

## Student Perceptions and Choices of Metacognitive Strategy Components in French Vocabulary Learning

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**ABSTRACT** – This study intends to create students' awareness toward the use of metacognitive strategy components and identify their choices of metacognitive strategy components after interventions. 45 students, who learnt French as a foreign language, participated in this study. Ellis' Second Language Acquisition model and Metacognitive Learning Strategy Model from O'Malley & Chamot were used as a theoretical foundation and framework. Interview protocol was administered as the main research instrument to collect students' perceptions together with a questionnaire. The results were classified into metacognitive strategy components, which are planning, monitoring, and evaluation. Mixed methods research design utilising the quasi-experimental design were used to investigate how students' perceptions demonstrated their choice of strategies, which were administered before and after the interventions. Validity and reliability of the questionnaire were tested using SPSS. After three interventions using metacognitive strategy components, the results showed that students' perceptions affected choices of strategies; creating awareness among students. 68% of students used evaluation strategies, 54.93% used monitoring strategies, and only 35.93% used planning strategies.

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## INTRODUCTION

The new era of technology and Industrial Revolution 4.0 requires that people master at least one foreign language. The emergence of an interconnected and independent world urges more and more people to compete and succeed in the universal life by being proficient in a foreign language. This is an opportunity for people to connect with others all around the world. Considering this situation, higher institutions worldwide are offering foreign language courses to provide their students with competency and skills in foreign languages and prepare them to deal with the fast-changing world of globalization (Palaleo & Srikrajang, 2018). However, learning a foreign language at university is not an easy task, especially when students are far away from a contact linguistic of the target language or the language is not widely used in their country. This also applies to Malaysian students, who take the French language as a subject in Malaysian universities. Many students face problems in speaking French proficiently, whether due to that language itself or perhaps they have a negative self-concept toward learning French. Another problem is that students lack knowledge about the French language and do not have an opportunity to use the language regularly (Asbullah & Halim, 2016).

## LITERATURE REVIEW

One of the problems that is believed to be the source of interference toward learning French is students' perceptions. Perception can be defined as a process related to the entry of messages or information into the human brain; through this perception, humans continuously interact or relate to their environment. This relationship is carried out through the senses, namely the senses of sight, hearing, touch, taste and smell (Emiliyasi & Kosmajadi, 2019). Previous studies of foreign language learning have found that students who have a negative belief in the target language will face difficulties in proficiency in that language (Takac, 2008). Belief can also be determined as a variable that affect students' achievements in learning a foreign language (Ellis, 2008). Students who have negative perceptions toward learning French will affect their learning outcomes. Some findings have found that a variety of students' perceptions originally occur from students themselves or through socio-cultural factors (Ellis, 2008). Some students are not confident in using the target language because they fear that they will be negatively viewed by their peers as well as teachers when they make mistakes. They think that their friends are much better at using the language compared to themselves (Sofian Hadi et al., 2020; Palaleo & Srikrajang, 2018). Besides, some students make comparisons with native speakers in using the target language, which certainly will be not an appropriate judgment for them if they have such a perception (Point et al., 2021). However, some students who have positive perceptions toward the target language are more successful in their learning; for example, they think that the target language allows them to get a job. Some students even feel that the language is fun and easy to learn (Agbo et al., 2020). Likewise, high self-confidence in using the target language also makes learning more effective and motivates students to use the target language (Asbullah & Halim, 2016).

In some circumstances, perception does not only occur from the students themselves but also from socio-cultural factors. For example, a study conducted on students who took Arabic in secondary school in Kuala Terengganu, Malaysia, found that their interest in learning Arabic was related to the importance of Arabic in learning Islamic religion (Nasywa Muhammad Ariff Bakhtiar & Norasyikin Osman, 2019). On the other hand, some students believe that the facilities for learning a foreign language in university are inadequate, the academic atmosphere is not supportive, the module is not easy to follow, and learning English is considered not easy (Afjalurrahmansyah, 2021). Hence, to improve students' ability to learn foreign languages effectively, such problems need to be addressed to find the cause of the obstacles.

A way to help students improve their foreign language learning is by introducing metacognitive learning strategies (Lee & Heinz, 2016). In this study, metacognitive learning strategies were introduced to the students purposely to create awareness among them. Studies on metacognitive learning strategies have been conducted for the past two decades, and researchers such as O'Malley and Chamot (1990) and Oxford (1990) have attempted to identify and categorize language learning strategies. Their studies focused on what strategies students use when learning a foreign language. Stevick (1980) found that student success in foreign language learning is not due to teaching and learning materials, techniques, and linguistic analysis, but more to what occurs among students in the classroom. This metacognitive approach in learning a foreign language has opened a new dimension in study, which does not just concentrate on the learning process but also identifies how individuals learn that language.

