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ATTACHMENT I

Attachment 1: Interview guide

No	Stage	Activities
1	Preparation	Preparing interview guidelines based on research objectives and research questions.
2	Permission	Asking permission from the school principal and English teacher to conduct interviews.
3	Participant selection	Selecting informants (English teacher and students) based on research needs.
4	Scheduling	Determining interview schedule and location agreed by the informants.
5	Interview Implementation	Conducting semi-structured interviews with open-ended questions.
6	Data Recording	Recording interviews using audio recorder and taking brief notes.
7	Clarification	Asking follow-up questions to clarify unclear responses.
8	Closing	Thanking participants and confirming permission to use data for research purposes.

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Attachment 2: Observation Sheet

OBSERVATION SHEET

Title : Observation Sheet of Teachers Metacognitive Strategies in Teaching English

Location : MI Muhammadiyah Amaholu

Observer : Researcher

Date :

Class : V

No	Stage	Indicators	Sub-Indicators (Observable Behavior)	Yes	No	Notes
1	Planning	Explaining Objectives	Teacher explains learning objectives clearly at the beggining	✓		The teacher informed students about the topic and learning objectives before the lesson started.
2	Planning	Preparing materials	Teacher prepares and uses appropriate teaching materials	✓		The teacher used the English textbook and simple learning materials suitable for Grade V students.
3	Planning	Selecting strategy	Teachers applies suitable teaching strategies	✓		The teacher used explanation, question-and-answer sessions, and practice activities.

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No	Stage	Indicators	Sub-Indicators (Observable Behavior)	Yes	No	Notes
4	Planning	Considering students needs	Teacher adjusts lesson based on students ability	✓		The teacher provided additional explanations and examples for students who had difficulty understanding the lesson.
5	Monitoring	Checking understanding	Teacher asks questions to check students understanding	✓		The teacher asked oral questions during the lesson to monitor students' comprehension.
6	Monitoring	Observing participation	Teacher monitors students participation during lesson	✓		The teacher observed students' responses and encouraged passive students to participate.
7	Monitoring	Providing guidance	Teacher helps students when they face difficulties	✓		The teacher gave individual guidance and repeated explanations when necessary.
8	Monitoring	Interaction	Teacher interacts actively with students	✓		There was active interaction through questions, answers, and classroom discussions.

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No	Stage	Indicators	Sub-Indicators (Observable Behavior)	Yes	No	Notes
9	Evaluating	Giving evaluation	Teacher gives assigments or tests	✓		The teacher assigned written exercises and oral questions at the end of the lesson.
10	Evaluating	Giving feedback	Teacher provides feedback on students work	✓		The teacher corrected students' mistakes and explained the correct answers.
11	Evaluating	Reflection	Teacher encourages students to reflect on learning	✓		The teacher reviewed the lesson and asked students about what they had learned.
12	Evaluating	Teaching evaluation	Teacher evaluates effectiveness of the lesson	✓		The teacher reflected on students' understanding and planned improvements for the next lesson.

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General Observation Notes

The interview results showed that the English teacher implemented metacognitive strategies through **planning, monitoring, and evaluating**. Before teaching, the teacher prepared learning objectives, teaching materials, and classroom activities. During the lesson, the teacher monitored students' understanding by asking questions, observing participation, and providing

additional explanations when necessary. At the end of the lesson, the teacher evaluated students through questions, exercises, and feedback. The interviews also revealed that the implementation of metacognitive strategies was influenced by internal factors, such as the teacher's knowledge and teaching experience, and external factors, including classroom conditions, students' learning motivation, and the availability of learning resources. The three fifth-grade students confirmed that the teacher explained the objectives clearly, guided them during learning, and provided feedback after classroom activities.

