ANALYZING STUDENTS' METACOGNITIVE AWARENESS IN LEARNING ENGLISH AT ENGLISH EDUCATION DEPARTMENT OF UIN SYAHADA PADANGSIDIMPUAN

A THESIS

Submitted to the State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan as Partial Fulfillment of the Requirement for the Degree of Educational (S.Pd) in English Education

Written By :

WARDANI DALIMUNTHE

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ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN

2024

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To: Dean of Tarbiyah and Teacher Training Faculty

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Assalamu'alaikum warahmatullah wabarakatuh

      After reading, studying, and giving advice for necessary revision on the thesis belongs to **Wardani Dalimunthe**, entitled **"Analyzing students' Metacognitive Awareness in Learning English at English Education Department of UIN Syahada Padangsidimpuan."**
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      Therefore, we hope that the thesis will be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan. Thank you.

Wassalamu'alaikum warahmatullah wabarakatuh

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I hereby declare that I have arranged and written the thesis by myself, without asking for illegal help from the others, except the guidance from advisors, and without plagiarism as it is required in students' ethic code of State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuann in article 14 verse 2.

I do this declaration truthfully, if there is deceitfulness and incorrectness regarding to this declaration in the future, I will be willing to get the punishment as it is required in students' ethic code of State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan, article 19 verse 4, that is to cancel academic degree disrespectfully and other punishment regarding norms and legal law.

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Dengan ini memohon kiranya skripsi Saya yang berjudul di atas dapat dimunaqosyahkan oleh Sekretaris Jurusan Tadris Bahasa Inggris.

Demikian permohonan ini Saya sampaikan atas perhatiannya diucapkan terimakasih.

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LEGALIZATION

Thesis	:	Analyzing students' Metacognitive Awareness in Learning English at English Education Department of UIN Syahada Padangsidimpuan.
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ABSTRACT

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Title of Thesis	:	Analyzing students' Metacognitive Awareness in Learning English at English Education Department of UIN Syahada Padangsidimpuan.

This research aimed to describe and analyze students' metacognitive awareness in learning English at English Education Department of UIN Syahada Padangsidimpuan. This research used a mixed method covering quantitative and qualitative research. The participants were the fifth-grade students of English Education Department of UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan. The instruments of this research were questionnaire that consists of 15 statements and the interview to follow up the questionnaire. The researcher used the Likert scale with the favorable (always, often, sometimes, seldom, never). The result of this research showed categorical data regarding metacognitive awareness which is assessed based on the cognitive regulation category, 45.6% of students were in a moderate level of awareness in the planning aspect, particularly in their ability to set learning goals and design effective learning strategies. However, they have a strong sense of considering their strengths and weaknesses while planning English studies. In the monitoring aspect of metacognition, 50.2% of students indicated that they engage in monitoring their learning or thinking processes only occasionally. This means that nearly half of the students are aware of and evaluate their metacognitive activities sometimes, but not consistently. However, they have a strong sense of adjusting the strategy of study and reading the instructions before beginning a task. Furthermore, 41.2% of students in the evaluating aspect, their level of metacognitive awareness is moderate, indicating that they are aware of these strategies but may not regularly or fully apply them. However, they have a strong sense in assessing the ability to use English in different contexts. The dominant metacognitive awareness of students was found in the monitoring aspect, where they more frequently check and reflect on their learning process, compared to planning and evaluating, which are done at a more moderate level. These results highlight the need for enhancing metacognitive strategies among students to improve their English learning outcomes.

Keywords: metacognitive awareness, learning English.

ABSTRAK

Nama   : Wardani Dalimunthe
Nim   : 2020300054
Judul Skripsi   : Analisis Kesadaran Metakognitif Siswa Dalam Belajar Bahasa Inggris di Jurusan Pendidikan Bahasa Inggris UIN Syahada Padangsidimpuan.

Penelitian ini bertujuan untuk mendeskripsikan dan menganalisis kesadaran metakognitif mahasiswa dalam pembelajaran bahasa Inggris di Program Studi Pendidikan Bahasa Inggris UIN Syahada Padangsidimpuan. Penelitian ini menggunakan metode campuran. Partisipan penelitian adalah mahasiswa semester lima Program Studi Pendidikan Bahasa Inggris UIN Syahada Padangsidimpuan. Instrumen penelitian ini terdiri dari kuesioner yang memuat 15 pernyataan dan wawancara untuk menindaklanjuti hasil kuesioner. Peneliti menggunakan skala Likert dengan opsi penilaian *favorable* berupa: selalu, sering, kadang-kadang, jarang, dan tidak pernah. Hasil penelitian menunjukkan data kategorikal terkait kesadaran metakognitif yang dinilai berdasarkan kategori regulasi kognitif. Sebanyak 45,6% mahasiswa berada pada tingkat kesadaran sedang dalam aspek *planning* (perencanaan), terutama dalam kemampuan mereka menetapkan tujuan belajar dan merancang strategi belajar yang efektif. Namun, mereka memiliki kemampuan yang baik dalam mengenali kekuatan dan kelemahan diri saat merencanakan pembelajaran bahasa Inggris. Dalam aspek *monitoring* (pemantauan), 50,2% mahasiswa menunjukkan bahwa mereka hanya sesekali memantau proses belajar atau berpikir mereka. Hal ini menunjukkan bahwa hampir separuh mahasiswa menyadari dan mengevaluasi aktivitas metakognitif mereka, tetapi tidak secara konsisten. Meski demikian, mereka memiliki pemahaman yang baik dalam menyesuaikan strategi belajar dan membaca instruksi sebelum memulai tugas. Selanjutnya, pada aspek *evaluating* (evaluasi), 41,2% mahasiswa menunjukkan tingkat kesadaran metakognitif yang sedang, yang mengindikasikan bahwa mereka menyadari strategi-strategi tersebut tetapi mungkin tidak secara rutin atau sepenuhnya menerapkannya. Namun, mereka memiliki kemampuan yang baik ketika menggunakan Bahasa Inggris dalam berbagai konteks. Kesadaran metakognitif dominan mahasiswa ditemukan pada aspek *monitoring*, di mana mereka lebih sering memeriksa dan merefleksikan proses pembelajaran mereka dibandingkan aspek *planning* dan *evaluating* yang masih berada pada tingkat moderat. Hasil ini menekankan perlunya penguatan strategi metakognitif di kalangan mahasiswa untuk meningkatkan hasil belajar bahasa Inggris mereka.

Kata kunci: kesadaran metakognitif, belajar Bahasa Inggris.

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خلاصة

اسم	:	ورداني داليمونتِه
رقم التسجيل	:	٢٠٢٠٣٠٠٠٥٤
العنوان	:	تحليل وعي الطلاب ما وراء المعرفي في تعلم اللغة الإنجليزية في قسم تعليم اللغة الإنجليزية بجامعة الشيخ علي حسن أحمد الأدري بادانغسيديمبوان

التلاميذ في تعلم اللغة الإنجليزية في قسم تعليم اللغة الإنجليزية بجامعة الشيخ علي حسن أحمد العداري بادنغسيديمبوان. استخدمت هذه الدراسة التصميم الوصفي النوعي. كان المشاركون في هذه الدراسة طلاب تعليم اللغة الإنجليزية في الفصل الدراسي الخامس بجامعة الشيخ علي حسن أحمد العداري بادنغسيديمبوان. كانت أدوات هذه الدراسة عبارة عن استبيان يتألف من 15 عبارة والمقابلة لمتابعة الاستبيان. أظهرت نتائج هذه الدراسة بيانات تصنيفية تتعلق بالوعي الميتامعرفي والتي تم تقييمها بناءً على فئة التنظيم المعرفي، حيث أن 45.6٪ من الطلاب كانوا في جانب التخطيط، مما يشير إلى مستوى معتدل من الوعي فيما يتعلق بقدرتهم على تحديد الأهداف والاستراتيجيات لتعلمهم. ومع ذلك، فإن لديهم إحساسًا قويًا في مراعاة نقاط القوة والضعف أثناء تخطيط دراساتهم الإنجليزية. وفي جانب المراقبة من الميتامعرفة، أشار 50.2٪ من الطلاب إلى أنهم يشاركون في مراقبة عمليات تعلمهم أو تفكيرهم أحيانًا فقط. وهذا يشير إلى أن ما يقرب من نصف الطلاب على دراية ويقومون بتقييم أنشطتهم الميتامعرفية أحيانًا، ولكن ليس بشكل منتظم. ومع ذلك، فإن لديهم إحساسًا قويًا في تعديل استراتيجية الدراسة وقراءة التعليمات قبل البدء في المهمة. علاوة على ذلك، فإن 41.2٪ من الطلاب في جانب التقييم، مستوى وعيهم الميتامعرفي معتدل، مما يشير إلى أنهم على دراية بهذه الاستراتيجيات ولكن قد لا يطبقونها بانتظام أو بشكل كامل. ومع ذلك، فإن لديهم إحساسًا قويًا في تقييم قدرتهم على استخدام اللغة الإنجليزية في سياقات مختلفة. تسلط هذه النتائج الضوء على الحاجة إلى تعزيز الاستراتيجيات الميتامعرفية بين الطلاب لتحسين نتائج تعلم اللغة الإنجليزية.

لكلمات المفتاحية: الوعي الميتامعرفي، تعلم اللغة الإنجليزية

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بسم الله الرَّحْمَنِ الرَّحِيمِ

Alhamdulillah, let me say a lot of praise, gratitude, honor and glory to ALLAH SWT, the Gracious and the Merciful for giving me the guidance, power, patience, love, and ability to finish this research, namely Analyzing students' Metacognitive Awareness in Learning English at English Education Department of UIN Syahada Padangsidimpuan. Peace and Salutation be upon to the Prophet Muhammad SAW.

It is pleasure to acknowledge the help and contribution to all of the lectures, institutions, family, and friends who have contributed in diffeences ways since the process of this thesis. Although, in this opportunity I would like to express my deepest gratitude to the following people:

1. The Rector and the Vices of State Islamic University Syekh Ali Hasan Ahmad addary Padangsidimpuan, as the administrators that have accepted me the student of State Islamic University Syekh Ali Hasan Ahmad addary Padangsidimpuan.

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I realize this thesis can be considered perfect without critiques and suggestions. Therefore, it is such a pleasure for me to get critiques and suggestions, from the readers to make this thesis better.

Padangsidimpuan,   December 2024
Researcher

WARDANI DALIMUNTHE
Reg. Numb. 20 203 00054

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CHAPTER I

INTRODUCTION

A. **The Background of the Problem**

English is an international language that is widely used in almost every country when communicating. It has an imperative part all through the world in numerous perspectives of life. This appears like it is applied in mass media and verbal communication as an implication of exchanging data including science, education, and technological reasons. Students learn English to induce great prospects within the international community. This will be valuable when understudies need to apply for work since that is a prerequisite that is required in most companies and also to get a scholarship abroad.

Learning English is very important, especially for education and the future, this is because English is one of the international languages used.[1] English is the study obtained through the learning process. That prepare of language learning features has a significant impact on a few students who are able to obtain English skills. There are four skills in learning English, they are listening, speaking, reading, and writing. English language students have to mastering all the English abilities either effectively or passively. In learning English, students usually encounter challenges in the process of learning due to

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[1] Samsul Hadi et al., "Problems Faced by Vocational High School Students in Learning English at SMK Negeri Kebonagung," The Journal of English Teaching for Young and Adult Learners 2, no. 1 (January 31, 2023): 1, https://doi.org/10.21137/jeeyal.2023.2.1.5.

different components, including a constrained introduction to the language, insufficient learning methods, and need of metacognitive awareness.

Learning English is part of education, which is one way to access knowledge. With education, it is hoped that a person's quality of life will become better. This can not be achieved in case an individual is incapable of reflecting the meaning of education inside himself. That's why, someone should understand their metacognitive awareness. Douglas mentions in his book that metacognition refers to knowledge, awareness, and regulation of one's thinking.[2] Metacognitive awareness is important because it helps individuals think about and manage the process of learning. By understanding how learning happens and being able to reflect on it, a person can gain a deeper understanding of the purpose of education, especially in learning English.