Eventually, by considering students' perceptions of language learning, it will be easier for researchers to choose language learning strategies that are appropriate and coincide with students' needs. Therefore, when students' perceptions have been identified, teachers can include the components of metacognitive learning strategies in the process of learning. As a result, students will be more aware of the use of that particular strategy. Accordingly, to overcome these problems, learning strategies can be used to extend students' skills and strengthen their cognitive abilities (O'Malley and Chamot 1990). They define metacognitive strategy as "a learning strategy that involves thinking about or knowledge of the learning process, planning for learning, monitoring learning while it is taking place, or self-evaluation of learning after the task has been completed" (p.8). Therefore, metacognitive strategies play the most important role in the success of learning the language (O'Malley & Chamot, 1990; Oxford, 2003). Metacognitive strategy as a mind-set that can help students think about their learning process. By practicing and applying metacognitive strategies in their learning, they will be more aware and able to overcome the problems in learning the language. Likewise, learning becomes more effective (O'Malley & Chamot, 1990; Oxford, 2003).

In this study, after identifying students' perceptions of learning French, metacognitive strategies were introduced to students by implementing three interventions of teaching and learning. The purpose of this study is to explore students' perceptions toward French vocabulary learning and their frequencies of use of metacognitive strategies in learning French at the university level in Malaysia. The research questions for this study are:

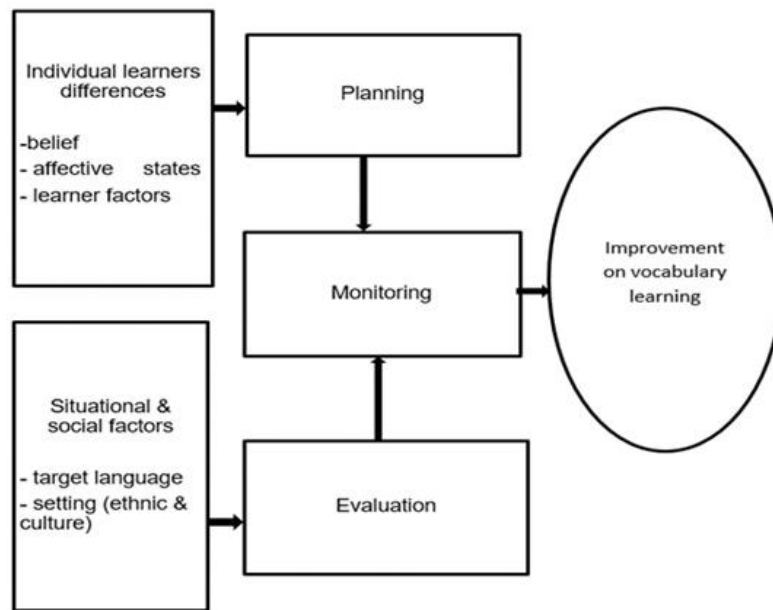
- 1) What are students' perceptions toward learning French vocabulary before and after interventions?
- 2) What are the most widely used components of metacognitive strategies in learning vocabulary?

## METHODOLOGY

### Research Framework

This mixed method study combines qualitative and quantitative approaches. The objective of qualitative research is to broaden the understanding of the phenomena by engaging in a more naturalistic and less structured data collection procedure. It includes exploring and describing concepts by collecting rich and in-depth data and taking full account of individuals. This method is used to answer research question 1. It is relatively open and has less structured strategies for data collection, such as the use of interviews to generate a detailed account of human behavior (Larsen Freeman & Long, 2014). On the other hand, the quantitative method is used to analyse numerical data to answer research question 2.

The model adopted for this study was based on two main models: 1) The Second Language Acquisition Model of Ellis (2008) and 2) Classification Model of Metacognitive Learning Strategies of O'Malley and Chamot (1990) (refer Figure 1). These models are applicable for this study because they are practical, comprehensive and include the main domain that influences the learning process and outcome. Part 1 is to explore the learners' perception of learning French vocabulary before and after the intervention. The objective is to see learner's strategy use in their vocabulary learning and to determine if any factors influence the use and selection of the strategies that can affect their learning. This is one of the interesting models that includes learning strategy as a mediator between individual differences and situational and social factors and learning outcome. Part 2 of the research framework, the metacognitive strategy taxonomy from O'Malley and Chamot (1990), is applied in this study. This framework is used to design the quasi-experimental study to generate learners' vocabulary learning during the interventions. All the components of metacognitive strategy will be integrated implicitly into vocabulary learning lessons during eight weeks of three interventions. During three interventions there were three lesson plans and three different texts were applied in this study. In this part, learners have to manage or regulate their learning, such as planning and arranging learning tasks, setting goals and objectives, monitoring the learning process for errors, and evaluating their progress.



**Figure 1.** Conceptual framework of the research (adapted from Ellis (2008) and O'Malley and Chamot (1990).

## Participants

The participants of this study were two groups of students in their second semester at Universiti Teknologi MARA (UiTM), Malaysia. A total of 45 students aged between 19 to 21 years participated in this study. The students were randomly divided into 2 small groups: 24 students were in the control group and 21 students in the experimental group.