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Attachment 3: Observation Document Checklist

No	Type of Document	Availability ((✓/✗)
1	Lesson Plan (RPP)	✗
2	Teaching Materials	✓
3	Learning Media	✓
4	Students` Assigments	✓
5	School Profile	✓
6	Attendance List	✓

General Observation Notes

The documentation showed that most of the supporting documents required for this research were available. The English teacher used teaching materials and learning media that supported the implementation of metacognitive strategies during the teaching and learning process. Students' assignments were collected as evidence of the evaluation stage, while the school profile and attendance list were used to provide supporting information about the research setting and participants. However, a written Lesson Plan (RPP) was not available because the teacher conducted the lesson based on teaching experience and the textbook. Overall, the collected documents supported the findings obtained

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through classroom observations and interviews regarding the implementation of teachers' metacognitive strategies in teaching English.

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Attachment 4: Field Notes

Date	Activity	Location	Participants
Day 1	Observation	English Classroom	English Teacher, Grade V Students
Day 2	Observation	English Classroom	English Teacher, Grade V Students
Day 3	Interview	Teachers` Room	English Teacher
Day 4	Observation	English Classroom	English Teacher, Grade V Students
Day 5	Interview	Classroom	Selected Students
Day 6	Observation	English Classroom	English Teacher, Grade V Students
Day 7	Observation & Interview	English Classroom	English Teacher, Grade V Students

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Appendix 1: Interview Teacher

APPENDIX 1

INTERVIEW TRANSCRIPT

Research Title : The Implementation of Teachers' Metacognitive Strategies in Teaching English at MI Muhammadiyah Amaholu

Researcher : Vivin Sri Indrawati Ibrahim

Interviewee : English Teacher and Students Grade V

Place : MI Muhammadiyah Amaholu

A. Planning

1. Interview with the English teacher

   a. Researcher :

      What preparations do you usually make before starting an English lesson?

      Teacher :

      Before entering the classroom, I always prepare the learning objectives, teaching materials, and instructional media. I make sure that everything is ready before the lesson begins so that the teaching process can run smoothly.

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   b. Researcher :

      How do you determine the teaching strategies that will be used in the classroom?

      Teacher:

      I choose teaching strategies based on the students' abilities and the learning material. Since every class has different characteristics, I adjust my teaching strategy so that students can understand the lesson more easily.

c. Researcher :

Why is lesson planning important in your teaching process?

Teacher :

Lesson planning helps me organize the teaching process more systematically. It also helps me manage the learning activities, use the available time effectively, and achieve the learning objectives that have been determined.

2. Interview with students Grade V

a. Student 1

Researcher :
Does your English teacher explain the learning objectives before the lesson begins?

Student 1 :

Yes. Before we start learning, the teacher usually tells us what topic we will study and what we should understand after the lesson.

d. Student 2

Researcher :
Does the teacher prepare the learning materials and media before teaching?

Student 2 :

Yes. The teacher always brings the teaching materials and sometimes uses pictures or other learning media to help us understand the lesson more easily.

e. Student 3

Researcher :
Does your teacher's preparation help you understand the English lesson?

Student 3 :

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Yes. Because the lesson is well prepared, the explanation is easier to follow, and we can understand the material better. The learning activities are also more organized.

B. Monitoring

1. Interview with the English Teacher

a. Researcher:
How do you usually explain the learning materials during English lessons?

Teacher:
"I always explain the material using simple language so that the students can understand it easily. If there are difficult words or expressions, I explain them again using examples that are familiar to the students."

b. Researcher:
How do you help students understand the lesson better?

Teacher:
"I usually provide examples related to the students' daily lives because they understand the lesson more quickly when it is connected to their own experiences. I also repeat the explanation if some students still have difficulties understanding the material."

c. Researcher:
How do you encourage students to participate while you are explaining the lesson?

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Teacher:
"During the lesson, I often ask questions, invite students to answer, and encourage them to ask questions whenever they do not understand the material. I want them to be active because active participation helps them learn English more confidently."