Andria and Jane stated that college professors today face with students who have varying levels of understanding about their own learning. Some students are active learners who understand how they learn and can apply that knowledge in different ways. Others are hardworking students who are aware of what they do well and where they struggle in learning. However, some students are more passive and have little understanding of their learning or how to manage it. In essence, professors are faced with classrooms full of students who come to them with various levels of metacognitive skills.[3] The ability to reflect on one's thoughts and experiences is probably a unique human

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[2] Douglas J. Hacker, ed., *Handbook of Metacognition in Education*, Transferred to digital print, The Educational Psychology Series (New York, NY: Routledge, 2010), P 4.

[3] Andria Young and Jane D Fry, "Metacognitive Awareness and Academic Achievement in College Students," *Journal of the Scholarship of Teaching and Learning* 8, no. 2 (n.d.): P 1.

capability, human can reflect on their lives, thoughts, and actions.[4] Students come to the class with different levels of understanding about how they learn, and this variation in metacognitive skills greatly influences their ability to succeed in their studies. The capacity to reflect on their own thoughts, actions, and experiences is a unique human skill, allowing students to better understand their learning processes and make improvements. By being aware of how they learn, students can apply effective strategies that lead to more successful outcomes in education.

Talking about the problem of metacognitive awareness in learning English, the researcher did an interview with some students, it was known that some issues often happened in the classroom during the learning process in the class of English students at fifth semesters of UIN Syahada Padangsidimpuan. Here are some issues that come from English students.

The lack of metacognitive awareness in students in learning English makes students not have a clear and specific plan for ongoing or future learning. So that students cannot review the extent of their ability and understanding of the material to be learned. Students also do not use appropriate information in the learning process such as not using notes when the lecture is presenting the material. Students tend not to be able to monitor their cognitive abilities in understanding a problem and do not have effective learning strategies. It can be seen when the lecturer gives assignments, the students are used to cheating with

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[4] Åsta Haukås, Camilla Bjørke, and Magne Dypedahl, eds., *Metacognition in Language Learning and Teaching*, Routledge Studies in Applied Linguistics (New York London: Routledge, 2018), P 25.

their friends to find the answer. Another problem is the lack of preparation when doing the presentation in front of the class makes students used to explain the material by reading the papers.[5] The lack of metacognitive awareness in students leads to poor planning, ineffective learning strategies, and reliance on unproductive habits like cheating and reading from notes during presentations.

Based on some issues that happened in the class of English students in fifth semesters of UIN Syahada Padangsidimpuan, it shows how important metacognitive awareness in learning English. Therefore building the students' metacognitive awareness in learning English is a necessity. Metacognitive awareness can monitor the learning process consciously then students will be more confident and more independent in learning. Considering metacognitive awareness allows students to be able to manage their cognitive skills and be able to see their weaknesses and build improvements.

Based on the background above, the researcher is interested in doing the research with the title analyzing students' metacognitive awareness in learning English at English Education Department of UIN Syahada Padangsidimpuan.

B. The Focus of the Problem

This research focus on students' metacognitive awareness in learning English. There are 2 kinds of metacognitive, they are cognitive knowledge and cognitive regulation. Declarative, procedural, and conditional knowledge were all components of cognitive knowledge. Planning, monitoring or regulating, and

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[5] A.N English students at 5 semester of UIN Syahada Padangsidimpuan.

evaluating were all included in cognitive regulation. However this research only focuses on cognitive regulation.

This research conducted on students in the semester of English education department of UIN Syahada Padangsidimpuan in the academic year 2023-2024.

C. The Formulations of the Problem

The formulation of the problem in this research are :

1. How is the students' metacognitive awareness in learning English at English Department of UIN Syahada Padangsidimpuan?

2. What type of metacognitive awareness is dominant among students in learning English at the English Department of UIN Syahada Padangsidimpuan?

D. The Objective of the research

Based on the formulation of the problem in this research, the aims of this research are :

1. To describe students' metacognitive awareness in learning English at English department of UIN Syahada Padangsidimpuan.

2. To find the dominant type of students' metacognitive awareness in learning English at English department of UIN Syahada Padangsidimpuan.

E. The Significances of the Research

1. Students

This study contributes to how metacognitive awareness affects students' learning processes and outcomes, particularly in the context of

English language learning, and improves overall performance in English language learning.

2. Teachers

The result of this study will be beneficial for the teacher because by knowing the students' metacognitive awareness, teachers can easily develop more effective teaching strategies that cater to the diverse needs of students.

3. The Next Researcher

This study provides information that is needed by the future researcher in completing their study. The future researcher use this research as a reference in conducting a survey study. Furthermore, the future researcher can develop this research.

F. The Definitions of The Terminologies

1. Metacognitive Awareness

Metacognitive awareness is the ability to understand and think about how learning happens. It means knowing what strategies are being used during learning and how these strategies can be used in different situations. Developing metacognitive awareness helps students pay attention to what they are doing, why they are doing it, and how to apply their skills in other contexts. This understanding makes it easier for students to stay focused and work more effectively during teaching and learning activities.[6] By being

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[6] Sajna Jaleel and Premachandran P., "A Study on the Metacognitive Awareness of Secondary School Students," *Universal Journal of Educational Research* 4, no. 1 (January 2016): 165–72, https://doi.org/10.13189/ujer.2016.040121.

aware of how thinking and learning work, students can improve their study habits and achieve better restions Learning English.

Being aware of how we think is part of metacognitive awareness. To achieve language learning goals students should be aware of what they learn. It is useful in involves recognizing their own strengths, weaknesses, and learning strategies in learning English. This awareness enables students to take control of their learning, set goals, and adjust their approach as needed.

G. The Outline of the Research

The outlines of the research aims to facilitate a general description related to the research to be carried out. then the outline of the research is divided into several discussions as follows:

Chapter I consists of background of the problem which describes the chronologic phenomenon, focus of the problem, formulation of the problem, purpose of the research, the significance of the research, continue with the definition of the key terms, and the last is outline of the research.

Chapter II consists of the theoretical aspects that are relevant to the research. It describes about concept of language learning and concept of metacognition. The last consists of the review-related findings.

Chapter III consists of the research methodology that explains about time and place of the research, the kinds of research, participants of the research, the instrument and technique of data collection, and the last is the technique of data analysis.

Chapter IV is the results of the research that consist of data analysis and discussion on the result.

Chapter V contains about conclusion of the research, implications, and the suggestions of the research.

CHAPTER II

LITERATURE REVIEW

A. **The Theoretical Description**

1. **The Concept of Learning English**

   a. **Definition of Learning English**

   Learning English can be defined as the process of acquiring the knowledge, skills, and understanding necessary to communicate effectively in the English language. It involves the development of fourmain language skills, listening, speaking, reading, and writing through study, practice, and interaction. Rossum and Harmer state that, learning is an interpretive process aimed at understanding reality.[7] In the context of learning English, this means understanding the structure, meaning, and usage of the language to apply it in real-life situations. Supriyono state that Learning is a form of change experienced by students in terms of things its ability to behave in new ways as a result interaction between stimulus and response.[8] which is particularly relevant to language learning as students adapt their communication skills based on new experiences and feedback.

   Learning English goes beyond memorizing vocabulary or mastering grammatical rules. It is an active and continuous process that

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[7] John T. E. Richardson, "Erik Jan van Rossum and Rebecca Hamer: The Meaning of Learning and Knowing: Sense Publishers, 2010," *Higher Education* 64, no. 5 (November 2012): P. 2, https://doi.org/10.1007/s10734-012-9518-3.

[8] H. Abu Ahmadi and Widodo Supriyono, *Psikologi belajar* (Jakarta: Rineka Cipta, 1991), P 20.

requires engagement with the language in various forms, both inside and outside the classroom. Brown states that Learning is the process of gaining or acquiring knowledge about a subject or skill through learning, experience or instruction.[9] When applied to learning English, this definition highlights the importance of practice, exposure, and active participation in conversations, reading materials, and real-world communication.

Furthermore, learning English is not just about gaining linguistic knowledge; it also involves developing the ability to think, adapt, and communicate effectively in different contexts. Students must engage with the language in ways that allow them to build confidence and fluency. By understanding their own learning processes and identifying effective strategies, such as metacognitive awareness, reflecting on how they learn, students can enhance their ability to master English more efficiently.

b. **The Importances of Learning English**

Learning English is very important because it is a language that helps people connect with others around the world. Knowing English makes it easier to take part in many areas of life, like education, work, and entertainment. As Crystal mentions, the use of English gives people access to science, business, communication between countries, and even

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[9] H. Douglas Brown, *Principles of Language Learning and Teaching*, 5th ed (White Plains, NY: Pearson Longman, 2007), P.7.

things like movies and music.[10] This shows that learning English is not just about speaking another language, but also about opening doors to many opportunities in today's world.

In conclusion, English is a global language that impacts many aspects of life, such as technology, healthcare, business, and education. Proficiency in English opens opportunities for career growth, scholarships, and international communication. Developing metacognitive awareness enhances learners' ability to reflect on their learning processes, helping them in mastering English and apply it effectively in real-world context.

c. **The difficulties of Learning English**

In Indonesia, English is taught from kindergarten through college, highlighting its importance in education. However, challenges in learning English still persist. Several factors contribute to these difficulties. Cahya and Monica identify four key indicators that create learning challenges: students' health conditions, their interest in learning, their motivation, and their learning habits.[11] Among these, students' learning habits are particularly important, as they involve metacognitive strategies such as planning and evaluating their learning.

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[10] Crystal David, *English as a Global Language*, 2nd Edition (Cambridge, UK: Cambridge University Press, 2003).P.86

[11] Cahya Wulandari, Monika Widyastuti Surtikanti, and Antonius Setyawan Sugeng Nur Agung, "A Case Study Of Internal And External Factors On The Difficulties In Learning English," *JOEEL: Journal of English Education and Literature* 1, no. 2 (September 21, 2020): 43–48, https://doi.org/10.38114/joeel.v1i2.81.

When students apply these strategies, they are likely to perform better in learning English.

Putra identifies several challenges in learning English, including irregular grammar and pronunciation rules, confusing words with similar sounds, the nuanced use of synonyms, and the complexity of idioms.[12] These factors often lead students to perceive English as a difficult subject. To address these challenges, students need to develop metacognitive awareness, which helps them reflect on their learning processes, identify problem areas, and apply effective strategies to overcome difficulties.

2. **The concept of metacognitive**

a. **Definition of metacognitive**

Seyler explains that the term metacognitive is derived from two key words: "meta" and "cognition." The Greek word meta means "beyond," "above," or "behind," while cognition refers to the processes of knowing, learning, and perceiving. Thus, metacognition can be defined as "thinking about thinking," which involves understanding and managing one's cognitive processes.[13] Metacognitive strategies play a crucial role in helping learners plan, monitor, and evaluate their learning activities. According to L. Oxford, metacognitive strategies are steps

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[12] Putra, Erlangga. "The Importance of Learning English Nowadays," November 26, 2020. https://www.researchgate.net/publication/346400434.

[13] Dorothy U. Seyler, *The Reading Context: Developing College Reading Skills*, 2nd ed (Boston, Mass: Allyn and Bacon, 2000).

learners take to regulate and control their own learning.[14] These strategies enable learners to set goals, track their comprehension, and assess the effectiveness of their approaches, and self-regulation in the learning process.

Similarly, Anderson emphasizes that metacognition involves critically assessing one's own thinking, which can lead to adjustments and improvements in learning strategies.[15] Jaramis also highlights that metacognition is a form of higher-order thinking, where learners actively organize their approach to tasks, monitor their understanding, and evaluate their progress toward achieving learning goals.[16] Metacognition is essential for effective learning, as it helps students become aware of their thinking processes and optimize their cognitive resources. Together, they influence how learners approach, monitor, and adjust their learning strategies.

