

The Correlation Between The Sixth Grade Students' Metacognitive English Learning Strategies and Their Basic Grammar Mastery in SDN 4 Gelumbang

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ABSTRACT

Penelitian ini mengkaji korelasi antara strategi belajar metakognitif bahasa Inggris siswa kelas 6 dan penguasaan dasar tata bahasa mereka di SDN 4 Gelumbang. Penelitian ini menggunakan desain korelasi kuantitatif dengan sampel 33 siswa yang diambil dari populasi 146 peserta didik. Data dikumpulkan melalui kuesioner strategi instruksional metakognitif dan penilaian tata bahasa dasar. Hasil penelitian menunjukkan adanya hubungan yang rata-rata dan secara statistik signifikan antara penerapan strategi belajar metakognitif bahasa Inggris dan kemampuan siswa dalam tata bahasa dasar. Hasil penelitian menunjukkan bahwa penerapan metode metakognitif secara signifikan berkontribusi dalam meningkatkan kompetensi tata bahasa siswa pada tingkat sekolah dasar. Penelitian ini merekomendasikan agar guru bahasa Inggris mengintegrasikan pelatihan strategi metakognitif ke dalam strategi pengajaran mereka untuk meningkatkan kemandirian siswa dan memperbaiki hasil belajar.

This study investigates the correlation between sixth-grade students' metacognitive English learning strategies and their basics of grammar mastery at SDN 4 Gelumbang. The study utilized a quantitative correlational design with a sample of 33 students drawn from a population of 146 learners. Data were gathered via a metacognitive instructional strategy questionnaire and a fundamental grammar assessment. The findings indicated an average and statistically significant advantageous link between the application of metacognitive English learning strategies and students' proficiency in fundamental grammar. The findings showed that the application of metacognitive methods significantly contributes to improving student grammatical competence at the elementary level. The study advocates for English teachers to incorporate metacognitive strategy training into their strategies for teaching to enhance learner independence and enhance educational outcomes.



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INTRODUCTION

English has emerged as an essential topic in Indonesian schools owing to its global importance in communication, education, commerce, digital literacy, and international cooperation. The swift advancement of global technology, socioeconomic mobility, and internationalized educational curricula has heightened the necessity for robust English literacy throughout all educational tiers, including elementary education. The national curriculum standards indicate that English in elementary school serves as a preparation phase that acquaints children with essential linguistic skills necessary for advanced education and practical communication contexts.

At the elementary school level, English instruction familiarizes students with essential elements including grammar, vocabulary, pronunciation, sentence formation, and basic communication. Grammar, as an essential element of linguistic proficiency, is vital for learners to construct meaningful messages, comprehend texts, and engage in interactions. Cahyono and Widodo (2011) assert that grammar establishes the structural basis essential for precise language development. In the absence of grammatical precision, students may communicate imprecise, ambiguous, or erroneous messages.

Notwithstanding its significance, grammar continues to be one of the most formidable challenges for young learners. Primary school children generally remain in the concrete-operational stage of cognitive development, hindering their ability to comprehend abstract rules unless relevant, contextual, and introspective tactics are employed. A multitude of students depend on memorizing due to traditional grammar training frequently use rule-based explanations instead of discovery-based or strategy-based learning methodologies. This is a challenge since learners may articulate rules yet struggle to implement them in real communication.

Moreover, mastering grammar necessitates regular practice, self-assessment, and the capacity to recognize and rectify mistakes—all of which correspond with metacognitive abilities. Metacognition, characterized as the contemplation of one's cognitive processes, is vital in aiding learners to comprehend their optimal learning strategies. O'Malley and Chamot (1990) assert that metacognitive methods assist learners in planning, monitoring, and evaluating their learning processes. Oxford (1990) emphasizes that metacognitive awareness enables students to assume responsibility for their learning, so fostering autonomy and promoting long-term success.

In Indonesia, metacognitive English learning practices are being progressively advocated to foster student autonomy in learning. Numerous studies affirm that young learners can effectively utilize metacognitive methods when appropriately guided. Hidayati (2018) illustrates that strategy-based education enhances comprehension, whereas Nisak and Fadhilah (2021) indicate a favorable correlation between metacognitive methods and students' English performance across several areas. Nonetheless, there remains inadequate research at the elementary school level, especially concerning the impact of metacognitive methods on grammar proficiency.