2. Interview with Students grade V

a. Student 1
Researcher:
Does your English teacher explain the lesson clearly?
Student 1:

"Yes. The teacher explains the lesson slowly and uses simple words, so we can understand the material more easily."

b. Student 2
Researcher:
Does the teacher give examples that help you understand the lesson?
Student 2:
"Yes. The teacher often gives examples from our daily activities, so it is easier for us to understand the meaning of the lesson."

c. Student 3
Researcher:
Does the teacher encourage you to participate during the lesson?
Student 3:
"Yes. The teacher often asks us questions, gives us opportunities to answer, and encourages us to ask questions if we do not understand the lesson. This makes us more confident during English class."

3. Interview with the English Teacher
   a. Researcher:
   How do you create a positive classroom atmosphere during English lessons?

   Teacher:
   "I always try to make the classroom comfortable and enjoyable so that students are not afraid to participate. I believe that when students feel comfortable, they are more willing to learn and interact during the lesson."

   b. Researcher:
   How do you encourage students to participate in classroom interaction?

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   Teacher:
   "I encourage students to ask questions, answer my questions, express their opinions, and discuss the lesson with their classmates. I also appreciate every response they give so that they become more confident in participating."

   c. Researcher:
   What do you do when students have difficulty participating in classroom activities?

   Teacher:
   "When students have difficulties, I guide them patiently and give them

motivation. I explain the material again if necessary and encourage them to keep trying without being afraid of making mistakes."

4. Interview with students grade V
   a. Student 1

      Researcher:
      Does your English teacher encourage you to participate during the lesson?

      Student 1:

      "Yes. The teacher often asks us questions and encourages us to answer or express our opinions during the lesson."

   b. Student 2

      Researcher:
      How does your teacher respond when you have difficulty understanding the lesson?

      Student 2:

      "The teacher explains the lesson again and helps us until we understand it. The teacher also encourages us not to be afraid to ask questions."

   c. Student 3

      Researcher:
      How do you feel during English lessons in your classroom?

      Student 3:

      "I feel comfortable because the teacher is kind and gives everyone the opportunity to participate. This makes me more confident in learning English."

C. Evaluating

1. Interview with the English Teacher
   a. Researcher:
      How do you evaluate students' understanding after teaching an English lesson?

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Teacher:
"At the end of each lesson, I usually ask students several questions to check whether they have understood the material. Their answers help me identify how well they understand the lesson."

b. Researcher:
What kinds of assessments do you usually use to measure students' learning outcomes?

Teacher:
"I usually give students classroom exercises, assignments, and observe their participation during the learning process. Through these activities, I can evaluate their learning progress and determine whether the learning objectives have been achieved."

c. Researcher:
What do you do if some students still do not understand the lesson?

Teacher:
"If I find that some students still do not understand the lesson, I explain the material again using simpler language and different examples. If necessary, I review the material again in the following meeting so that they can understand it better."

2. Interview with students grade V

a. Student 1

Researcher:
How does your teacher evaluate your understanding after the lesson?

Student 1:

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"The teacher usually asks us questions after explaining the lesson and gives us exercises to check whether we understand the material."

b. Student 2

Researcher:
Does your teacher give exercises or assignments after the lesson?

Student 2:

"Yes. The teacher often gives exercises or homework, and if we make mistakes, the teacher explains the correct answers."

c. Student 3

Researcher:
What does your teacher do if students do not understand the lesson?

Student 3:

"The teacher explains the lesson again patiently and gives more examples until we understand the material."

D. Internal Factors

1. Interview with the English Teacher
   a. Researcher:
   How does your teaching experience help you implement teaching strategies in the classroom?

   Teacher:
   "My teaching experience helps me understand the different characteristics and abilities of my students. It also helps me choose teaching strategies that are suitable for their learning needs."

   b. Researcher:
   What do you believe about students' ability to learn English?

   Teacher:
   "I believe that every student has the ability to learn English. Although they have different learning abilities, they can improve if they receive proper guidance, motivation, and enough opportunities to practice."

   c. Researcher:
   How do you continue improving your teaching ability?