In the context of learning English, Rahmaningrum states that metacognitive strategies are highly effective for supporting language acquisition. These strategies help students develop essential English skills, including vocabulary, grammar, listening, speaking, writing, and reading.[17] By applying metacognitive strategies, learners can identify

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[14] Rebecca L. Oxford, *Language Learning Strategies: What Every Teacher Should Know*, First Edition (Boston, MA: Newbury House, 1990).

[15] Anderson, N. J., Learning strategies. In E. Hinkel (Ed.), Handbook of Research in second language teaching and learning, (Mahwah, NJ: Lawrence Erlbaum, 2015), P 757-771

[16] Jaramis, "Metacognitive Strategy in Learning Vocabulary" (Journal English Language Teaching (ELT) Vol 16, No 2. 2013), P. 190.

[17] Adita Fiqi Rahmaningrum "Metacognitive Strategies Used by Students in Learning English" *Skripsi FKIP Universitas Muhammadiyah Yogyakarta. Yogyakarta* (2018).

their strengths and weaknesses, plan their learning more effectively, monitor their progress, and make necessary adjustments to improve their overall language proficiency. In conclusion, metacognition refers to the awareness and regulation of one's cognitive processes. When applied to English learning, metacognitive strategies empower students to take an active role in managing their learning, enabling them to achieve greater success in mastering the language.

b. The Component of Metacognition

Schraw and Moshman mention in their book that Metacognition consists of two components. These are cognitive knowledge and cognitive regulation. Declarative, procedural, and conditional knowledge were all components of cognitive knowledge. Planning, monitoring or regulating, and evaluating were all included in cognitive regulation.[18] Then metacognition comprises cognitive knowledge and cognitive regulation, which together encompass understanding and managing one's learning processes.

1) Cognitive Knowledge

Cognitive knowledge is also called metacognitive knowledge is defined as the knowledge about one's own cognition.[19] It consists of the subject's knowledge and awareness of their own cognition and

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[18] Gregory Schraw and David Moshman, "Metacognitive Theories," *Educational Psychology Review* 7, no. 4 (December 1995): 351–71, https://doi.org/10.1007/BF02212307.

[19] Ünal Çakiroğlu and Betul Er, "Effect of Using Metacognitive Strategies to Enhance Programming Performances," *Informatics in Education*, June 15, 2020, 181–200, https://doi.org/10.15388/infedu.2020.09. P.182

cognitive resources.[20] knowledge of cognition corresponds to what individuals know about themselves, about strategies, and the condition under which strategies are most useful.[21] Metacognition involves both understanding what we know (cognitive knowledge) and managing how we use that knowledge (cognitive regulation) to enhance learning.

a) Declarative Knowledge

Declarative knowledge is knowledge about things, it includes information about one's own learning style and the factors that affect performance. The declarative knowledge strategy is an individual's general understanding of himself.[22] Declarative knowledge enables students to recognize their learning style and build foundational understanding, enhancing their ability to learn effectively.

b) Procedural Knowledge

Procedural knowledge (also called practical knowledge or knowing-how) involves an individual's skill and ability to accomplish an activity using certain strategies. Procedural knowledge refers to the knowledge that is acquired in the

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[20] Lourdes Maria Werle De Almeida and Élida Maiara Velozo De Castro, "Metacognitive Strategies in Mathematical Modelling Activities: Structuring an Identification Instrument," *Journal of Research in Mathematics Education* 12, no. 3 (October 24, 2023): 210–28, https://doi.org/10.17583/redimat.12926. P.213

[21] Romer C Castillo et al., "Customs Administration Students Usage of Metacognitive Knowledge in Their Internships," *International Journal of Education and Practice* 7, no. 4 (2019): 347–62, https://doi.org/10.18488/journal.61.2019.74.347.362. P. 348

[22] Schraw and Moshman, "Metacognitive Theories."

classroom about the learning process, including learning skills and strategies.[23] Procedural knowledge focuses on the application of skills and strategies, allowing students to use their knowledge effectively in real situations.

c) Conditional Knowledge

Conditional knowledge is the knowledge we have about the conditions under which we can implement various cognitive strategies.[24] It is defined as knowing when, where, and why to use declarative knowledge as well as particular procedures or strategies (procedural knowledge), and it is critical to effective the use of strategies.[25] Conditional knowledge ensures students understand when and how to apply their knowledge and strategies to suit various learning contexts.

2) Cognitive Regulation

Cognitive regulation on the other hand refers to cognitive monitoring and control processes that operate to guide thinking, learning, language comprehension, or basically any task that involves thinking cognition.[26] Cognitive regulation involves

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[23] Katrin Saks, Helen Ilves, and Airi Noppel, "The Impact of Procedural Knowledge on the Formation of Declarative Knowledge: How Accomplishing Activities Designed for Developing Learning Skills Impacts Teachers' Knowledge of Learning Skills," *Education Sciences* 11, no. 10 (September 30, 2021): 598, https://doi.org/10.3390/educsci11100598.

[24] Young, A. and J.D. Fry, 2008. Metacognitive awareness and academic achievement in college students. Journal of the Scholarship of Teaching and Learning, 8(2): 1-10.

[25] Harris, K. R., Santangelo, T., & Graham, S. (2010). Metacognition and strategies instruction in writing. Metacognition, strategy use, and instruction. P.133

[26] Amine Amzil, "Working Memory Capacity, Cognitive Regulation, and Their Relationship to Academic Achievement in University Students," *Journal of Education and Learning* 11, no. 6 (October 17, 2022): 133, https://doi.org/10.5539/jel.v11n6p133. P.133

managing and controlling learning activities to ensure progress and improvement in cognitive tasks.

a) Planning

Planning involves the selection of appropriate strategies and the allocation of resources that affect performance. Examples include making predictions before learning, strategy sequencing, and allocating time or attention selectively before beginning a task.[27] As students learn to plan, they also learn to predict the strengths and weaknesses of their ideas.[28] Planning helps students set clear strategies and allocate resources efficiently, laying the foundation for effective learning.

b) Monitoring

Monitoring strategies refer to the awareness of performing a critical analysis of strategies. They involve supervision, control, and self-testing of essential processes to regulate learning.[29] Strategies are helping to learn effectively. The use of monitoring strategies helps students check their progress and review their reasoning in different contexts. Reflective in nature.[30] Monitoring allows students to track their progress, identify

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[27] Schraw and Moshman, "Metacognitive Theories."

[28] Alba Torregrosa, Jordi Deulofeu, and Lluís Albarracín, "Caracterización de Procesos Metacognitivos En La Resolución de Problemas de Numeración y Patrones Matemáticos," *Educación Matemática* 32, no. 3 (December 1, 2020): 39–67, https://doi.org/10.24844/EM3203.02.

[29] Mahdavi, M. (2014). An overview: Metacognition in education. International Journal of Multidisciplinary and current research, 2(6) P. 531

[30] Almeida and Castro, "Metacognitive Strategies in Mathematical Modelling Activities."

weaknesses, and make adjustments to improve learning outcomes.

c) Evaluating

The strategy of evaluating at the end of the task implies the students' awareness of how much they have learned, in how much time, under what conditions, and what adjustments are still necessary.[31] To thrive in an information-rich world, students must develop metacognitive skills to become independent, self-directed learners who can manage and apply knowledge effectively.

c. **The importances of metacognition**

Joke quotes that the main goal of education today is to help students develop critical cognitive knowledge. However, simply teaching the fundamentals of comprehension and memorization is no longer sufficient. Students also need to learn how to handle an increasing amount of information. The volume of information students must learn is rapidly expanding, and it is crucial that they not only understand and retain basic concepts but also know how to process and apply this knowledge in various contexts. Information is easily accessible in modern culture, and students must know how to identify what is

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[31] Lena Frenken, "Measuring Students' Metacognitive Knowledge of Mathematical Modelling," in *Mathematical Modelling Education in East and West*, ed. Frederick Koon Shing Leung et al., International Perspectives on the Teaching and Learning of Mathematical Modelling (Cham: Springer International Publishing, 2021), 215–25, https://doi.org/10.1007/978-3-030-66996-6_18.

necessary, locate it efficiently, and integrate new knowledge into their existing understanding. The ability to handle information is challenging. Therefore, to prepare students for life after school, they must become self-directed learners who can manage and apply what they learn.[32] In conclusion, to succeed in today's information-driven world, students must become self-directed learners capable of managing and applying their learning outside of school.

Based on the explanation above, the study determined that metacognition plays a significant role in daily living. Students who practice metacognition will become independent learners. Students are required to determine whether the subject is generally understood and, if not, which information requires more study. These decisions have an impact on their study habits.

B. **Review of Related findings**

There are some researchers who have done the research related to this title as follows :

The first is the research from Hidayat. He used descriptive quantitative method and the data were collected in two ways, distributing a set of questionnaires and interviews. The researcher found that students' proportions in metacognitive strategy were 34.74% in planning learning activities, 32.10% in monitoring learning process, and 33.16% in evaluating

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[32] Joke Van Velzen, Metacognitive Learning; Advancing Learning by Developing General Knowledge of the Learning Process (New York: Springer, 2016), P.1.

the learning that had occurred. Based on the result, students metacognitive aspects were at a moderate level.[33] The similarity between Hidayat's research and this research is using the same research instruments, they are questionnaires and interviews, and analyzing metacognitive in Learning English. The difference is that Hidayat's research used descriptive quantitative and focused on strategies in metacognition while in this study used mix method and focused on metacognitive awareness.

The second research was conducted by Rahmaningrum, using a quantitative method with data collected through questionnaires. The researcher found that the planning strategy for a language task was the most frequently used by students in learning English, categorized as 'always' in the study. The self-evaluating strategy followed as the second most used strategy, also categorized as 'always.' The third strategy, monitoring, was used 'often' by students, based on its category. The last strategy, organizing, was used the least and categorized as 'rarely.' In conclusion, it can be said that the students of the English Language Education Department at a private university in Yogyakarta did not optimally employ all types of metacognitive strategies.[34] The similarity between Rahmaningrum's research and this research is using the same research instrument, which is a questionnaire, but this research uses additional instruments, that is an interview, and analyzes metacognitive in English. The difference is,

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[33] Hidayat, A. "Students' Metacognitive Strategies in learning English." *Skripsi. FKIP Universitas Bengkulu. Bengkulu* (2014).

[34] Adita Fiqi Rahmaningrum "Metacognitive Strategies Used by Students in Learning English" *Skripsi FKIP Universitas Muhammadiyah Yogyakarta. Yogyakarta* (2018).

Rahmaningrum's research uses quantitative and focuses on strategies in metacognition while in this study using mix method and focuses on metacognitive awareness.

The third research was conducted by Wijayanti. She used a qualitative descriptive method and data were collected by using observation, questionnaire, and interview. Researcher found that students were aware of the importance of metacognitive strategy although they didn't realize that they applied these strategies in learning English. They try to develop their thinking into a higher level. So, it can conclude that the learners categorize autonomy learners.[35] The similarity between Wijayanti's research and this research is using the same research instruments, which are questionnaires and interviews, but Wijayanti's research uses additional instruments, namely observation. The difference is that Wijayanti's research focuses on Metacognitive Strategy in the English Language Teaching and Learning Process while this research focuses on students' metacognitive awareness in learning English.

The last research was conducted by Fitriani. She used the quantitative method and data were collected by using a questionnaire and multiple choice test. Researcher found that students' metacognitive awareness in the tenth grade of SMAN 2 Bangko was 68,09%. It is categorized as 'Average'

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[35] Anik Pratiwi Wijayanti "A Descriptive Study of Metacognitive Strategy in the English Language Teaching and Learning Process at SMPN 1 Probolinggo" *Skripsi FKIP Universitas Jember. Jember* (2011)

level.[36] The similarity between fitriani's research and this research is that both analyze metacognitive awareness but the difference is that fitriani's research focuses on Reading Comprehension in Recount Text while this research focuses on English language learning. other differences are also in the instruments and research methods. fitriani's research uses questionnaires and tests with descriptive quantitative methods while this research uses questionnaires and interviews with mix methods.

From some relevant research, the researcher concludes that the difference between this research with previous research is the research setting, research method, and data collection method. This research is also different from other research, this research uses 3 strategies in regulation knowledge from the expert. The indicators are planning, monitoring, and evaluating.