## Research Instruments

To seek the information of students' perception toward vocabulary learning, which involves the elements of individual differences such as beliefs and situational and social factors toward target language, questionnaires (belief, emotion and self-reflection) and interview protocol were administered to the students based on the schedule setting. The participants were asked to answer the questionnaire pre- and post-intervention. In the questionnaire, students could answer the questions using any form such as sentences, lists, and even stories, and most importantly, answering the open-ended questions allowed the researcher to obtain more feedback than he anticipated (Farrell, 2016). The purpose of this questionnaire is to collect exploratory information, and the data will be processed qualitatively.

Moreover, the interview protocol (inspired by Oxford's model, 1990) was used to investigate the metacognitive learning strategies among students who learn French vocabulary. This is to support the data collected from the questionnaire. Therefore, in this case, this interview was considered as additional information for the questionnaire. For the five Likert scale questionnaire, data were quantitatively analysed. The responses received from the students were analyzed and divided into several criteria to comply with the objectives and theories used in this study. The responses were then grouped according to the questions in this study. For the five Likert-type scale questionnaires, the responses of students were analyzed using SPSS and Microsoft Excel. The validity and reliability of the questionnaire were required to ensure that the questionnaire used in this study was able to measure the research variables. An instrument is said to be valid if it can accurately measure the data onto the variables. In this study, the Cronbach Alpha was used to process the data. Statistical testing using the Cronbach Alpha is said to be reliable when the alpha value is greater than 0.60 and the level of reliability is generally acceptable to a value of 0.60 (Bachman, 1990). The test of reliability, which is under 0.60, is considered unreliable.

## RESULTS AND DISCUSSION

The findings for this research are divided into three categories: qualitative analysis from the questionnaire before intervention in part 1 and from the questionnaire and interview after intervention in part 2, followed by the findings from a quantitative analysis from the Likert-type scale questionnaire after intervention in part 3. Meanwhile, results from the Likert-type scale questionnaire were statistically analyzed. The questionnaire data were analysed to answer the first research question: What are students' perceptions toward learning French vocabulary before and after interventions?

### Qualitative Findings: Before Intervention

Firstly, results of Learners Belief factors are presented. The results obtained from the questionnaire on learners' vocabulary learning showed that almost all of the students (93%) agreed that vocabulary is important in learning a foreign language. We categorised it as "increase their knowledge of vocabulary" (1a1-1a5). For example, when students know the meaning of the words, it is much easier for them to understand a text. Most of the students provided diverse reasons to support their positive feedback. Students' responses from both the experimental group, coded as PE, and the control group, coded as PC, are shown in Table 1.

**Table 1.** Students' belief toward vocabulary learning.

No	Students' Feedback	Student Code
Category 1		
Increase their knowledge of vocabulary		
1A1	"It can help us to speak or learn another language. It is a basic skill to learn a foreign language correctly".	PE4
1A2	"...without vocabulary, the meaning of sentences would not be transmitted correctly and cause confusion	PE6
1A3	"We can communicate with each other easily, and at the same time we can understand what he/she wants to say"	PC29
1A4	"Without vocabulary it is difficult for me to write sentences and in speaking".	PE9
1A5	"It is important especially in learning a foreign language"	PC32
Category 2		
The purpose of social interaction		
1A6	"It would be easy for us to communicate with the natives, tourists, etc., and it can also improve our knowledge about the country in which we learn their language".	PE1
1A7	"The foreigners will respect us if we can speak their languages".	PE17
1A8	"Because when I travel to another country, we must use their language".	PC36
1A9	"If we know vocabulary, we can use it properly".	PC38
1A10	"When you meet a foreigner in a hotel or everywhere, they will respect you when you use their words (language)".	PC41
Category 3		
Uncertain of vocabulary learning		
1A11	"I am not sure actually...".	PE8
1A12	"I just read the vocabulary, but later I still can't remember at all".	PE11
1A13	"I learn vocabulary by memorizing it. Sometimes I just read it".	PE1
1A14	"I read dictionary".	PE12 / PC28
1A15	" <i>Saya menghafal dan belajar cara sebutan</i> " [I just memorize and learn how to pronounce it].	PE2
1A16	"I learn vocabulary from their meaning".	PC34
1A17	"I always search online to find certain words and try memorizing them".	PE6
1A18	"Through spelling and memorizing".	PE18
Category 4		
Secondary elements in learning a foreign language		
1A19	"Normally I do not, I do not bother about the vocabulary".	PE7
1A20	"If I love to do so, I sometimes memorize it".	PE9
1A21	"It depends on our lecturer, if she asks us to learn..."	PE3

Vocabulary is also seen as an important element for the social interaction (A6-A10). From students' point of view, they claimed that vocabulary is important for social needs; for example, i) the use of vocabulary to converse with tourists and foreigners, and ii) as a need for special purposes such as to pursue studies in a foreign country or to visit a foreign country. It is clear from these statements that most of the students were aware of the importance of vocabulary in learning a foreign language, but most of them did not apply appropriate strategies in learning vocabulary. Thus, just knowing the importance of vocabulary is not enough without knowing how to learn it. Some students could be considered uncertain about vocabulary learning, or in other words, they were unclear on how vocabulary should be learned. The results showed that students (42%) were not sure how and when they should learn the vocabulary (1a11 to 1a18). In most cases, they looked at vocabulary as secondary elements (1a19 – 1a21) in learning a foreign language.

