CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the findings and discussion presented in the previous chapter, the researcher draws the following conclusions:

1. The implementation of teachers' metacognitive strategies in teaching English at MI Muhammadiyah Amaholu was carried out through the three main components of metacognitive regulation: planning, monitoring, and evaluating. During the **planning** stage, the teacher identified the learning objectives, prepared teaching materials, selected appropriate learning media, and determined instructional strategies that matched students' needs and classroom conditions. During the **monitoring** stage, the teacher explained the learning materials clearly, used simple and understandable language, provided relevant examples, guided students during learning activities, encouraged students' active participation, and continuously monitored students' understanding throughout the teaching and learning process. During the **evaluating** stage, the teacher assessed students' learning outcomes through classroom exercises, assignments, oral questioning, observation, and feedback, while also reflecting on the effectiveness of the teaching process to improve future instruction. Overall, the implementation of these metacognitive components

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contributed to a more systematic, interactive, and effective English teaching and learning process at MI Muhammadiyah Amaholu.

2. The implementation of teachers' metacognitive strategies was influenced by both internal and external factors. The internal factors included the teacher's professional knowledge, teaching experience, and understanding of metacognitive strategies, all of which supported effective instructional decision-making throughout the planning, monitoring, and evaluating stages. Meanwhile, the external factors consisted of the classroom environment, students' characteristics, learning resources, and school facilities, which influenced how the teacher adapted instructional strategies to meet students' learning needs. Although the teacher encountered challenges such as differences in students' English proficiency and limited learning resources and school facilities, these challenges were addressed by providing additional guidance, adapting instructional strategies, maximizing the available learning resources, and creating a supportive classroom environment. Overall, the findings indicate that the successful implementation of teachers' metacognitive strategies contributed positively to improving the effectiveness of English language teaching at MI Muhammadiyah Amaholu.

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B. Suggestions

Based on the conclusion of this study, the researcher offers the following suggestions:

1. For English Teachers

English teachers are encouraged to continue developing and implementing metacognitive strategies in classroom instruction. Teachers should consistently plan learning activities, deliver lessons using appropriate teaching methods, monitor students' learning progress, and evaluate learning outcomes systematically. They are also encouraged to participate in professional development programs to enhance their knowledge of metacognitive teaching practices and innovative instructional strategies.

2. For Students

Students are expected to become more active participants in the learning process by paying attention to learning objectives, asking questions when they experience difficulties, reflecting on their own learning progress, and practicing English regularly both inside and outside the classroom. Developing greater awareness of their own learning process will help students improve their English proficiency and become more independent learners.

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3. For the School

The school should continue supporting English language teaching by providing adequate learning resources, instructional media, and classroom facilities that facilitate the implementation of metacognitive strategies. In addition, the school is encouraged to organize teacher

training and professional development activities that strengthen teachers' instructional competence and promote effective English language teaching.

4. For Future Researchers

Future researchers are recommended to conduct similar studies involving larger numbers of participants, different educational levels, or different school settings. They may also investigate the relationship between teachers' metacognitive strategies and students' English achievement, learning motivation, critical thinking, or learner autonomy in order to enrich the existing literature on English language teaching.

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