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   Teacher:
   "I always evaluate my teaching after each lesson and reflect on what needs improvement. I also try to learn from my teaching experience so that I can provide better learning experiences for my students."

2. Interview with students grade V
   a. Student 1

   Researcher:
   How does your English teacher help you when you have difficulties in learning?

   Student 1:

"The teacher always helps me when I do not understand the lesson and encourages me to keep learning."

b. Student 2

Researcher:
Does your teacher understand students' learning difficulties?

Student 2:

"Yes. The teacher understands our difficulties and patiently explains the lesson again."

c. Student 3

Researcher:
What do you think about your teacher's teaching?

Student 3:

"The teacher teaches patiently, motivates us, and always tries different ways to help us understand the lesson."

E. External Factors

1. Interview with the English Teacher
   a. Researcher:
   How does the classroom environment influence your teaching?

   Teacher:
   "The classroom environment greatly influences the teaching and learning process. A comfortable and supportive classroom atmosphere encourages students to participate actively and makes the learning process more effective."

   b. Researcher:
   How do students' different characteristics influence your teaching strategies?

   Teacher:
   "Every student has different learning abilities and levels of motivation. Therefore, I adjust my teaching strategies and classroom activities according to their needs so that all students can participate in the learning process."

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c. Researcher:
How do you deal with limited learning facilities?

Teacher:
"Although the learning facilities are still limited, I always try to make the best use of the available learning resources, such as textbooks, pictures, the whiteboard, and examples from students' daily lives. In this way, the learning process can continue effectively."

2. Interview with students grade V
   a. Student 1

      Researcher:
      How do you feel about the classroom environment during English lessons?

      Student 1:

      "The classroom is comfortable, and the teacher always creates a good atmosphere for learning English."

   b. Student 2

      Researcher:
      Does your teacher adjust the lesson according to students' abilities?

      Student 2:

      "Yes. The teacher understands that students have different abilities and always explains the lesson according to our level of understanding."

   c. Student 3

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      Researcher:
      How does your teacher use the available learning resources during English lessons?

      Student 3:

      "The teacher uses the available books, pictures, and the whiteboard effectively, so the lesson is easier for us to understand."

ATTACHMENT II

RESEACRH DOCUMENTATION SHEET



Mi Muhammadiyah Amaholu



Mi Muhammadiyah Amaholu Environment



Interview with English Teacher



Interview with Student



Interview with Student



Interview with Student

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Teacher Teaches



The student comes to the front

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Jl Tarmizi Taher Kebun Cengkeh Batu Merah Atas Ambon 97128
Website www.fitk.iainambon.ac.id Email fitk@iainambon.ac.id tarbiyah.ambon@gmail.com

Nomor : B-520/Un.39/4/4-a/PP.00.9/05/2026 4 Mei 2026
Lampiran : 0 Dokumen/Berkas
Perihal : Izin penelitian

Yth. Kepala Kantor Kementerian Agama
Kabupaten Seram Bagian Barat
di
Piru

Assalamu'alaikum Wr. Wb.

Sehubungan dengan penyusunan skripsi "*An Analysis Of Teachers Metacognitive Strategies In Teaching English at* MI Muhammadiyah Amaholu" oleh mahasiswa :

Nama : Vivin Sri Indrawati Ibrahim
NIM : 220307027
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Semester : VIII (Delapan)

kami menyampaikan permohonan izin penelitian atas nama mahasiswa yang bersangkutan di MI Muhammadiyah Amaholu terhitung mulai tanggal 05 Mei s.d. 05 Juni 2026

Demikian surat kami, atas bantuan dan perkenannya disampaikan terima kasih.

Wassalamu 'alaikum wr.wb.

Dekan

INSTITUT AGAMA ISLAM N
AMBON

Dr. Nurhasanah, M.S.I

Tembusan:

1. Rektor UIN A.M Sangadji;
2. Kepala MI Muhammadiyah Amaholu;
3. Ketua Prodi Tadris Bahasa Inggris;
4. Yang bersangkutan untuk diketahui.

