CHAPTER III

RESEARCH METHOD

A. Research Design

This research employs a qualitative descriptive research design to analyze teachers' metacognitive strategies in teaching English at MI Muhammadiyah Amaholu. A qualitative approach is considered appropriate because this study aims to explore in depth how teachers implement metacognitive strategies, including planning, monitoring, and evaluating, in the teaching and learning process. In addition, this research seeks to identify factors that influence the implementation of these strategies in the teaching and learning process.

Qualitative research allows the researcher to obtain detailed and comprehensive data through direct interaction with participants. It also enables the researcher to describe how metacognitive strategies are applied and how they affect the teaching process. According to Creswell, qualitative research focuses on exploring and understanding the meaning individuals or groups ascribe to a social or human problem through detailed data collection procedures. Therefore, this approach is suitable for analyzing teachers' metacognitive strategies in teaching English in a natural classroom setting.[33]

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B. Data Sources

The data sources in this research are divided into two categories:

[33] John W. Creswell, *Research Design:* Qualitative, Quantitative, and Mixed Methods Approaches (California: SAGE Publications, 2018), hlm. 4.

1. **Primary Data**

Primary data in this study were obtained directly from the English teacher and sixth-grade students of MI Muhammadiyah Amaholu to analyze the implementation of teachers' metacognitive strategies in teaching English. The data were collected through classroom observation to examine how the teacher applies metacognitive strategies such as planning, monitoring, and evaluating during the teaching process.

In addition, interviews were conducted with the English teacher to gain deeper information about the teacher's understanding and experience in applying metacognitive strategies, as well as the factors influencing their implementation. Documentation such as lesson plans, teaching materials, and students' assignments were also used to support and verify the findings.

2. **Secondary Data**

Secondary data in this study were used as supporting information to strengthen the analysis, not as the main source of data. These data were obtained from books, journal articles, and previous studies related to metacognitive strategies and teaching English. According to Sugiyono, secondary data are data obtained indirectly through documents or other sources that support research findings.[34] Therefore, in this study, secondary data function to provide theoretical support and help interpret the results obtained from primary data.

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[34] Sugiyono, *Metode Penelitian Kualitatif, Kuantitatif, dan R&D* (Bandung: Alfabeta, 2019), hlm. 137.

C. Object Research and Informan

1. Research Object

The object of this research is the implementation of teachers' metacognitive strategies in teaching English at MI Muhammadiyah Amaholu. This study focuses on how the English teacher applies metacognitive strategies through the stages of planning, delivering, monitoring, and evaluating during the teaching and learning process. In addition, the study examines the internal and external factors influencing the implementation of these metacognitive strategies in the English classroom. The research was conducted in the fifth grade (Grade V) of MI Muhammadiyah Amaholu.

2. Informants

The informants in this study consisted of one English teacher as the main informant and three fifth-grade (Grade V) students as supporting informants. The English teacher was selected because she was directly responsible for planning, implementing, monitoring, and evaluating the English teaching and learning process. Meanwhile, the students were selected to provide supporting information regarding the implementation of the teacher's metacognitive strategies during classroom instruction. Their responses were used to complement and verify the data obtained from the teacher and classroom observations, thereby enhancing the credibility and trustworthiness of the research findings.

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D. Research Location

1. Place

This research was conducted at **MI Muhammadiyah Amaholu**, Amaholu Village, Huamual District, West Seram Regency.

2. Time

This research was conducted for approximately one month, from **May 5, 2026, to June 5, 2026**. During this period, the researcher carried out data collection activities, including classroom observations, interviews with the English teacher and students, and documentation related to the teacher's strategies in supporting students who have low interest in learning English and receive limited parental support at the research site.

E. Data Collection

In qualitative research, data collection is a crucial stage to obtain accurate and in-depth information related to the research focus. In this study, data were collected to analyze teachers metacognitive strategies in teaching English at MI Muhammadiyah Amaholu. The data collection techniques used in this research are as follows:[35]

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1. Observation

Observation was conducted to obtain data by directly observing the English teaching and learning process in the classroom. Through classroom observation, the researcher identified how the teacher implements metacognitive strategies, such as planning the lesson,

[35] Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2020). How to Design and Evaluate Research in Education (10th ed.). New York: McGraw-Hill Education.

monitoring students' understanding during the learning process, and evaluating students' learning outcomes. The observation also focused on teacher–student interaction and students' participation during the lesson. This technique enabled the researcher to understand real teaching practices and how metacognitive strategies are applied without manipulating the learning situation.

2. **Interview**

Interviews were carried out with the English teacher and selected sixth-grade students to gain in-depth information related to the implementation of metacognitive strategies in teaching English. The interviews focused on the teacher's understanding, experience, and reasons for applying planning, monitoring, and evaluating strategies, as well as the factors influencing their use. Meanwhile, interviews with students explored their perceptions, responses, and experiences during the learning process.

3. **Documentation**

Documentation was used to support and complement the data obtained from observation and interviews. The documents collected include lesson plans (RPP), teaching materials, students' assignments, and other relevant school documents. These documents helped the researcher verify the consistency between planned instruction and classroom implementation, as well as to strengthen the credibility of the research findings related to the application of metacognitive strategies.

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F. Data Analysis

The data analysis technique used in this research follows the interactive model proposed by Miles and Huberman, which consists of the following stages:[36]

1. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, and transforming raw data obtained from observations, interviews, and documentation. At this stage, irrelevant data were eliminated, while important information related to the implementation of teachers' metacognitive strategies in teaching English was organized and categorized, particularly those concerning planning, monitoring, and evaluating processes as well as the factors influencing their application.

2. Data Display

Data display involves organizing the reduced data in the form of narrative descriptions, tables, or matrices to make the data easier to understand. Through data display, the researcher was able to examine patterns, relationships, and trends related to the implementation of teachers' metacognitive strategies in teaching English, particularly in terms of planning, monitoring, and evaluating processes, as well as the factors influencing their application.

3. Conclusion Drawing and Verification

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[36] Miles, M. B., Huberman, A. M., & Saldaña, J. (2020). Qualitative Data Analysis: A Methods Sourcebook (4th ed.). Thousand Oaks, CA: Sage Publications.

Conclusion drawing is the process of interpreting the data and formulating findings based on the patterns identified during data analysis. The conclusions were continuously verified by re-examining the data to ensure their consistency and credibility, particularly in relation to the implementation of teachers' metacognitive strategies in teaching English, including planning, monitoring, and evaluating processes, as well as the factors influencing their application.

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