CHAPTER I

INTRODUCTION

A. Research Background

English is one of the most important subjects in education because it plays a significant role in developing students' competence in the era of globalization. As an international language, English is widely used in communication, science, technology, and education across the world. According to David Crystal, English has become a global language because it is used internationally in various domains such as business, education, and media.[1] Therefore, the teaching of English in schools is very important, including at the elementary level, as it helps students access global knowledge and communicate beyond their local context.

A study conducted by Karolis Anaktototy, examined the obstacles faced by English teachers in implementing the 2013 Curriculum at senior high schools in Ambon. The study found that teachers' professional competence, teaching experience, and instructional readiness significantly influenced the effectiveness of English language teaching.[2] Although teachers demonstrated adequate pedagogical knowledge, they still encountered several challenges in selecting appropriate teaching strategies and managing classroom activities.

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[1] David Crystal, English as a Global Language, 2nd Edition (Cambridge: Cambridge University Press, 2003).

[2] Karolis Anaktototy, "Portraying English Teachers' Obstacles in Applying 2013 Curriculum for High School Level," Eralingua: Jurnal Pendidikan Bahasa Asing dan Sastra, Vol. 5, No. 2 (2021), pp. 270–281.

Teachers' use of metacognitive strategies in teaching English is influenced by various internal and external factors. Internal factors include teachers' knowledge, beliefs, and understanding of metacognition, while external factors involve the learning environment, students' characteristics, and instructional context. According to J. Michael O'Malley and Anna Uhl Chamot, metacognitive strategies involve planning, monitoring, and evaluating learning activities, which are essential in language teaching.[3] In this context, teachers play an important role in facilitating students' metacognitive awareness by guiding them to organize, control, and reflect on their learning process, especially in learning English as a foreign language.

According to Barry J. Zimmerman, teaching strategies that incorporate metacognitive processes play an important role in promoting students' active involvement and self-regulated learning.[4] When teachers guide students to plan their learning, monitor their understanding, and evaluate their progress, students become more responsible and confident in their learning process. In addition, effective implementation of metacognitive strategies can create a more interactive and meaningful learning environment. Conversely, if teachers rely only on conventional teaching methods without encouraging students to think about their own learning, students tend to be passive and less engaged in classroom activities.

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In the context of MI Muhammadiyah Amaholu, initial observations indicate that the implementation of metacognitive strategies in teaching English

[3] J. Michael O'Malley and Anna Uhl Chamot, Learning Strategies in Second Language Acquisition (Cambridge: Cambridge University Press, 1990).

[4] Barry J. Zimmerman, "Becoming a Self-Regulated Learner: An Overview," Theory Into Practice, Vol. 41, No. 2 (2002), pp. 64–70.

still needs to be improved. During the teaching and learning process, the teacher tends to focus on delivering the material and assigning tasks without explicitly guiding students to plan, monitor, and evaluate their own learning. As a result, some students appear passive, show limited participation in classroom activities, and have not yet developed strong awareness of their learning process. This condition suggests that the lack of metacognitive strategy implementation may affect students' engagement and effectiveness in learning English.

Based on classroom observations and interviews, this condition is related to the teaching strategies implemented by the teacher, which are still dominated by conventional methods and show limited use of metacognitive strategies. The teacher mostly relies on lectures and written exercises without explicitly guiding students to plan, monitor, and evaluate their learning process. As a result, there is limited variation in classroom activities and the learning atmosphere becomes less engaging for students. In addition, in several learning activities, tasks are given with brief or unclear explanations, which makes it difficult for students to understand what they are expected to do, how to complete the tasks, and the purpose of the tasks. This indicates that the lack of metacognitive guidance may hinder students' ability to regulate and understand their own learning.