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[36] Melza Fitriani "The Correlation between Students' Metacognitive Awareness toward Their Reading Comprehension in Recount Text at The Tenth Grade of SMAN 2 Bangko" October 2022

CHAPTER III

RESEARCH METHODOLOGY

A. Location and Time of the Research

The location of this research was in UIN Syahada Padangsidimpuan, located on Jl. T. Rizal Nurdin Km. 4,5 Sihitang, Padangsidimpuan. The time of this research started from Mei 2024 until November 2024 and the object of this research was the fifth semester of English students in the academic year 2023-2024.

B. Kinds of the Research

In this study, the researcher used a mix method which is a combination of qualitative and quantitative research in one study where one method is more dominant than the other. This research started with quantitative research by distribute the questionnaire and ended with qualitative research by doing the interview. The method of investigation used a descriptive method. Descriptive methods focus on facts or issues that happen in the field rather than analyzing and describing the phenomenon.

C. Participant of the Research

In this study, the researcher used purposive sampling to take the sample. Nizar in his book mentions that Purposive sampling is the selection of individuals using the researcher's judgment based on his or her knowledge of the population and based on the specific objectives of the study.[37] In this

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[37] ahmad nizar rangkuti, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, PTK, Dan Penelitian Pengembangan*, edisi revisi (Padangsidimpuan: Citapustaka Media, 2016).

study, the researcher took the English students in the fifth semester of UIN Syahada Padangsidimpuan which amounts to 2 classes because compared to the students in the third semester, the students in the fifth semester will be more aware of learning.

Table III. 1
Students in the Fifth Semester

No	Class	Students
1.	TBI-1	30
2.	TBI-2	22
	Total	52

D. The Instrument of the Research

The instrument of the research is a tool used to collect, measure, and analyze data related to a research topic. In this research, the researcher used questionnaires and interviews as a tool to gain the data.

1. Questionnaire

    The first technique used in this research was a questionnaire. The questionnaire contains 15-point questions for respondents about students' metacognitive awareness in learning English. This questionnaire only focuses on cognitive regulation which includes planning, monitoring, and evaluating. In this questionnaire, the researcher will use the Likert scale. In the Likert scale, the positive statement is called favorable, and the negative statement is called unfavorable.

The Likert scale can come from the positive one or the negative one. The favorable (always, often, sometimes, seldom, never) and not favorable (never, seldom, sometimes, often, and always). In this research, the researcher used the favorable one.

Table III. 2
Questionnaires of Students' Metacognitive Awareness

No	Indicator	Statement
	Planning: understanding the process of learning itself and learning to predict the strengths and weaknesses of their ideas.	1. When studying English, I make my study in advance.
		2. I set specific goals for each learning session to help me stay focused.
		3. I make a list of the material that need to cover in my study.
		4. I consider my strengths and weaknesses while planning my English studies.
		5. I break down complex tasks into smaller manageable steps.
	Monitoring: refers to the awareness of performing a critical analysis of strategies.	1. I adjusted my study strategy based on my performance.
		2. I find myself analyzing the usefulness of strategies while study.
		3. I read the instructions carefully before I begin a task.
		4. I ask myself questions about the material before I begin.
		5. I read the material first before the lecturer starts explaining in front of the class.
3.	Evaluating: the strategy of evaluating at the end of the task implies the students' awareness of how much they have learned.	1. I summarize what I have learned after studying.
		2. I know how well I did once I finished a test.
		3. I reflect on my progress in learning to set realistic goals.
		4. I assess my ability to use English in different contexts.

		5. I assess my performance after completing a language task.

Adopted from Melza that quoted from Vandergrift book 2012.[38]

2. Interview

After knowing the result of the questionnaire, the researcher did the interview to follow up the questionnaire. Interview is a meeting where one or more people ask questions and answer to gather information. In this study, the researcher interviewed some English students in the fifth semester of UIN Syahada Padangsidimpuan which was determined from the results of the questionnaire. The researcher was conducted on three persons, one student in the planning category, one student in monitoring, and one student in the evaluating category.

E. Technique of Data Collection

The technique of collecting the data used a questionnaire sheet and a list of interviews. The researcher will collect the data by step as follows :

The first is a questionnaire conducted before the interview. There are 15 statements in the questionnaire and it uses the Likert scale. In the Likert scale, the score begins from positive to negative. it begins with always, often, sometimes, seldom, and never. Each criterion has a score. The procedures to collect the data by using a questionnaire, here are the procedures:

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[38] Melza Fitriani "The Correlation between Students' Metacognitive Awareness toward Their Reading Comprehension in Recount Text at The Tenth Grade of SMAN 2 Bangko" October 2022

1. The researcher comes into the class and explains the instructions and time for filling out the questionnaire.

2. The researcher administers the questionnaire with the students and waits until 15 minutes.

3. five minutes before the times up, the researcher will remind the students.

4. Then, the researcher asks the students to collect the questionnaire.

5. Next, the researcher checks the students' answers and descry bes the result.

    The second is the interview. The interview needs to collect the data by having a conversation. This research used close interviews to get accurate data and to avoid the overwhelming. Here are some steps in doing the interview:

1. The researcher prepares the questions that relate to the result of the questionnaire.

2. The researcher prepares tools such as a pen, and the questions for the interview.

3. Third, The researcher asks the participants to answer the questions honestly without pressure.

4. The fourth, researcher asks the students one by one and finishes the interview.

    After finishing the interview, the researcher will analyze the students' answers, interpret, and describe them. Then, the data from each

question will be described to find out more information about the students' metacognitive awareness in learning English.

F. Technique of Data Analysis

In this research, the data analysis follows the mixed-methods approach, combining quantitative analysis for the questionnaire data and qualitative descriptive analysis for the interview data. According to Miles et al., quoted by Nizar in his book, it is stated that the purpose of data analysis and management is to ensure accessibility of high-quality data, documentation of what was analyzed has been done, maintenance of the data, and links to the analysis after the study is completed.[39] Data analysis is the process of systemically searching and arranging the interview transcripts, observations, and other materials that the researcher accumulated to increase understanding, and to enable to present what has been discovered.

There are two main data in this study. The first data was quantitative, and the second data was qualitative in terms of transcript of the in-depth interview results.

1. Questionaaire

The first data is the questionnaire, The researcher explained the result of the questionnaire based on the data percentage. The researcher will show the result also by giving a pie chart for each

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[39] rangkuti, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, PTK, Dan Penelitian Pengembangan*.

statement, it will help to show the percentage clearly. The student's answers were accumulated into numbers as data in percentage by formulation :

$$P = \frac{f}{n} \times 100\%$$

To analyze the percentage of students' scores, the researcher used the scale to classify the level from Sadjana as mentioned below:

Table III. 3
Scale to Classify the Level

No	Percentage Scores	Categories
1.	80-100	Very high
2.	60-79,99	High
3.	40-59.99	Enough
4.	20-39.99	Less
5.	0-19.99	Fail

Surce: Sudjana, Penelitian dan Penilaian Pendidikan, 2002.[40]

a. Data reduction

Involves simplifying and organizing the collected qualitative data to make it manageable. Sugiyono mentions that data reduction means summarizing, selecting key things, focusing on important things, and looking for themes and patterns. Thus the data to be reduced provides a clearer picture and makes it easier for researchers to carry out further data collection, and search for it when needed.[41] In data regulation,

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[40] Nana Sudjana and Ibrahim, Penelitian dan Penilaian Pendidikan, (Jakarta: Sinar Baru Algesindo, 2002), P.153.
[41] Sugiyono, *Metode Penelitian Kuantitatif Kualitatif Dan R&D*, 19th Ed. (Bandung: Alfabeta,CV, 2013), P 247.

it's a way to organize information to make it easier to understand what the main points are.

b. Data Display

After grouping each point of the questionnaire, the researcher analyzed the data in a clear and structured way. Males et al., that quoted from Sugiyono's book stated that in qualitative research the presentation of data can be done in the form of brief descriptions, charts, relationships between categories, flowcharts, and the like.[42] The researcher used a pie chart to summarize key findings interpreted and mention supported quotes from the participants to follow up the questionnaire.

c. Data Verification

Verification ensures the accuracy and credibility of the findings. Sugiyono mentions data verification is carried out if the initial conclusions put forward are still temporary, and there will be changes if not accompanied by strong supporting evidence to support the next stage of data collection. If the conclusions put forward at an early stage are supported by valid and consistent evidence when the researcher returns to the field to collect data, then the conclusions put forward are valid and

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[42] P 249.

consistent.[43] In here the researcher used triangulation that used multiple sources to fulfil the data.

2. Interview

To analyzed the data from the interview, here are steps in analyzing qualitative descriptive adapted from the book by Arisian[44]:

a. Reading/Writing

The first step in data analysis is reading and writing. In this section, the researcher identified the students' metacognitive awareness based on the result of the questionnaire. Where the researcher memos the dominant type of students' awareness in learning English and interviewed the students' to get the accurate information.

b. Describing

The next step was describing, the researcher describe the result of the questionnaire and explained the information of the research interview about students' metacognitive awareness in learning English.

c. Classifying

The last step was classifying, the researcher classified the results of the interview based on the result of the questionnaire

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[43] p 252.
[44] L.R. Gay, Geoffrey E. Mills, and Petter Arisian, *Educational Research Competencies for Analysis and Applications,* n.d., p.468.

in each item and took the conclusion from the result of students metacognitive awareness in learning English.

G. Technique of Checking Data Trustworthiness

Every research requires a standard to see the degree of trust or truth in the result of the study. Therefore the researcher must obtain data are valid. This part of the research points out how the data can be trustworthy. To check the trustworthiness of the data, the researcher used the triangulation method. Noble and Heale in Akutei's article mention that triangulation refers to the process that helps to increase the credibility and validity of research. In other words, research triangulation basically aims at validating the results of a study. Triangulation, sometimes, makes use of mixed methods to achieve the aim of validating research findings.[45] Triangulation in research involves using multiple data sets, methods, and theorists to address a research question.

In the triangulation method, the researcher used multiple instruments to check data trustworthiness. The first instrument in this research is the questionnaire and will continue with interviews to gather more information about students' metacognitive awareness.

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[45] Anita Bans-Akutey and Benjamin Makimilua Tiimub, "Triangulation in Research," *Academia Letters*, August 31, 2021, https://doi.org/10.20935/AL3392.

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, researcher presented the result of the research about analyzing students' metacognitive awareness in learning English at English education department of UIN Syahada Padangsidimpuan.

A. Research Findings

This research had two results based on the formulation of the problem including describing students' metacognitive awareness in learning English, finding the dominant type of students' metacognitive awareness, and explaining the dominant type of students' metacognitive awareness in learning English at English department of UIN Syahada Padangsidimpuan. To get the data needed, this research distributed the questionnaire and conducted interview to the participants.

1. Describing The Students' Metacognitive Awareness in Learning English.

Data from the questionnaire consisted of 15 statements, 5 items were about planning (understanding the process of learning itself and learning to predict the strengths and weaknesses of their ideas), 5 items were about monitoring (refers to the awareness of performing a critical analysis of strategies), and 5 items were about evaluating (the strategy of evaluating at the end of the task implies the students' awareness of how much they have learned). The number of participants was 52 students at fifth semester of

English education department of UIN Syahada Padangsidimpuan. 30 students in class of TBI 1 and 22 students in class of TBI 2. The result based on each indicator, it can be seen below:

a. Planning (understanding the process of learning itself and learning to predict the strengths and weaknesses of their ideas).