Secondly, for the Affective States factors, which we categorise as emotion factors, are students' attitudes. Attitudes may influence students' vocabulary learning, apart from anxiety, joy, and fear. These factors include students' ability to justify difficulties in learning a vocabulary. Students claimed that they had no confidence to use the language, and they were afraid to commit mistakes, which at the same time was caused by the oversight of the vocabulary (1b1-1b6).

**Table 2.** Student attitude toward vocabulary learning.

No	Students' Feedback	Student Code
Category 5	Emotion	
1B1	"I do not have enough confidence in speaking or writing, I feel so shy".	PE13
1B2	"Sometimes it also makes I confused and 'dizzy' to think".	PE1
1B3	"It seems like I have to know everything, I want to know this (word) but it is very difficult for me".	PE11
1B4	"Because we are at the same level, there are no good students in vocabulary who we can learn together".	PC29
1B5	"For the new language, I always have a problem to spell the words even the easy words".	PC3
1B6	"It is difficult to learn, we lose our focus".	PC22
1B7	"When we want to learn, we must do exercise and revise more".	PE5
1B8	"But I want to learn and practice it".	PE11
1B9	"It is normal because we are in the process of learning".	PE14
1B10	"I will try my best to learn and understand the words"	PC4

Even though most students claimed that vocabulary was difficult to learn, a few of them had positive attitudes toward vocabulary learning (1b7-1b10). Therefore, learners' affective states such as emotion, joy, anxiety, and fears should be considered in learning vocabulary since it makes learning more meaningful.

For situational and social factors, the results from this questionnaire showed that 81% of the students believed that French is a difficult language, and it was hard to learn, sometimes making them confused. Indeed, the French language is a new language, difficult to learn, and needs tremendous effort to master all the skills needed, including vocabulary (1d1-1d8).

Apart from vocabulary that requires an effort to learn, students also claimed that there are other linguistic components in that language that needed to be considered, such as grammar and pronunciation (1d9-1d14). For few students, the French language is considered a new language. This target language was a comparison for their first language in which they compared the entire component to the second or third language (1d15-1d16). Their perceptions of the target language can also affect their learning performance, especially in learning vocabulary. It also directly affects the use and selection of learning strategies.

**Table 3.** Perceptions towards the target language.

No	Students' Feedback	Student Code
Category 6	A difficult language	
1D1	"I think vocabulary is difficult to learn because it takes time to understand".	PE4
1D2	"It is hard to remember and understand because there are many rules and grammars".	PE10
1D3	"French is too complicated and it makes I hard to understand. Too many rules in the French language".	PE8
1D4	"For me, the vocabulary is difficult to learn because first, you need to understand its meaning before you can use the words".	PE9
1D5	"Yes because we learn French's vocabulary, which is (very...very...very...difficult)".	PE7
1D6	"...t is different between our native language and a foreign language".	PC30
1D7	"I do not understand certain words and it is hard to search the meaning even though we use google translate".	PC36
1D8	"It is hard to learn and understand this language".	PC26
1D9	"Because most of the words and spelling are different from the pronunciation".	PE5
1D10	"...it also takes more and longer time to understand the language".	PE18
1D11	Yes because I do not understand the conjugation".	PC42
1D12	"There are many things (grammar is) that we have to know".	PC39
1D13	"The pronunciation is difficult and it takes time to learn".	PC39
1D14	"We must consider the spelling, verb and the pronunciation when we speak and write".	PC44
1D15	"Sometimes it has different use of vocabulary in English or in Malay, so it is why I say it is difficult to learn".	PE16
1D16	"There is a huge difference between the vocabularies from my Malay".	PE15

From the findings of the Ethnic and Culture factors, it could be concluded that most of the students were interdependent students. They claimed that they were dependent on the teachers and others in learning vocabulary. Some of them also depended on teachers to provide the meanings and to inform which words they should learn (1e1-1e8).

**Table 4.** Pattern of vocabulary learning.

No	Students' Feedback	Student Code
Category 7	Interdependent students	
1E1	"It depends on our lecture".	PE2/PC36
1E2	"The lecturer will teach us in the class every week".	PE19
1E3	"I learn with the internet and teacher".	PC33
1E4	"It depends on our lecturer, if she/he is asking us to learn".	PE3
1E5	"My teacher teaches me".	PC40
1E6	"Learn with teacher or the others who can teach me".	PC23
1E7	"I also learn vocabulary from my friends".	PE13
1E8	"In the class, the teacher teaches and explains to me".	PE20

Apart from a lack of knowledge of learning vocabulary, the students were also too dependent on teachers, especially in learning vocabulary. There were fewer initiatives for self-study (autonomy). The majority of the students agreed that French vocabulary is tough and challenging to learn. Despite that, their perceptions, attitudes, and beliefs about language learning such as a target language can lead to unsuccessful learning conditions, which additionally hinders their vocabulary development.

