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A DESCRIPTIVE STUDY OF METACOGNITIVE STRATEGY IN THE ENGLISH LANGUAGE TEACHING AND LEARNING PROCESS AT SMPN 1 PROBOLINGGO

THESIS

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ENGLISH EDUCATION PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
2011

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Presented as One of the Requirements to Obtain S1 Degree of the English Education Program of the Language and Arts Education Department of Faculty of Teacher Training and Education
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THESIS

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DEDICATION

This thesis is honorably dedicated to:

1. My beloved parents, Soni Rakhmad and Endang Sri P.
2. My beloved brother, Ilwan Dwi Cahyo.
3. My teachers from kindergarten up to university.

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MOTTO

Give a man fish and he eats for a day.

Teach him how to fish and he eats for a lifetime.

(Old Proverb)

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Finally, I hope this thesis will provide some advantages for researchers. Any constructive suggestions of criticism will be respectfully welcome and appreciated.

Jember, July 2011

The writer

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SUMMARY

A Descriptive Study of Metacognitive Strategy in the English Language Teaching and Learning Process at SMPN 1 Probolinggo.

Anik Pratiwi Wijayati, 060210491137; 2011; 63 pages; English Education Program of Language and Arts Department of the Faculty of Teacher Training and Education of Jember University.

One of the most important missions of educators is to teach students how to learn on their own throughout their lifetime. How the learners learn how to learn, how the learners know what they have learned and how to direct their own future learning are all questions addressed by the concept of metacognition. Metacognition is a notion that has been used to denote a variety of epistemological processes. Metacognition means cognition about cognition; it refers to second order cognitions: thoughts about thoughts, knowledge about knowledge or reflections about actions.

Metacognition involves the awareness and regulation of thinking processes. Metacognitive strategies are those strategies that require students to think about their own thinking as they engage in academic tasks. Metacognitive Strategies involve planning, monitoring, and evaluating. The activities such as planning how to approach a given learning task, monitoring comprehension, and evaluating progress toward the completion of a task are metacognitive in nature. Within this study, the teacher applies Metacognitive Strategies in teaching process and encourages them to apply their Metacognitive in learning activities.

This research aims at presenting a study of the English teacher who teaches the students by applying Metacognitive Strategies in her teaching process and the learners who apply metacognitive strategies in their language learning activities. This research was conducted to describe both teacher's metacognitive strategies and the learner's metacognitive strategies in the English language teaching and learning process at SMPN 1 Probolinggo. This research was conducted at 7th grade of Junior High School. The research respondents were chosen purposively. The total number of

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