Based on this indicator, the researcher created 5 statements to know how students' metacognitive awareness in learning English in the planning category. The statements start from 1 until 5. The following are results that will be described through charts :

1) When studying English, I make my schedule in advance.
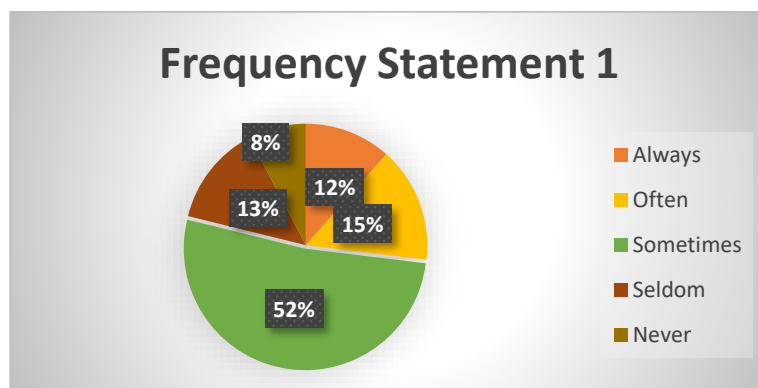
Pie chart IV. 1
Item 1

Regarding the pie chart, it was found that there were 6 (12%) students who responded 'always', and there were 8 (15%) students who responded 'often', and then there were 27 (52%) students who responded 'sometimes', and then there were 7 (13%) students who responded 'seldom', the last was 4 (8%) students who answered 'never'. The most students answered sometimes. From the

respondents' answers, it was concluded that students learning English sometimes make a schedule in advance.

　　To add the data related to this statement, the researcher also interviewed one of the students P.D., and the questions were about how often she makes a schedule in advance while learning English and how she plans it. She said that she sometimes makes the schedule in learning English by writing a note about the important material the night before having a class for tomorrow.

2) I set specific goals for each learning session to help me stay focused.

Pie chart IV. 2
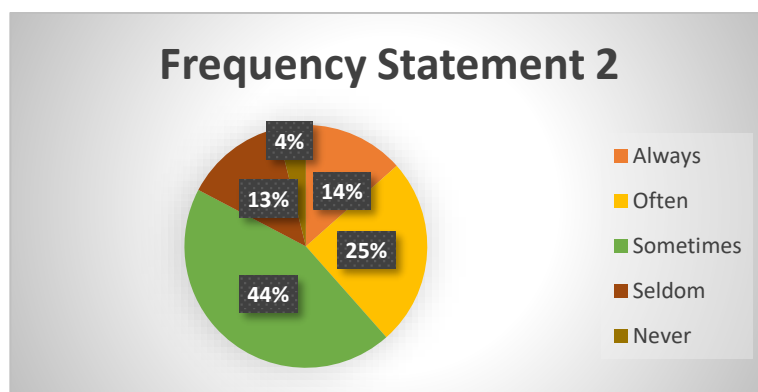**Item 2**

　　Regarding the pie chart, it was found that there were 7 (14%) students who responded 'always', and there were 13 (25%) students who responded 'often', and then there were 23 (44%) students who responded 'sometimes', and then there were 7 (13%) students who responded 'seldom', the last was 2 (4%) students who answered 'never'. The most students answered sometimes. From the

respondents' answers, it was concluded that students sometimes set specific goals in learning session to stay focused.

To add the data related to this statement, the researcher also interviewed one of the students, P.D., and the questions were about does she set specific goals in learning English to stay focused and why. She said that she sometimes set specific goals in learning English to stay focused because when studying in class sometimes there are difficult courses and learning methods that are monotonous and boring, and she lacks enthusiasm when studying.

3) I make a list of the material that need to cover in my study.

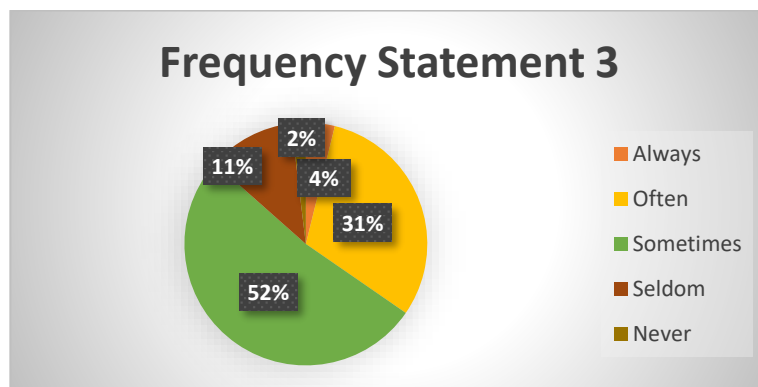**Pie chart IV. 3**
Item 3

Regarding the pie chart, it was found that there were 2 (4%) students who responded 'always', and there were 16 (31%) students who responded 'often', and then there were 27 (52%) students who responded 'sometimes', and then there were 6 (11%) students who responded 'seldom', the last was 1 (2%) students who answered 'never'. The most students answered sometimes. From the

respondents' answers, it was concluded that students sometimes make a list of the material that needs to be covered in their studies.

To add the data related to this statement, the researcher also interviewed one of the students P.D., and the questions were about how often she makes a list of the material that needs to be covered in her study and how she does it. She said that she sometimes makes a list of the material that needs to be covered in her study, by finding another source like watching YouTube or googling the material that needs to be covered.

4) I consider my strengths and weaknesses while planning my English studies.

Frequency Statement 4

- Always — 21%
- Often — 40%
- Sometimes — 31%
- Seldom — 8%
- Never — 0%
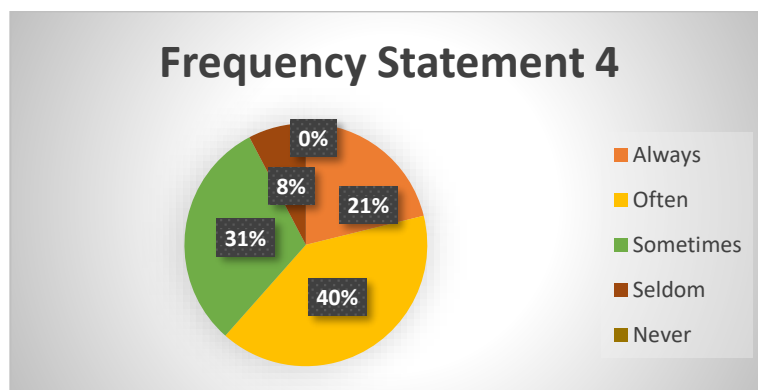
Pie chart IV. 4
Item 4

Regarding the pie chart, it was found that there were 11 (21%) students responded 'always', and there were 21 (40%) students responded 'often', and then there were 16 (31%) students who responded' sometimes', and then there were 4 (8%) students who responded 'seldom', the last was 0 (0%) students who answered never. The most students answered 'often'. From the

respondents' answers, it was concluded that students often consider their strengths and weaknesses while planning English studies.

To add the data related to this statement, the researcher also interviewed one of the students P.D., and the questions were about how often she consider her strengths and weaknesses while planning English studies and how. She said that she often consider her strengths and weaknesses while planning English studies by identify the weakness part in learning process and find the solution.

5) I break down complex tasks into smaller manageable steps.

Pie chart IV. 5
Item 5

Regarding the pie chart, it was found that there were 10 (19%) students who responded 'always', and there were 17 (33%) students who responded 'often', and then there were 21 (40%) students who responded 'sometimes', and then there were 4 (8%) students who responded 'seldom', the last was 0 (0%) students who answered 'never'. The most students answered sometimes. From

the respondents' answers, it was concluded that students sometimes breakdown complex tasks into smaller manageable steps.

To add the data related to this statement, the researcher also interviewed one of the students, P.D., and the questions were about does she break down the complex tasks into smaller manageable steps and why. She said that she sometimes break down the complex tasks into smaller manageable steps to make it easier to understand.

b. Monitoring (refers to the awareness of performing a critical analysis of strategies).

Based on this indicator, the researcher created 5 statements to know how students metacognitive awareness in learning English in monitoring category. The statements start from 1 until 2. The following are result that will be described through charts :

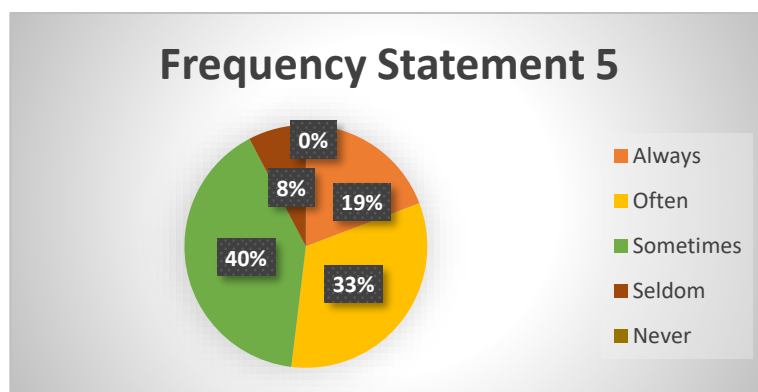1) I adjusted my study strategy based on my performance.

Pie chart IV. 6
Item 6

Regarding the pie chart, it was found that there were 28 (54%) students who responded 'always', and there were 16 (31%) students

who responded 'often', and then there were 5 (9%) students who responded 'sometimes', and then there were 3 (6%) students who responded 'seldom', the last was 0 (0%) students who answered 'never''. The most students answered always. From the respondents' answers, it was concluded that students always adjust their strategy in learning English based on their performance.

To add the data related to this statement, the researcher also interviewed one of the students, M.H., and the questions were about how often does she adjust her study strategy based on her performance and how. She said that she always adjusts her study strategy based on her performance to increase learning efficiency. By using the most effective method, time and energy can be used more optimally.

2) I find myself analyzing the usefulness of strategies while study.

Frequency Statement 2

	Legend
	Always
	Often
	Sometimes
	Seldom
	Never

0% 9% 8% 27% 56%

Pie chart IV. 7
Item 7

Regarding the pie chart, it was found that there were 4 (8%) students who responded 'always', and there were 14 (27%) students who responded 'often', and then there were 29 (56%) students who

responded 'sometimes', and then there were 5 (9%) students who responded 'seldom', the last was 0 (0%) students who answered 'never'. Th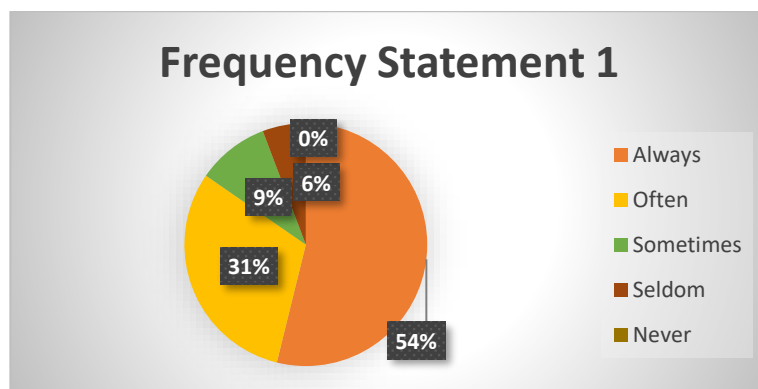e most students answered sometimes. From the respondents' answers, it was concluded that students sometimes analyze the usefulness of strategies while learning English.

To add the data related to this statement, the researcher also interviewed one of the students, M.H., and the questions were about whether she finds herself analyzing the usefulness of strategies while studying and why. She said that she sometimes finds herself analyzing the usefulness of strategies while studying to achieve effective and efficient learning goals.

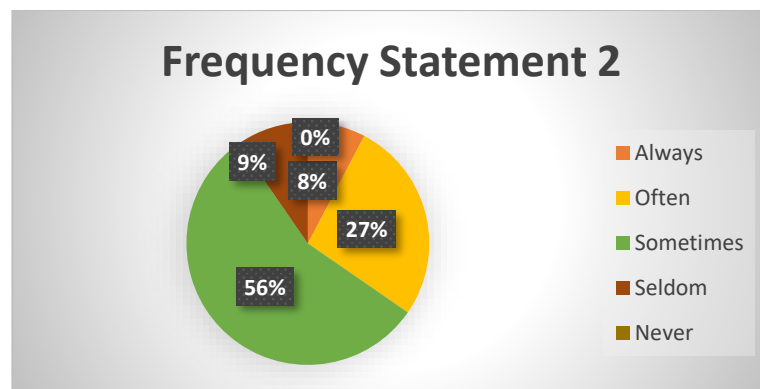3) I read the instructions carefully before I begin a task.