### Qualitative Findings: After Intervention

After the interventions, the findings showed that about 81% of the students claimed they liked using the strategies used during the interventions. This could be defined as the acceptance of the new method for learning vocabulary. This means that students positively accepted the new method for learning vocabulary after the intervention occurred. It could be seen by the statements below (1f1-1f7).

**Table 5.** Students' perceptions after the intervention.

No	Students' Feedback	Student Code
Category 8		
Acceptance of the new method		
1F1	<i>"Semua aktiviti saya suka dan tiada yang tidak suka kerana aktiviti semua itu membuat saya lagi mahir untuk belajar vocabulary,"</i> ["I like all activities, there are no activities that I don't like because it makes me improve my vocabulary learning"].	PE1
1F2	"It was a good experience for me. The text given in each class helped me to learn a new vocabulary".	PE2
1F3	"I feel understanding more about vocabulary..."	PE4
1F4	"I like activities that included the objective of learning words".	PE6
1F5	"I love to have more evaluation activities after the classes".	PE11
1F6	"Now I can understand more, can even conjugate the words (verbs)."	PE16
1F7	<i>"Saya banyak belajar perkataan baru dan latihan yang diberikan sangat membantu, teknik teknik terbaru juga banyak membantu saya dalam meningkatkan cara menyebut perkataan French"</i> ["I learned a lot of new words and this training provided me a very helpful technique which also helped me a lot in improving my pronunciation"]	PE17
Category 9		
Positive beliefs toward metacognitive strategies		
1F8	"Using a strategy helps me construct a proper sentence and with the use of a proper vocabulary".	PE2
1F9	"With strategy it can make us more organize in learning vocabulary".	PE5
1F10	"Now I have a plan to learn vocabulary".	PE7
1F11	"We can manage our time and be more confident".	PE8
1F12	<i>"Pembelajaran menjadi lebih santai dan mudah, tidak terlalu fokus pada pembelajaran formal"</i> ["Learning become more relaxed and simple, not overly focused on formal learning"]	PE9
1F13	"It can improve my thinking and my vocabulary knowledge".	PE10
1F14	"It can improve my vocabulary".	PE15
1F15	"That is the way to learn vocabulary".	PE12
1F16	"It makes more confident in learning vocabulary".	PE21

In addition, the students also gave their views on the strategies during the intervention. The answers given showed that all the students had positive belief in metacognitive strategies (1f8-1f16). These findings show that the use of metacognitive strategies can assist students in learning vocabulary. Students' patterns of vocabulary learning also changed after the intervention. From the responses given, many students gave positive replies to the strategies applied during their vocabulary learning in the classroom. This could be considered a change from an old to a new vocabulary learning pattern among the students. Some students claimed that (1g1-1g4).

**Table 6.** Students' pattern of learning vocabulary after the intervention.

No	Students' Feedback	Student Code
Category 10	Changes from old to new vocabulary learning pattern	
1G1	"I write on my notebook and try to use it in my daily life. I often try to communicate with others".	PE20
1G2	"I got some improvement from some strategies".	PE6
1G3	" <i>Saya dapat menggunakan beberapa strategi yang sesuai</i> " [I get use some appropriate strategies].	PE14
1G4	" <i>Saya juga coba menggunakan beberapa strategi yang diapikasi di dalam kelas dengan betul</i> " [I try to use some strategies that applied in the classroom appropriately]	PE17
1G5	"Improve step by step in using some strategies".	PE12
1G6	"I got the improvement with some strategies".	PE6
1G7	" <i>Dengan mengaplikasikan beberapa strategi baru, contohnya saya mula membaca artikel, menonton movie dan mendengar lagu (Perancis)</i> . [Applied new strategies, for example, starting to read articles, watch movies and listen to the songs (French)].	PE1
1G8	"With using some strategies, now I find it is not difficult for us to learn vocabulary".	PE18
1G9	"After this session, it makes me more understand vocabulary learning".	PE21
1G10	"I do more practice ...I also use the strategy that I believe can help me".	PE3
1G11	"I look back at some texts that we learn in the class and I use some strategies that we practiced during the lessons".	PE2

The results also showed that the students' improvement in learning vocabulary increased from time to time (1g5-1g6). Some students even used strategies outside the classroom (1g7). These results have also shown that the students' confidence toward the strategies used was positive (1g8-1g11). The findings showed that the students changed their learning patterns to use more effective strategies that were practiced during the intervention. These findings also implied that the metacognitive strategy components used by the students could be assisted in learning vocabulary.