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The lack of clarity in delivering instructions can affect students' involvement in the learning process and hinder their understanding of the material. In the context of metacognitive strategies, clear and structured instruction is essential to help students understand what they are expected to do and how to approach their learning. When teachers explicitly guide students to

plan, monitor, and evaluate their learning activities, students are more likely to be actively involved and able to regulate their own learning process. Conversely, if instructions are not accessible or understandable, students may experience difficulties in following the lesson and in developing metacognitive awareness. Therefore, the effectiveness of metacognitive strategies in teaching English is influenced by how teachers deliver instructions and create a supportive classroom atmosphere. With clear, interactive, and reflective teaching strategies, teachers can help students better understand the material, feel more confident during learning activities, and develop greater awareness of their learning process.

As emphasized by Arfa and Djamila Lasaiba, effective classroom management plays an important role in creating a conducive learning environment and ensuring that teachers' instructions are communicated clearly.[5] This suggests that students' difficulties in understanding English instructions are influenced not only by their language ability but also by how teachers manage the classroom and convey instructions. In the context of metacognitive strategies, clear and well-structured instruction is essential to support students in planning, monitoring, and evaluating their learning activities. In line with this, Nurlaila Sopamena found that many students in Ambon struggled to use English, particularly in speaking, due to fear of making mistakes and limited opportunities for practice in formal classrooms.[6] Her research highlighted that experiential learning environments

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[5] Arfa, A. M., & Lasaiba, D. *Penguatan Karakter dalam Manajemen Kelas: Strategi Efektif untuk Meningkatkan Kualitas Pendidikan dan Perkembangan Holistik Siswa. Lani: Jurnal Kajian Ilmu Sejarang dan Budaya*, 5, no. 1 (2024): 71-80.

[6] Sopamena, N. Teaching English through outdoor experiential learning in Islamic State University in Ambon**.** *Al-Iltizam: Jurnal Pendidikan Agama Islam***,** 1, no. 1 (2016): 53–66. https://jurnal.iainambon.ac.id/index.php/ALT/article/view/192

encouraged students to participate more actively and develop better understanding. This finding is closely related to metacognitive strategies, as such learning environments can support students in reflecting on their learning process, monitoring their progress, and evaluating their performance.

According to Paul R. Pintrich, teaching strategies that support students' metacognitive processes play an important role in improving their motivation and academic achievement.[7] When teachers guide students to plan their learning, monitor their understanding, and evaluate their progress, students become more actively involved and develop greater responsibility for their learning. In addition, the use of reflective and structured learning activities can enhance students' engagement and confidence in learning English. Conversely, if teachers rely solely on conventional approaches without integrating metacognitive strategies, students may become passive, lose motivation, and experience difficulties in achieving optimal learning outcomes.

Based on the observations conducted by the researcher, it was found that the implementation of metacognitive strategies in teaching English at MI Muhammadiyah Amaholu has not been optimal. During the learning process, the teacher has not consistently guided students to plan, monitor, and evaluate their learning activities. As a result, some students appeared less engaged, were reluctant to ask questions, did not consistently complete assignments, and tended to remain passive during classroom activities. These conditions indicate that students have not yet developed strong metacognitive awareness, which is

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[7] Paul R. Pintrich, "The Role of Goal Orientation in Self-Regulated Learning," dalam Handbook of Self-Regulation, ed. oleh Monique Boekaerts et al. (San Diego: Academic Press, 2000).

essential in supporting their learning process. Therefore, the use of effective metacognitive strategies in teaching is needed to improve students' engagement and learning outcomes in English.

Based on the explanation above, the researcher decided to conduct a study entitled **"The Implementation of Teachers' Metacognitive Strategies in Teaching English at MI Muhammadiyah Amaholu."** This study is expected to provide a clear description of how teachers implement metacognitive strategies in teaching English, particularly in guiding students to plan, monitor, and evaluate their learning process. Furthermore, this research is expected to contribute to improving the quality of English teaching, especially in supporting students' metacognitive awareness and learning effectiveness in elementary school contexts.