Pie chart IV. 8
Item 8

Regarding the pie chart, it was found that there were 27 (51%) students who responded 'always', and there were 18 (34%) students who responded 'often', and then there were 5 (9%) students who responded 'sometimes', and then there were 2 (6%) students who responded 'seldom', the last was 0 (0%) students who

answered 'never'. The most students answered always. From the respondents' answers, it was concluded that students always read the instructions carefully before begin a task.

To add the data related to this statement, the researcher also interviewed one of the students, M.H., and the questions were about does she read the instructions carefully before beginning a task and why. She said that she always read the instructions carefully before beginning a task to avoid mistakes that might occur and optimize the time to complete the task.

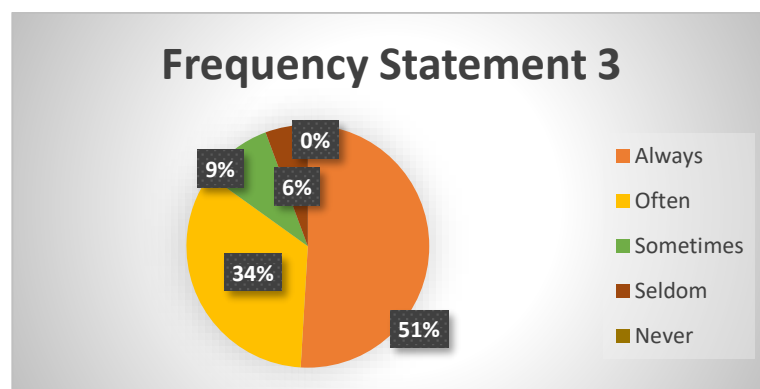4) I ask myself questions about the material before I begin.
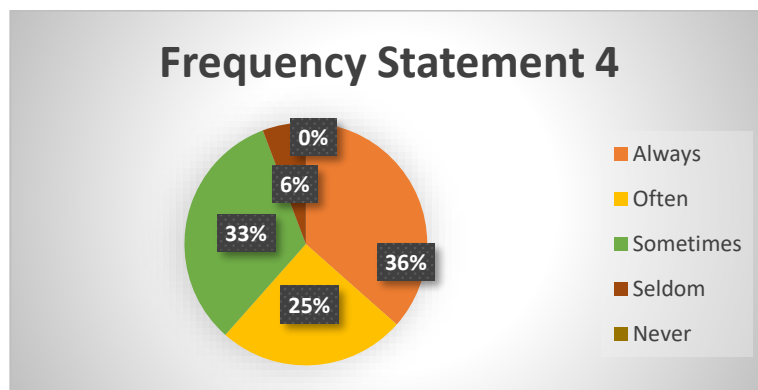
Pie chart IV. 9
Item 9

Regarding the pie chart, it was found that there were 19 (36%) students who responded 'always', and there were 13 (25%) students who responded 'often', and then there were 17 (33%) students who responded 'sometimes', and then there were 3 (6%) students who responded 'seldom', the last was 0 (0%) students who answered 'never'. The most students answered sometimes. From

the respondents' answers, it was concluded that students always ask themselves about the material before learning.

To add the data related to this statement, the researcher also interviewed one of the students, M.H., and the questions were about does she asked herself questions about the material before beginning and why. She said that she always asks herself questions about the material before beginning to identify what she needs to learn and already know. It will help in designing effective learning strategies.

5) I read the material first before the lecturer starts explaining in front of the class.

Pie chart IV. 10
Item 10

Regarding the pie chart, it was found that there were 5 (10%) students who responded 'always', and there were 11 (21%) students who responded 'often', and then there were 28 (54%) students who responded 'sometimes', and then there were 7 (13%) students who responded 'seldom', the last was 1 (2%) students who answered 'never'. The most students answered sometimes. From the

respondents' answers, it was concluded that students sometimes read the material first before the lecturer starts explaining in front of the class.

To add the data related to this statement, the researcher also interviewed one of the students, M.H., and the questions were about does she read the material first before the lecturer starts explaining in front of the class and why. She said that she sometimes reads the material first before the lecturer starts explaining in front of the class to identify questions or aspects that are not yet understood. This allows him to prepare relevant questions to ask during the learning process.

c. Evaluating (the strategy of evaluating at the end of task implies the students' awareness of how much they have learned).

Based on this indicator, the researcher created 5 statements to know how students metacognitive awareness in learning English in the evaluating category. The statements start from number 1 until 5. The following are result that will be described through charts :

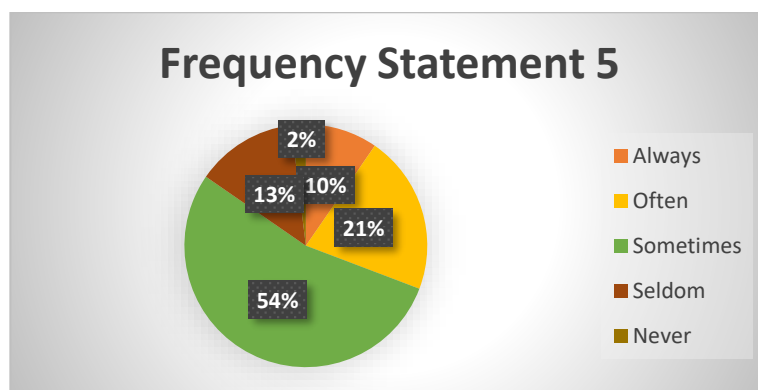1) I summarize what I have learned after studying.

Pie chart IV. 11
Item 11

Regarding the pie chart, it was found that there were 13 (25%) students who responded 'always', and there were 13 (25%) students who responded 'often', and then there were 22 (43%) students who responded 'sometimes', and then there were 4 (8%) students who responded 'seldom', the last was 0 (0%) students who answered 'never'. The most students answered sometimes. From the respondents' answers, it was concluded that students sometimes summarize the material after study.

To add the data related to this statement, the researcher also interviewed one of the students, S.P., and the questions about did he summarized what he had learned after studying and why. He said that he sometimes summarized what he had learned after studying to simplify complex concepts into simpler forms that are easy to remember and help in exams later.

2) I know how well I did once I finished a test.

Pie chart IV. 12
Item 12

Regarding the pie chart, it was found that there were 15 (29%) students who responded 'always', and there were 13 (25%) students who responded 'often', and then there were 21 (40%) students who responded 'sometimes', and then there were 3 (6%) students who responded 'seldom', the last was 0 (0%) students who answ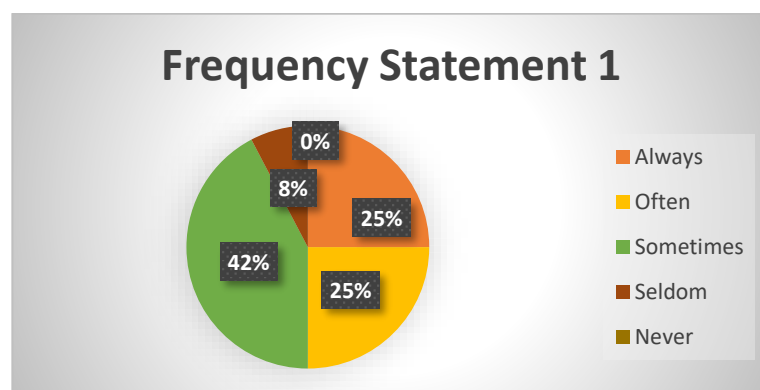ered 'never'. The most students answered sometimes. From the respondents' answers, it was concluded that students sometimes know how well they finished a test.

To add the data related to this statement, the researcher also interviewed one of the students, S.P., and the questions were about how often he summarized what he had learned after studying and how. He said that he sometimes summarized what he had learned after studying by understanding the competencies covered and knowing what he did well and what needs to be improved, he can understand how well the result were.

3) I reflect on my progress in learning to set realistic goals.
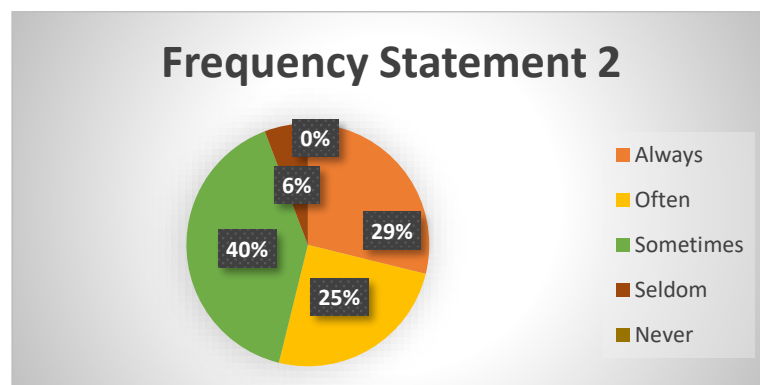

Pie chart IV. 13
Item 13

Regarding the pie chart, it was found that there were 7 (13%) students who responded 'always', and there were 14 (27%) students who responded 'often', and then there were 27 (5%) students who responded 'sometimes', and then there were 4 (8%) students who responded 'seldom', the last was 0 (0%) students who answered 'never'. The most students answered sometimes. From the respondents' answers, it was concluded that students sometimes reflect on their progress in learning to set realistic goals.

To add the data related to this statement, the researcher also interviewed one of the students, S.P., and the questions were about how often he reflects on his progress in learning to set realistic goals and how. He said that he reflects on his progress in learning to set realistic goals sometimes by measuring progress, also identifying areas that need improvement. For example, if you still have difficulty with tenses, then focus on tense material.

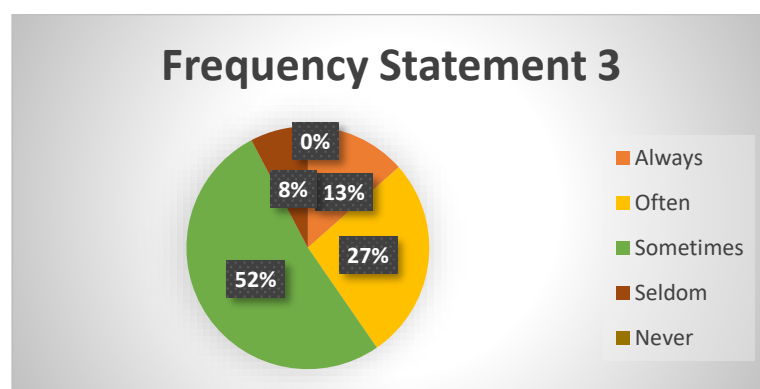4) I assess my ability to use English in different contexts.

Pie chart IV. 14
Item 14

Regarding the pie chart, it was found that there were 14 (27%) students who responded 'always', and there were 21 (40%) students who responded 'often', and then there were 14 (27%) students who responded 'sometimes', and then there were 2 (4%) students who responded 'seldom', the last was 1 (2%) students who answered 'never'. The most students answered sometimes. From the respondents' answers, it was concluded that students often assess their ability to use English in different contexts.

To add the data related to this statement, the researcher also interviewed one of the students, S.P., and the questions were about how often he assesses his ability to use English in different contexts and how. He said that he often assesses his ability to use English in different contexts by understanding how to correct errors in English and adapt well to the situation.