The questions for the interview were constructed based on the components inside the metacognitive learning strategies such as planning, monitoring, and evaluation. The responses for planning strategy showed that students were conscious of the use of planning strategies in learning vocabulary compared before the intervention (1h1-1h5). Students were also paying more attention to vocabulary (1h6-1h9). From the answers given by the students, it could be concluded that the students have begun to change the pattern of their learning by planning their tasks, especially when working with the vocabulary. For the monitoring strategies, the students' answers show that they have changed their way of learning to be more strategic by monitoring their learning (1h10-1h14). After studying vocabulary, certain students claimed that they tried to retain the words (1h15-1h18). In the evaluation strategies, the students claimed that they started to evaluate their learning (1h19-1h21) even they realize their mistakes in their previous vocabulary learning (1h22-1h30).

#### Quantitative Findings: After Intervention

The findings of the questionnaire were analysed using descriptive statistics to enable the researchers to make inferences and generalizations to this population regarding their learning of French as a foreign language. The questionnaire was given to the students at the end of the interventions. In this study, the data were analyzed using SPSS version 22. In an overall finding (Table 7), the higher mean came from question C5 (Evaluation - I often evaluate my vocabulary learning and try to determine how to improve it) which is 4.29 and SD is 0.644 and the lowest score is from question B6 (Monitoring - I frequently discuss the learning experience (words learning) with the teacher) which mean is 3.43 and the SD is 1.248 and for the whole finding, all scores were interpreted as shown in Table 7.



**Table 7.** Mean and standard deviation in the planning, monitoring and evaluation strategies.

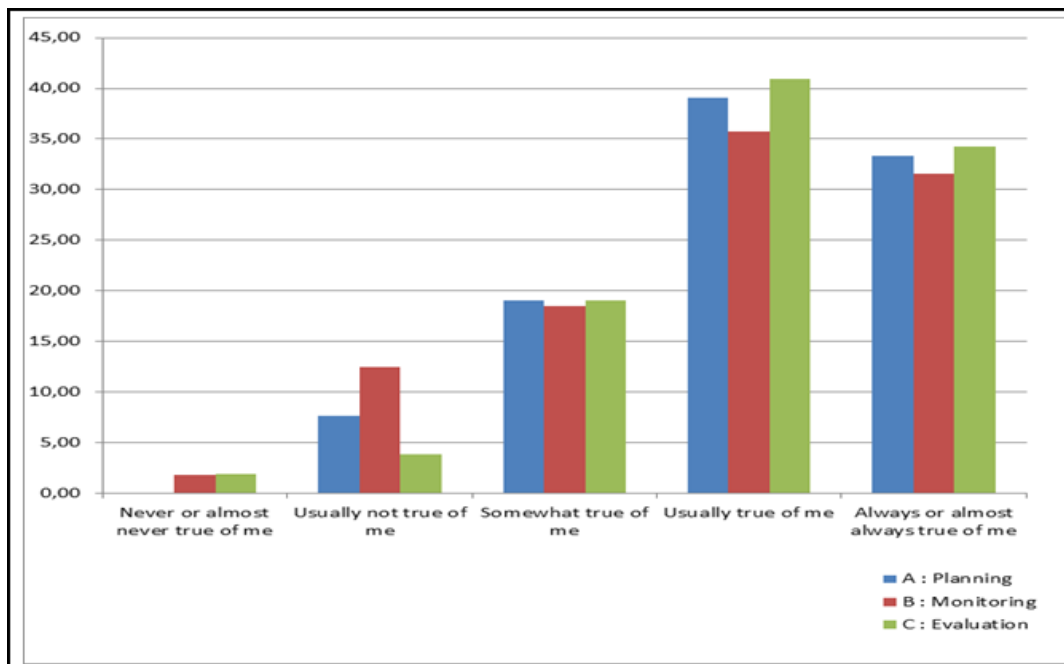
<b>A: Planning</b>				
<b>Rank</b>	<b>Item</b>	<b>Mean</b>	<b>SD</b>	<b>Item description</b>
1	A1	4.19	0.87	I think that vocabulary is important in learning a foreign language.
2	A5	4.15	0.81	When I have a text, predict the difficulties encountered and the ways of solving when learning a word.
3	A4	4.05	0.81	Before starting the task, I ensure I know what is needed to be done and how to do it in learning a word.
4	A2	4.05	0.92	Now I plan how to learn vocabulary in the text.
5	A3	3.52	1.08	I will spend some time memorizing vocabulary every day.
<b>B: Monitoring</b>				
<b>Rank</b>	<b>Item</b>	<b>Mean</b>	<b>SD</b>	<b>Item description</b>
1	B2	4.10	0.77	Before, I did not know how to learn vocabulary effectively.
2	B4	4.05	0.81	When starting to learn a new word, I would consider toing that word.
3	B8	4.05	0.97	I am aware of my current vocabulary learning.
4	B3	4.00	1.00	Now I know how to learn vocabulary effectively.
5	B1	3.76	1.09	I try to think of the purpose and requirement of the task.
<b>C: Evaluation</b>				
<b>Rank</b>	<b>Item</b>	<b>Mean</b>	<b>SD</b>	<b>Item description</b>
1	C5	4.29	0.64	I often evaluate my vocabulary learning and try to determine how to improve it.
2	C1	4.10	0.83	I will evaluate whether my present vocabulary learning is effective or not.
3	C4	4.10	0.89	I always summarize the problems encountered in learning vocabulary.
4	C3	3.86	0.96	I always summarize the problems encountered in learning vocabulary.
5	C2	3.76	1.22	I will evaluate my own performance to determine whether it is progress after using some strategies in the vocabulary learning task in the classroom.