B. Research Scope

This research is a qualitative study that focuses on the implementation of teachers' metacognitive strategies in teaching English at MI Muhammadiyah Amaholu. The participants of this study consist of one English teacher as the main informant and fifth-grade students as supporting informants. The data were collected through classroom observations, interviews, and documentation to obtain comprehensive information about how the teacher implemented metacognitive strategies during the teaching and learning process.

The scope of this research is limited to examining the implementation of teachers' metacognitive strategies, particularly in planning lesson activities, delivering learning materials, managing classroom interaction, and evaluating

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students' learning outcomes. In addition, this study investigates the internal and external factors that influence the implementation of these strategies in classroom practice. Therefore, the purpose of this study is to describe how teachers implement metacognitive strategies in teaching English and to identify the factors that support or influence their implementation at MI Muhammadiyah Amaholu.

C. Research Questions

The research problems in this study are as follows:

1. How are metacognitive strategies implemented by the teacher in teaching English at MI Muhammadiyah Amaholu?
2. What factors influence the teacher in implementing metacognitive strategies in teaching English at MI Muhammadiyah Amaholu?

D. Research Purposes

The purposes of this study are:

1. To analyze how metacognitive strategies are implemented by the teacher in teaching English at MI Muhammadiyah Amaholu.
2. To identify the factors that influence the teacher in implementing metacognitive strategies in teaching English at MI Muhammadiyah Amaholu.

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E. Research Benefits

The benefits of this study can be categorized into theoretical and practical aspects as follows:

1. Theoretical Benefits

This study is expected to contribute to the development of knowledge in English language teaching, particularly regarding the implementation of teachers' metacognitive strategies. It also provides a better understanding of how metacognitive strategies, including planning, monitoring, and evaluating, are implemented by teachers during the teaching and learning process.

2. Practical Benefits

a) For Teachers: This study is expected to provide useful information about the implementation of metacognitive strategies in teaching English. It may also help teachers improve their teaching practices by applying appropriate planning, monitoring, and evaluating strategies in the classroom.

b) For Students: This study is expected to support students' learning by providing a more organized and interactive learning process through the implementation of teachers' metacognitive strategies.

c) For Schools: This study is expected to serve as a reference for schools in improving the quality of English language teaching by supporting teachers in implementing metacognitive strategies effectively.

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d) For Future Researchers: This study is expected to provide useful references for future researchers who are interested in conducting further studies on the implementation of teachers' metacognitive strategies in English language teaching.

F. Research Terms

To avoid misunderstanding and provide clarity in this study, several key terms are defined as follows:

1. Metacognitive Strategies

Metacognitive strategies refer to strategies that involve the ability to plan, monitor, and evaluate the learning process. According to Sarah Mercer and Marion Williams, metacognitive strategies help learners develop awareness of their learning processes and enhance their ability to regulate their learning independently.[8] In this study, metacognitive strategies refer to the strategies used by the teacher in teaching English to guide students in planning, monitoring, and evaluating their learning.

2. Teaching English

Teaching English refers to the process of facilitating students in developing their English language skills through effective methods and instructional practices. According to Jim Scrivener, teaching English involves lesson planning, classroom interaction, and the use of strategies that promote students' active engagement in the learning process.[9] In this

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[8] Sarah Mercer & Marion Williams, Multiple Perspectives on the Self in SLA (Bristol: Multilingual Matters, 2022).

[9] Jim Scrivener, Learning Teaching: The Essential Guide to English Language Teaching (3rd ed., London: Macmillan, 2022).

study, teaching English refers to the instructional activities carried out by the teacher in the classroom at MI Muhammadiyah Amaholu.

3. MI Muhammadiyah Amaholu

MI Muhammadiyah Amaholu is an Islamic elementery school located in Amaholu Village, West Seram Regency. The school implements the national curriculum under the supervision of the Ministry of Religious Affairs and provides English as a compulsory subject. In this research, MI Muhammadiyah Amaholu serves as the research setting where teachers metacognitive strategies in teaching English are analyzed.

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