5) I assess my own performance after completing a language task.
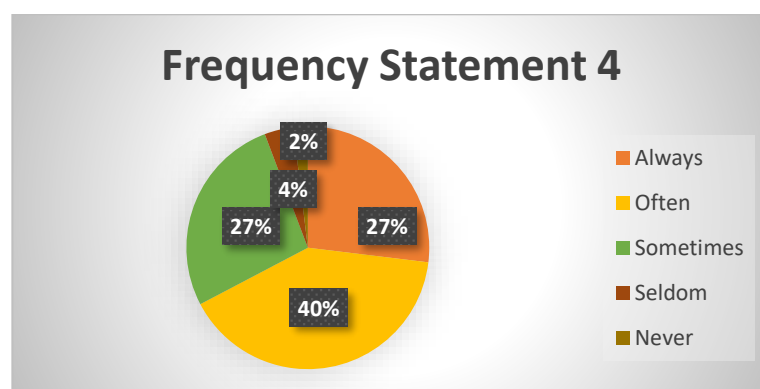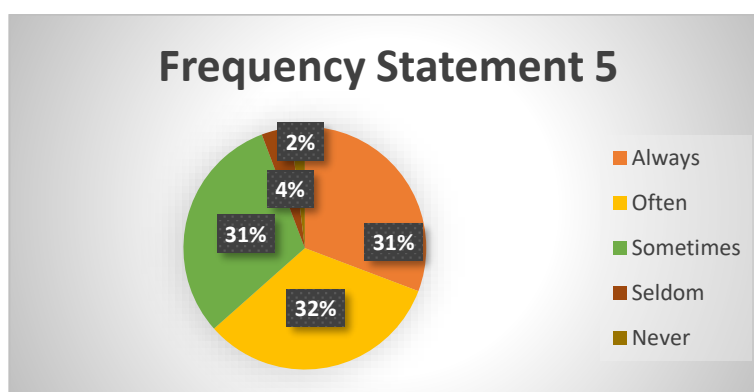

Pie chart IV. 15
Item 15

Regarding the pie chart, it was found that there were 16 (31%) students who responded 'always', and there were 17 (32%)

students who responded 'often', and then there were 16 (31%) students who responded 'sometimes', and then there were 2 (4%) students who responded 'seldom', the last was 1 (2%) students who answered 'never'. The most students answered often. From the respondents' answers, it was concluded that students often assess their own performance after completing a language task.

To add the data related to this statement, the researcher also interviewed one of the students, S.P., and the questions were about how often he assesses her performance after completing a language task and how. He said that he often assesses her performance after completing a language task by looking for relevant and effective learning resources like books, videos, applications, etc.

2. **Find The Dominant Type of Students' Metacognitive Awareness in Learning English.**

There are 5 items in planning categories, in statement 1, students dominantly answered 'sometimes' which amounted 27 (52%) students. In statement 2, students dominantly answered 'sometimes' which amounted 23 (44%) students. In statement 3, students dominantly answered 'sometimes' which amounted 27 (52%) students. In statement 4, students dominantly answered 'often' which amounted 21 (40%) students. The last statement students dominantly answered 'sometimes' which amounted 21 (40%) students.

There are 5 items in monitoring categories, in statement 1, students dominantly answered 'always' which amounted 28 (54%) students. In statement 2, students dominantly answered 'sometimes' which amounted 29 (59%) students. In statement 3, students dominantly answered 'always' which amounted 27 (51%) students. In statement 4, students dominantly answered 'always' which amounted 19 (36%) students. The last statement students dominantly answered 'sometimes' which amounted 28 (54%) students.

There are 5 items in evaluating categories, in statement 1, students dominantly answered 'sometimes' which amounted 22 (43%) students. In statement 2, students dominantly answered 'sometimes' which amounted 21 (40%) students. In statement 3, students dominantly answered 'sometimes' which amounted 27 (52%) students. In statement 4, students dominantly answered 'often' which amounted 21 (40%) students. The last statement students dominantly answered 'often' which amounted 17 (32%) students.

B. Discussion

In this section, the researcher has discussed the results of the questionnaire and interview about the students' metacognitive awareness in learning English at English education department of UIN Syahada Padangsidimpuan and found the dominant type of students' metacognitive awareness in learning English.

1. **Students' Metacognitive Awareness in Learning English**

Based on the research findings, about the students' metacognitive awareness in learning English at English education department of UIN Syahada Padangsidimpuan, the researcher mentioned 3 categories in the questionnaire, they are; planning, monitoring, and evaluating. Each categories consist of 5 statements.

a. Planning category

In planning category, the first is making the schedule for learning English, and students' awareness is enough. The second is setting specific goals for each learning session to stay focused and students' awareness is enough. The third is making a list of material that needs to be covered in study and students' awareness is enough. The fourth is consider strengths and weaknesses while planning English and studies students' awareness is high. The last is to break down complex tasks into smaller manageable steps and students' awareness is enough.

It means that in the process of planning English studies, several essential components must be considered. First, creating a study schedule, students sometimes display a sufficient level of awareness regarding the need to organize their time effectively. The second, setting clear and specific goals for each study session is crucial to staying focused and maximizing productivity. The third is creating a comprehensive list of materials that need to be covered. Students show a fair amount of awareness of this part, as it helps them stay organized

and ensure that all topics are thoroughly reviewed. The fourth is student's strengths and weaknesses while planning their English studies. Here, students have a higher level of awareness. They seem to recognize the importance of focusing on areas that need improvement. Lastly, when facing complex tasks, break them down into smaller ones. Students' awareness was at a moderate level, they did not do it often but also not rarely.

Based on the related findings about students' metacognitive awareness in learning English at English Education Department of UIN Syahada Padangsidimpuan in planning category, the result has similarity with previous research done by Ade Hidayat, which identified students' metacognitive strategies in learning English, showing that students' awareness in planning categorised was enough (34,74%).[46] But the result of this study differs from the findings of Raraningrum, she found that planning for a language task strategy becomes the first strategy that the students always use in learning English. It showed that the indicates as 'always' based on the category of planning for a language task strategy.[47] The study shows moderate planning awareness, aligning with Ade Hidayat's findings but differing from Raraningrum's, where planning is the most used strategy.

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[46] Hidayat, A. "Students' Metacognitive Strategies in learning English." *Skripsi. FKIP Universitas Bengkulu. Bengkulu* (2014).

[47] Adita Fiqi Rahmaningrum "Metacognitive Strategies Used by Students in Learning English" *Skripsi FKIP Universitas Muhammadiyah Yogyakarta. Yogyakarta* (2018).

b. Monitoring category

In monitoring category, the first is to adjust the strategy of study based on performance and students' awareness is enough. The second is analyzing useful strategies while studying and students' awareness is enough. The third is read the instructions carefully before beginning a task and students' awareness is enough. The fourth is prepare the material before beginning a task and students' awareness is high. The last is read the material first before the lecturer explains in front of the class and students' awareness is high.

When monitoring their learning activities, there are 5 statement. The first is adjusting their study strategies based on their performance. Students generally show a moderate level of awareness regarding the need to reflect on their progress. The second is students' level of understanding is decent, but not very high. They know enough to find and think about useful ways to study. Next students demonstrate sufficient awareness of the need to carefully read instructions before starting a task. When preparing study materials in advance of beginning any task, students show a high level of awareness. Lastly, read the materials before the lecturer explains them in class. This showed that the student had a high awareness of reading the material before beginning the class.

Based on the related findings about students' metacognitive awareness in learning English at English Education Department of UIN

Syahada Padangsidimpuan, the result is similar to previous research done by Hidayat, which identified students' metacognitive strategies in learning English, showing that students' awareness in monitoring categorized are enough (32,10%).[48] However, the result of this study differs from the findings of Raraningrum, who found that the students frequently employed monitoring strategies to support their English learning process. It shows that the students are able to monitor their goals and achievements periodically.[49] The study shows moderate monitoring awareness, aligning with Ade Hidayat's findings but differing from Raraningrum's, where the students' monitoring level is at 'often'.

c. Evaluating category

In evaluating categories, the first is to summarize the material after studying and students' awareness is very high. The second is to understand how well students finish a test and students' awareness is enough. The third is to reflect on the progress in learning to set realistic goals and students' awareness is very high. The fourth is to assess the ability to use English in different contexts and students' awareness is very high. The last is to assess the performance after completing a language task and students' awareness is enough. Furthermore, students mostly answered 'sometimes' means that the students' metacognitive

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[48] Hidayat, A. "Students' Metacognitive Strategies in learning English." *Skripsi. FKIP Universitas Bengkulu. Bengkulu* (2014).

[49] Adita Fiqi Rahmaningrum "Metacognitive Strategies Used by Students in Learning English" *Skripsi FKIP Universitas Muhammadiyah Yogyakarta. Yogyakarta* (2018).

awareness was in the middle level or enough. Some statements also answered by the students with dominantly high and very high metacognitive awareness in learning English.

It means, students engage in several important activities that reveal varying levels of metacognitive awareness. The first is students has a very high level of awareness in summarizing the material after studying. This suggests that students are highly conscious of the need to consolidate their knowledge. The second is understanding how well they perform on tests, students' awareness is moderate. They show an adequate level of awareness, indicating they are somewhat mindful of their performance. Next is reflecting on their progress in learning and setting realistic goals. Here, students again exhibit a very high level of awareness, suggesting they are proactive in evaluating their learning journey and adjusting their goals based on their progress. The fourth is students have a very high level of awareness regarding their ability to use English in different contexts. Lastly, assessing their performance after completing a language task, students show a moderate level of awareness.

Based on the related findings about students' metacognitive awareness in learning English at English Education Department of UIN Syahada Padangsidimpuan, the result is similar to previous research done by Hidayat, which identified students' metacognitive strategies in learning English, showing that students' awareness in evaluating

categorized are enough (31,16%).[50] However, the result of this study differs from the findings of Raraningrum, who found that the students always employed a self-evaluating strategy to support their English learning process. It shows that the students are able to evaluate how their task was accomplished and how their strategies were used during the learning process.[51] The study shows moderate monitoring awareness, aligning with Ade Hidayat's findings but differing from Raraningrum's, where the students' monitoring level is at 'always'.

Overall, students tend to respond with "sometimes" in planning, monitoring, and evaluating. Indicating that their metacognitive awareness is generally at a middle or moderate level. However, certain aspects, show that students are especially mindful in these areas of their English learning journey.

2. **The Dominant Type of Students' Metacognitive Awareness in Learning English.**

Further results and discussions from this study are to find the most frequent metacognitive strategies used by the English Language Education Department students in the fifth semester of UIN Syahada Padangsidimpuan. Based on the category of planning, monitoring, and evaluating, this result that mention in finding belonged to the 'sometimes' category. It can be concluded that the students in moderate level of

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[50] Hidayat, A. "Students' Metacognitive Strategies in learning English." *Skripsi. FKIP Universitas Bengkulu. Bengkulu* (2014).

[51] Adita Fiqi Rahmaningrum "Metacognitive Strategies Used by Students in Learning English" *Skripsi FKIP Universitas Muhammadiyah Yogyakarta. Yogyakarta* (2018).

awareness regarding the planning, monitoring, and evaluating categories. These results highlight the need for enhancing metacognitive strategies among students to improve their English learning outcomes.

This result is different from the study of Fitriani, she found that students' metacognitive awareness in the tenth grade of SMAN 2 Bangko was 68,09%. It is categorized as an 'Average' level of awareness.[52] It is contrast with the study of Hidayat, he found that the students' metacognitive aspects were at a moderate level which planning, monitoring, and evaluating.[53] It is concluded that the student's metacognitive awareness in each aspect were different.

C. Threats of The Research

The researcher found some threats of the research as follows :

1. Response bias, where participants may provide answers they think are expected or socially desirable, rather than expressing their true thoughts and experiences. This can occur in both the questionnaire and interviews.

2. Researcher bias, which happens when the researcher's personal beliefs, expectations, or preferences influence when interpret the data, especially during the qualitative analysis of interview responses.

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[52] Melza Fitriani "The Correlation between Students' Metacognitive Awareness toward Their Reading Comprehension in Recount Text at The Tenth Grade of SMAN 2 Bangko" October 2022

[53] Hidayat, A. "Students' Metacognitive Strategies in learning English." *Skripsi. FKIP Universitas Bengkulu. Bengkulu* (2014).

CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

A. Conclusion

This section presents the summary result of this study. The results were gained to answer the research question and to give further results to this study. The research objectives are to describe students' metacognitive awareness in learning English at English education department of UIN Syahada Padangsidimpuan. Then, the further result of this study is to find the dominant type of students' metacognitive awareness in learning English.