In the Planning Strategies, the highest mean came from question A1- I think that vocabulary is important in learning a foreign language, where the mean is 4.19 and SD is 0.873, showing that almost all of the students unanimously agreed that vocabulary is important in learning a foreign language in which the percentage is 95.2% (42.86%+38.10%+14.29%). The second-highest score of the Planning Strategies is question A5 - When I have a text, I predict the difficulties encountered and the ways of solving when learning a word, where the mean is 4.15 and the SD is 0.813 with the percentage around 62% (47.62%+9.52%+4.76%), indicating that the students were conscious of the difficulties faced and they were able to solve it. It also showed that their awareness toward vocabulary learning increased since the students agreed before starting the task that they would ensure that they knew what to do when working with the words A4 (mean = 4.05 and SD = 0.805). Likewise, when they worked with the text, they plan how to work with the vocabulary A2 (mean = 4.05, SD = 0.921, 95.2%). However, the lowest mean for the Planning Strategies recorded was from question A3 - I will spend some time memorizing vocabulary every day, where the mean is 3.52, SD is 1.078, and the percentage is 76%. It showed that not all the students will spend their time memorizing the vocabulary learned in the class.

Under the Monitoring Strategies, the highest score is in B2 - Before, I did not know how to learn vocabulary effectively, where the mean is 4.10 and the SD is 0.768. About 86% of the students agreed that before the experiment took place, most of them did not know how to learn vocabulary strategies efficiently and contrary after the intervention they have clearer ideas how to learn them effectively (B3 - Now, I know how to learn vocabulary effectively, mean= 4.00, SD= 1.000, 95%) since now they are aware how the effectiveness of their vocabulary learning (B8 - I am aware of my current vocabulary learning, mean= 4.05, SD= 0.973 and the percentage is 90%) To monitor their learning, about 85.75%

of the students claimed they thought the purpose and requirement of the task and find the solution to make the learning successful, B1 - I try to think of the purpose and requirement of the task (vocabulary learning) and what I am supposed to do and this item's mean is 3.76 and SD is 1.091. Meanwhile, 74% of the students claimed that they would share how they learned vocabulary with friends (B7- I would share how I learn vocabulary with peers with mean= 3.71, SD=1.231 and 71% of the students claimed that they would review the vocabulary that they learned in the class, (B5- After class, I will immediately review the vocabulary learned during the class, mean= 3.52, SD= 1.25). 76% will discuss their learning with teachers (B6- I frequently discuss the learning experience with teachers, mean= 3.43, SD= 1.248)

The third part of the metacognitive strategy components is Evaluation Strategies. This section has five questions. The highest score is question C5- I often evaluate my vocabulary learning and try to determine how to improve it (mean = 4.29 and SD = 0.644) and C1- I evaluate whether my present vocabulary learning is effective or not, mean= 4.10, SD= 0.831. About 95% of the students claimed they constantly review their learning progress after completing their vocabulary task, C4- After accomplishing a certain task in vocabulary learning, I will consider how to do it better next time with mean= 4.10 and SD= 0.889. 90% of the students always summarize their problems encountered in learning vocabulary, C3- I always summarize the problems encountered in learning vocabulary with mean= 3.86 and SD= 0.964 and 85.7% of the students evaluated their performance whether it progressed after using some strategies in the vocabulary learning task in the classroom, C2- I evaluate my performance whether it is progress after use some strategies in the vocabulary learning task in the classroom, mean= 3.76, SD= 1.221.