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN SERAM BAGIAN BARAT
JL. NENIARI Nomor 4
P I R U

Nomor : 429 /Kk.25.07.2/PP.00/05/2026 Piru, 06 Mei 2026
Lamp : -
Perihal : ***Izin Penelitian***

Yth Kepala MIS Muhammadiyah Amaholu
di,-
Tempat

Assalamu'alaikum Wr. Wb,

Menindaklanjuti surat Dekan Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri A.M. Sangadji Ambon nomor: B-520/Un.39/4/4-a/PP.00.9/05/2026 tanggal 04 Mei 2026 perihal sebagaimana di atas, maka kami memberikan ijin kepada :

N a m a : VIVIN SRI INDRAWATI IBRAHIM
N I M : 220307027
Fakultas : Ilmu Tarbiyah dan Keguruan
Jurusan : Tadris Bahasa Inggris
Semester : VIII (Delapan)

Untuk melakukan penelitian dalam rangka kelengkapan Skripsi dengan Judul "*An Analysis Of Teachers Metacognitive Strategies In Teaching English at MI Muhammadiyah Amaholu*", terhitung mulai tanggal 05 Mei s.d 05 Juni 2026.

Demikian surat ijin penelitian ini kami berikan untuk dapat dipergunakan sebagaimana mestinya

Wassalam,

A.n Kepala,
Kepala Seksi Pendidikan Islam

Moh. Wajdi Tuluhena

INSTITUT AGAMA ISLAM NEGERI AMBON

Tembusan :
1. Kepala Kantor Kementerian Agama Kab. Seram Bagian Barat (sebagai laporan).
2. Rektor UIN A.M. Sangadji Ambon;
3. Yang bersangkutan untuk diketahui.

MAJELIS PENDIDIKAN DASAR MENENGAH
DAN PENDIDIKAN NON FORMAL
PIMPINAN DAERAH MUHAMMADIYAH KAB. SERAM BAGIAN BARAT
MADRASAH IBTIDAIYAH MUHAMMADIYAH AMAHOLU
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Kode Pos 97560. Email: miamaholu@gmail.com

SURAT KETERANGAN SELESAI PENELITIAN

NO. :125/III/4.A/SK.SP/V/18/2026

Assalamu Alaikum Wr.Wb.

Yang bertandatangan di bawahini :

Nama	: **IMRAN UMAR,S.PdI**
N I P	: 197409132007101001
Pangkat/gol.Ruang	: PenataMuda / IIIa
Jabatan	: Kepala Madrasah

Dengan ini menerangkan bahwa Mahasiswa di bawah ini:

Nama	: VIVIN SRI INDRAWATI IBRAHIM
NIM	: 220307027
Fakultas	: Ilmu Tarbiyah dan Keguruan
Jurusan	: Tadris Bahasa Inggris
Semester	: VIII (Delapan)

Benar-Benar Telah melakukan Penelitian di MIS Muhammadiyah Amahaolu Selama 1 (satu) Bulan terhitung Mulai Tanggal 04 Mei 2026 sapai 04 Juni 2026 untuk memperoleh data dalam rangka melengkapi penyusunan SKRIPSI yang berjudul: "***An Analysis Of Teachers Metacognitive Strategies In Teaching English at MI Muhammadiyah Amaholu***"

Demikian Surat Keterangan Selesai Penelitian ini kami berikan untuk dapat di pergunakan sebagaimana mestinya

Wassalam

Amaholu, 05 Juni 2026
Kepala Madrasah

IMRAN UMAR,S.PdI
NIP. 197409132007101002

Tembusan:
1. Rektor UIN AM Sangadji Ambon
2. Dekan Fakultas Ilmu Tarbiyah
3. Keoala MIs Muhammadiyah Amaholu
4. Yang bersangkutan untuk di ketahui
5. Arsip

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