1. Describing Students' Metacognitive Awareness in Learning English

To answer the formulation of the problem, this research showed that students in the planning aspect found a moderate level of awareness regarding their ability to set goals and strategies for their learning. However, they have a strong sense of considering their strengths and weaknesses while planning English studies. In the monitoring aspect, half of students indicated that they engage in monitoring their learning or thinking processes only occasionally. This means that nearly half of the students are aware of and evaluate their metacognitive activities sometimes, but not consistently. However, they have a strong sense of adjusting the strategy of study and reading the instructions before beginning a task. The last is in evaluating aspect, their level of metacognitive awareness is moderate, indicating that they are aware of these strategies but may not regularly or fully apply them.

However, they have a strong sense of assessing the ability to use English in different contexts.

2. Dominant Type of Metacognitive in Learning English

Based on the category of planning, monitoring, and evaluating, this result mentioned in the finding belonged to the 'sometimes' category. It can be concluded that the students in moderate level of awareness regarding the planning, monitoring, and evaluating categories.

The middle level of metacognitive awareness in learning English at the English education department of UIN Syahada Padangsidimpuan suggests that students are aware of their learning processes but may not fully utilize these skills to optimize their learning. This awareness is crucial for improving the learning process, it also indicates a need for more targeted interventions to enhance metacognitive regulation. By focusing on problem-solving strategies and promoting self-regulation, can help students develop a higher level of metacognitive awareness, ultimately leading to better academic performance and more efficient learning processes. The researcher suggests when students are aware of their cognitive strategies, they are more likely to engage in effective learning practices, such as planning, monitoring, and evaluating their understanding skills. Consequently, this research serves as a valuable resource for educators to develop metacognitive strategies, ultimately benefiting students' overall educational outcomes and preparing them for successful careers in English education.

B. Implication

Implication refers to the conclusions or effects that can be drawn from the findings of a scientific study. The result of this study is about students' metacognitive awareness in learning English at the English education department of UIN Syahada Padangsidimpuan. Based on the result of this study, it is known that students' metacognitive awareness in learning English is dominantly enough and students should focus on developing their metacognitive awareness and skills to improve their overall performance in English language learning.

The result of this study is expected to be beneficial among students in the English education department at UIN Syahada Padangsidimpuan highlights significant benefits for students. By enhancing their metacognitive awareness, students better understand and regulate their learning process, leading to improved academic performance.

C. Suggestion

Based on the result above, the researcher would like to give some suggestions as followed :

1. For students, it is suggested that students actively engage in developing their metacognitive strategies to enhance their learning outcomes. By fostering a deeper understanding of their cognitive abilities and learning strategies, students can improve their proficiency in English and become more autonomous learners.

2. For teachers, by emphasizing metacognitive awareness, teacher can empower students to take ownership of their learning processes, leading to improved academic outcomes and greater independence in language acquisiton.

3. For the future researcher, the researcher hopes the future researcher will conduct the deeper research with this topic.

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Appendixes 1

Questionaire of Students' Metacognitive Awareness

Name :

Class :

This questionnaire is written for collecting data and research purpose only. You are required to give (√) to one answer describing uourself in the option coloumn provide: Always, Often, Sometimes, Seldom, and Never.

No	Statement	Always	often	Sometimes	Seldom	Never
	PLANNING :					
1.	When studying English, I make my study schedule in advance.					
2.	I set specific goals for each learning session to help me stay focused.					
3.	I make a list of the material that need to cover in my study.					
4.	I consider my strengths and weaknesses while planning the English studies.					
5.	I break down complex tasks into smaller manageable steps.					
	MONITORING :					
1.	I adjusted my study strategy based on my performance.					
2.	I find myself analyzing the usefulness of strategies while study.					
3.	I read the instructions carefully before I begin a task.					
4.	I ask myself questions about the material before I begin.					
5.	I read the material first before the lecturer starts explaining in front of the class.					
	EVALUATING :					
1.	I summarize what I have learned after studying.					
2.	I know how well I did once I finished a test.					
3.	I reflect on my progress in learning to set realistic goals.					
4.	I assess my ability to use English in different contexts.					
5.	I assess my own performance after completing a language task.					

Appendixes 2
List of Interview

<div align="center">List of Interview</div>

PLANNING: understanding the process of learning itself and learning to predict the strengths and weaknesses of their ideas.	
Statement 1 :	1. How often do you make a schedule in advance while learning English ?
	2. How do you plan it ?
Statement 2 :	1. Do you set specific goals in learning English to stay focused ?
	2. Why do you set specific goals in learning English to stay focused ?
Statement 3 :	1. how often you make a list of the material that needs to be covered in her study ?
	2. How do you do it ?
Statement 4 :	1. How often do you consider strengths and weaknesses while planning English studies ?
	2. Why do you consider strengths and weaknesses while planning English studies ?
Statement 5 :	1. Do you break down the complex tasks into smaller manageable steps ?
	2. Why do you break down complex tasks into smaller manageable steps ?
MONITORING: refers to the awareness of performing a critical analysis of strategies.	
Statement 1 :	1. How often do you adjust your study strategy based on your performance?
	2. How do you do it ?
Statement 2 :	1. How often do you find yourself analyzing the usefulness of strategies while studying ?
	2. How do you do it ?
Statement 3 :	1. How often do you read the instructions carefully before beginning a task ?
	2. How do you do it ?
Statement 4 :	1. How often do you asked yourself questions about the material before beginning ?
	2. Why do you do it ?
Statement 5 :	1. How often do you read the material first before the lecturer starts explaining in front of the class ?
	2. Why do you do it ?
EVALUATING : the strategy of evaluating at the end of the task implies the students' awareness of how much they have learned.	

Statement 1 :	1. Do you summarized what you had learned after studying ?
	2. Why do you do that ?
Statement 2 :	1. How often do you summarized what you had learned after studying ?
	2. How do you do that ?
Statement 3 :	1. How often do you reflects on the progress in learning to set realistic goals ?
	2. How do you do that ?
Statement 4 :	1. How often he assesses the ability to use English in different contexts ?
	2. How do you do that ?
Statement 5 :	. How often do you assesses the performance after completing a language task ?
	. How do you do it ?

Appendixes 3

SURAT VALIDASI

Menerangkan bahwa saya yang bertanda tangan di bawah ini :

    Nama   : Dr. Hamka, M.Hum

    Pekerjaan : Dosen Tadris Bahasa Inggris

Telah Memberikan Pengamatan dan masukan terhadap angket berikut untuk kelengkapan penelitian yang berjudul :

"Analyzing Students' Metacognitive Awareness in Learning English at English Department of UIN Syahada Padangsidimpuan."

Yang disusun oleh :

    Nama   : Wardani Dalimunthe

    Nim   : 20 203 00054

    Fakultas : Tarbiyah dan Ilmu Keguruan

    Jurusan : Tadris Bahasa Inggris

Adapun masukan yang telah saya berikan adalah sebagai berikut :

1. The Instrument is available to use !
2. ....

Dengan harapan, masukan dan penilaian yang diberikan dapat digunakan untuk menyempurnakan dalam memperoleh kualitas intrumen tes yang baik.

Padangsidimpuan, Juli 2024

Validator

Dr. Hamka, M.Hum

Appendixes 4

Kuesioner Kesadaran/Kemampuan Metskognitif Siswa

Nama :

Kelas :

Kuesioner ini dibuat untuk mengumpulkan (√) untuk jawaban yang benar berdasarkan diri anda dalam beberapa pilihan : Selalu, Sering, Terkadang, Jarang, dan Tidak Pernah.

No	Pernyataan	Selalu	Sering	Terkadang	Jarang	Tidak Pernah
	PLANNING :					
1.	Ketika belajar bahasa Inggris, saya membuat jadwal belajar terlebih dahulu.					
2.	Saya menetapkan tujuan spesifik dalam setiap sesi pembelajaran untuk membantu saya tetap fokus.					
3.	Saya membuat daftar materi yang perlu dibahas dalam pembelajaran saya.					
4.	Saya mempertimbangkan kelebihan dan kekurangan saya saat merencanakan pembelajaran bahasa Inggris.					
5.	Saya memecah tugas-tugas yang kompleks menjadi langkah-langkah yang lebih kecil dan mudah dikelola.					
	MONITORING :					
1.	Saya menyesuaikan strategi belajar saya berdasarkan kemampuan yang saya miliki.					
2.	Saya mendapati diri saya menganalisis kegunaan strategi saat belajar.					
3.	Saya membaca instruksi dengan saksama sebelum memulai mengerjakan tugas.					
4.	Saya bertanya pada diri saya sendiri tentang pemahaman materi sebelum memulai pembelajaran.					
5.	Saya membaca materi terlebih dahulu sebelum dosen mulai menjelaskan di depan kelas.					
	EVALUATING :					
1.	Saya meringkas apa yang telah saya pelajari setelah belajar.					
2.	Saya tahu seberapa baik saya setelah saya menyelesaikan tes.					
3.	Saya merefleksikan kemajuan saya dalam belajar menetapkan tujuan yang realistis.					
4.	Saya menilai kemampuan saya dalam menggunakan bahasa Inggris dalam berbagai konteks.					
5.	Saya menilai kinerja saya sendiri setelah menyelesaikan tugas bahasa.					

Appendixes 5

Documentation of the Research

Explain the questionnaire   Share the questionnaire

Collect the questionnaire   Do the Interview

CURRICULUM VITAE

A. **Identity**

Name   : Wardani Dalimunthe

Reg. Number   : 20 203 00054

Place / Date of Birth   : Batangtoru, 18 July 2002

Gender   : Female

Religion   : Islam

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Email   wardanidalimunthe@gmail.com

B. **Parents**

Father's Name   : Sahrul Dalimunthe

Job   : Wiraswasta

Mother's Name   : Najipah Nur Lubis

C. **Educational Background**

SDN 1 Batangtoru	2008 – 2014
MTsN Batangtoru	2014 – 2017
SMAN 1 Batangtoru	2017 – 2020
UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan	2020 – 2024

Nomor : B 6A0/Un.28/E.1/PP.00.9/10/2023   30 Oktober 2023
Lamp   : -
Perihal : **Pengesahan Judul dan Penunjukan**
         Pembimbing Skripsi

Yth.
1. **Dr. Hamka, M.Hum**   **(Pembimbing I)**
2. **Sokira Linda Vinde Rambe, S.Pd, M.Pd**   **(Pembimbing II)**

Assalamu'alaikum Wr. Wb.
    Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi Mahasiswa dibawah ini sebagai berikut:

Nama   : Wardani Dalimunthe
NIM   : 2020300054
Program Studi   : Tadris Bahasa Inggris
Judul Skripsi   : Analyzing students' metacognitive awareness in learning einglish at english education departemen of UIN Syahada Padangsidimpuan

    Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan Nomor 279 Tahun 2022 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut diatas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.
    Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu Dosen diucapkan terima kasih.

Mengetahui
an. Dekan
Wakil Dekan Bidang Akademik   Ketua Program Studi
                                               Tadris Bahasa Inggris

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Lampiran   : -

Hal   : Izin Penelitian

            Penyelesaian Skripsi

Yth. Dekan FTIK

UIN Syahada Padangsidimpuan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama   : Wardani Dalimunthe

NIM   : 2020300054

Fakultas   : Tarbiyah dan Ilmu Keguruan

Program Studi   : Tadris Bahasa Inggris

Alamat   : Kel. Wek II Batangtoru

Adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh AliHasan Ahmad Addary Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul " **Analyzing Students' Metacognitive Awareness in Learning English at English Education Departemen of UIN Syahada Padangsidimpuan**".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian dengan judul di atas.

Demikian disampaikan, atas perhatiannya diucapkan terimakasih.

a.n. Dekan

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Nama	: Wardani Dalimunthe
NIM	: 2020300054
Semester	: IX (Sembilan)
Program Studi	: Tadris Bahasa Inggris
Fakultas	: Tarbiyah dan Ilmu Keguruan

Benar telah selesai melaksanakan penelitian di lingkungan Fakultas Tarbiyah Dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan dalam rangka penyelesaian skripsi dengan judul **"Analyzing Student' Metacognitive Awareness in Learning Englis at English Education Departemen of UIN Syahada Padangsidimpuan"**.

Demikian surat ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Padangsidimpuan, 27 September 2024
a.n Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan

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