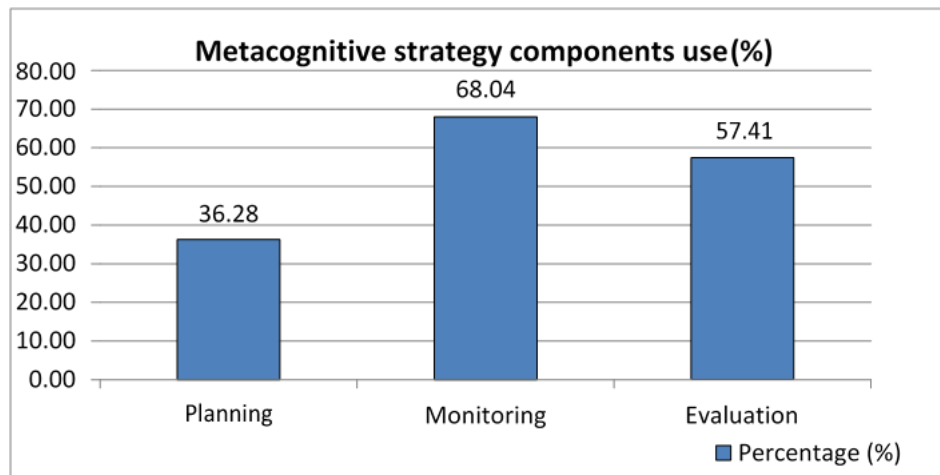


**Figure 2. The components of metacognitive strategy used among the students.**

In Table 8, all the higher scores were from scale 4 (Usually true of me), which were evaluation strategies (40.95%), followed by planning strategies (39.05%) and (35.71%) monitoring strategies. The overall findings showed that there was a huge consensus among the students toward the use of metacognitive strategies in learning vocabulary and concurrently it will create awareness among them.

**Table 8.** Percentage of components of metacognitive strategy used among the students.

Scale	A: Planning	B: Monitoring	C: Evaluation
Never or almost never true of me	0,00	1,79	1,90
Usually not true of me	7,62	12,50	3,81
Somewhat true of me	19,05	18,45	19,05
Usually true of me	39,05	35,71	40,95
Always or almost always true of me	33,33	31,55	34,29



**Figure 3.** Frequency of strategy used in learning vocabulary among the students (%).

In brief, the comparison of the metacognitive strategies in vocabulary learning in terms of frequency used can be seen in Figure 2, with the highest score strategies from monitoring strategies (68.04%), as shown that in this study, most students claimed to use more monitoring strategies in their learning strategies compared to the two other strategies. The second metacognitive strategies that are preferred by students in this study are evaluation strategies, where about 57.41% claimed that they use these strategies frequently in learning a vocabulary. The third strategy claimed to be used in this study is planning strategies, where about 36.28% of the students agreed that these strategies are as important as other strategies. The overall findings showed that all the strategies are considered important to the student as the percentage of use is about 54% on average. Nevertheless, the use of planning strategies was the least preferred strategy claimed by the students. This is due to the perception that planning for vocabulary learning is a teacher's job; this concept has been long practiced in the Malaysian learning context. Since students have been educated and trained with the traditional concept of learning, the teacher is the centre who provides information and referral if they have problems in their learning. The findings also show that most students prefer a Monitoring Strategy as their preferred method to improve their learning. The choice of this strategy demonstrates that the students have changed their attitude to be more responsible by taking some initiatives to improve their vocabulary learning. Apart from the monitoring strategies, the second strategy frequently used by frequently used by the students is the evaluation strategy. The findings of this study prove that the student's awareness of metacognition has increased after using metacognitive strategies in their vocabulary learning. Students changed the pattern of learning from their previous learning strategies or routines to become more strategic in their vocabulary learning. The choices of these two strategies (Planning and Evaluation) were less attractive to students because the responsibility to plan and evaluate learning is carried out by teachers and not the students.

## CONCLUSION AND RECOMMENDATION

Every student has a different perception of foreign language learning. It depends on the student experience and environment. It is the teachers' responsibility to change the negative perception to a more positive by introducing metacognitive strategies to the students. By considering students' perceptions on learning a target language, a teacher can determine the existing problems by integrating metacognitive strategy components in French vocabulary learning lessons and indirectly can create awareness of metacognitive learning strategy in learning a target language. These findings showed that after the intervention, the students' awareness of metacognitive learning strategy components in learning a French vocabulary is quite ascertained and convincing. This awareness could be promoted by incorporating metacognitive strategy components in the teaching and learning in the classroom where it was noted that the teaching and learning that involve the use of metacognitive strategy components provide students with critical thinking on their learning process and lead them to become more autonomous. The use and choice of strategy can also be regarded as a process that is controlled by the students themselves, therefore allowing the students to think about their learning process, which will change their learning behavior and action as well as improve their French learning. However, the student's achievement varies from one individual to another due to an important factor, which is the different choice and use of strategies. Hence, in this perspective, to create awareness of the use of the strategy is to involve them in their learning process, especially in the classroom setting.

This study revealed that when students' perceptions can be changed, and teaching and learning of foreign languages can be improved by including metacognitive components in learning. This study proves that perceptions are not permanent and can be altered by including metacognitive components in teaching and learning, and that students become more aware to control and plan their learning. These findings contributed to the literature on students' perceptions as predictors of performance for foreign language learning and showed that both cognitive processes can help learners to understand more how to select great approaches and how to eliminate the hindrance in learning a foreign language. Finally, future research is needed to examine whether the relation between students' perception and metacognitive strategy can be applied to other target language settings or other subjects in Malaysian education.

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