0	6	Low	
15	S.15	0	0	1	0	0	0	1	1	1	0	0	0	0	0	1	0	1	1	0	7	Low	
16	S.16	0	0	1	0	1	0	1	0	1	0	1	1	1	1	0	1	0	0	0	10	Medium	
17	S.17	0	0	1	0	1	0	0	1	1	0	1	1	1	1	0	1	0	0	0	10	Medium	
18	S.18	0	1	1	0	1	0	1	0	0	1	0	1	1	1	0	1	1	0	1	12	Medium	
19	S.19	0	1	0	1	0	0	1	1	1	1	1	0	0	0	1	0	1	0	0	10	Medium	
TOTAL		3	12	16	10	6	10	14	10	17	12	14	14	13	9	17	7	17	14	4	10	229	

Appendix 3 : Students' Self-efficacy Score