This study seeks to examine the correlation between sixth-grade students' metacognitive English learning practices and their proficiency in fundamental grammar at SDN 4 Gelumbang. Comprehending this relationship is crucial for formulating pedagogical strategies that enable young learners to reflect on their learning, rectify mistakes, and establish a robust foundation in grammar.

METHOD

Research Design

This research employed a quantitative correlational methodology to examine the relationship between metacognitive English learning strategies and basic grammar proficiency in sixth-grade students. A correlational strategy is appropriate for evaluating the relationship between two measurable variables without intervention (Creswell, 2012). This study employed metacognitive strategies as the independent variable (X) and grammar proficiency as the dependent variable (Y).

Population and Sample

The study population consisted of 146 sixth-grade students enrolled at SDN 4 Gelumbang. An ensemble of 33 students was selected as the research sample using purposive sampling. This sampling method was chosen to ensure that participants had prior exposure to English learning and were available within the research timeframe. According to Arikunto (2019), a sample size comprising 10–25% of the population is sufficient for educational research, making the selected sample of 22.6% acceptable.

Instruments

Two instruments were used in this study:

Metacognitive English Learning Strategy Questionnaire

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accessible during the research period. Arikunto (2019) asserts that a sample size of 10–25% of the population is adequate for educational research, deeming the selected sample of 22.6% as acceptable.

Basic Grammar Test

A grammar assessment in English, designed by an educator and consisting of multiple-choice and short-answer questions, was administered to assess students' proficiency in essential grammatical concepts aligned with the elementary curriculum. The examination included topics such as parts of speech, simple present tense, subject-verb agreement, pronouns, and sentence structure. The highest possible score was 30.

Data Collection Procedures

The permission was secured from the school before data collection commenced. Participants were briefed on the study's objectives and guaranteed confidentiality. The questionnaire and test were conducted during class hours with teacher supervision. The data were scored, tabulated, and prepared for statistical analysis.

Data Analysis

Descriptive statistics, specifically mean and standard deviation, were employed to characterize the students' utilization of metacognitive strategies and their grammar scores. Pearson Product–Moment correlation was utilized to assess the relationship between the two variables, as the data satisfied the assumptions of linearity and normality. The significance level was established at 0.05.

RESULT AND DISCUSSION

Descriptive Statistics

The descriptive statistics of the metacognitive strategy scores and grammar scores are presented below:

Variable	Mean	Standard Deviation	Scale
Metacognitive Strategy Use (X)	62.40	11.18	20–100
Grammar Mastery (Y)	15.87	8.58	0–30

Discussion

This study's findings indicate a moderate and significant effect. The Relationship Between Sixth Grade Students' Metacognitive English Learning Strategies and Their Fundamental Grammar at SDN 4 Gelumbang. Students engaged in the planning, monitoring, and evaluation of their learning demonstrate a higher likelihood of excelling in the comprehension and application of grammar rules.

The findings align with existing research indicating that metacognitive methods improve language learning outcomes. Hidayati (2018) found that the use of metacognitive strategies improved students' reading comprehension. Nisak and Fadhilah (2021) observed a significant effect of metacognitive methods on English learning outcomes among Indonesian students. Research conducted internationally by Zhang (2018) and Hao and Nai (2015) substantiates the claim that metacognitive methods are essential for enhancing language proficiency.

Metacognitive learners in grammar generally identify their shortcomings, monitor errors, and implement corrective strategies. Introspective strategies may improve understanding and retention of grammatical principles. The intermediate connection suggests that while metacognitive strategies significantly influence grammar acquisition, other factors such as instructional quality, motivation, parental support, and children's exposure to English outside the classroom may also play a role.

The findings indicate the necessity of integrating metacognitive strategies into primary English education. Educators are urged to demonstrate metacognitive practices, teach self-regulation strategies, and create learning experiences that promote reflection and self-assessment.

CONCLUSION

This study demonstrates a significant positive correlation between the use of metacognitive English learning strategies and the mastery of basic grammar among sixth-grade students at SDN 4 Gelumbang. Students who regularly utilize metacognitive strategies generally achieve better outcomes in grammar.

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