

**STUDENTS' METACOGNITIVE STRATEGIES IN THE
ENGLISH LANGUAGE READING AND WRITING SKILLS
IN INDONESIAN JUNIOR HIGH SCHOOL**

(A Case Study at The Eight Grade of Islamic Centre Sungailiat)



*Mencerdaskan dan
Memartabatkan Bangsa*

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The researcher acknowledged that this essay's structure and material are far from ideal. However, any individual reads this *skripsi* should be able to use it to find whatever kind of information they need. Thus, encouraging feedback is essential.

Jakarta, August 2023

DA

ABSTRACT

Dini Amalia. 2023. *Students' Metacognitive Strategies in The English Language Reading and Writing Skills (A Case Study at 8th Grade of Islamic Center Junior High School Sungailiat).* A Skripsi. Jakarta: English Language Education Study Programme, Faculty of Languages and Arts, State University of Jakarta, August 2023.

The rapid progression of 21st century learning has brought numerous demands on our education system, including the English language teaching and learning field. To pace with the changes, educators are working toward equipping students with the skills they need to be successful 21st century learners. This study aims to analyze one of the key skills, metacognitive strategies, in Indonesian junior high school English classroom, particularly in students' reading and writing skills. The purpose of this research is to identify the metacognitive strategies used by students and the challenges they face while using such strategies. To accomplish those aims, a mixed-method approach is used. Both quantitative and qualitative methods were employed to ensure a comprehensive understanding of the phenomenon. In the quantitative phase, a structured questionnaire was administered to the 25 students of Islamic Center Junior High School to measure the frequency and preferences of metacognitive strategies implemented during reading and writing. In the qualitative phase, a series of semi-structured interviews were conducted with three students from the sample population to capture students' perceptions and insights regarding their metacognitive strategies and challenge encountered. The first finding of this study is that the metacognitive reading strategies that are most employed by students is Planning, followed by Evaluating and lastly is Monitoring. Second, the most employed strategy in metacognitive writing strategies is Monitoring, followed by Planning, and the least employed strategy is Evaluating. Although there is difference in the order of the most to the least employed strategies in metacognitive reading strategies and metacognitive writing strategies, it is found that the students' response frequency was dominated by Often in both of them. Third, the study found that students mainly face external challenges in metacognitive reading strategies such as a noisy classroom while they commonly face internal challenges in metacognitive writing strategies such as distracting and unnecessary thoughts.

Key words: 21st century learning, students' metacognitive strategies, metacognitive strategies in English language reading skill, metacognitive strategies in English language writing skill.

ABSTRAK

Dini Amalia. 2023. *Strategi Metakognitif Siswa dalam Skill Membaca dan Menulis Bahasa Inggris (Studi Kasus Kelas 8 Madrasah Tsanawiyah Islamic Center Sungailiat)*. Skripsi. Jakarta: Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Jakarta, Agustus 2023.

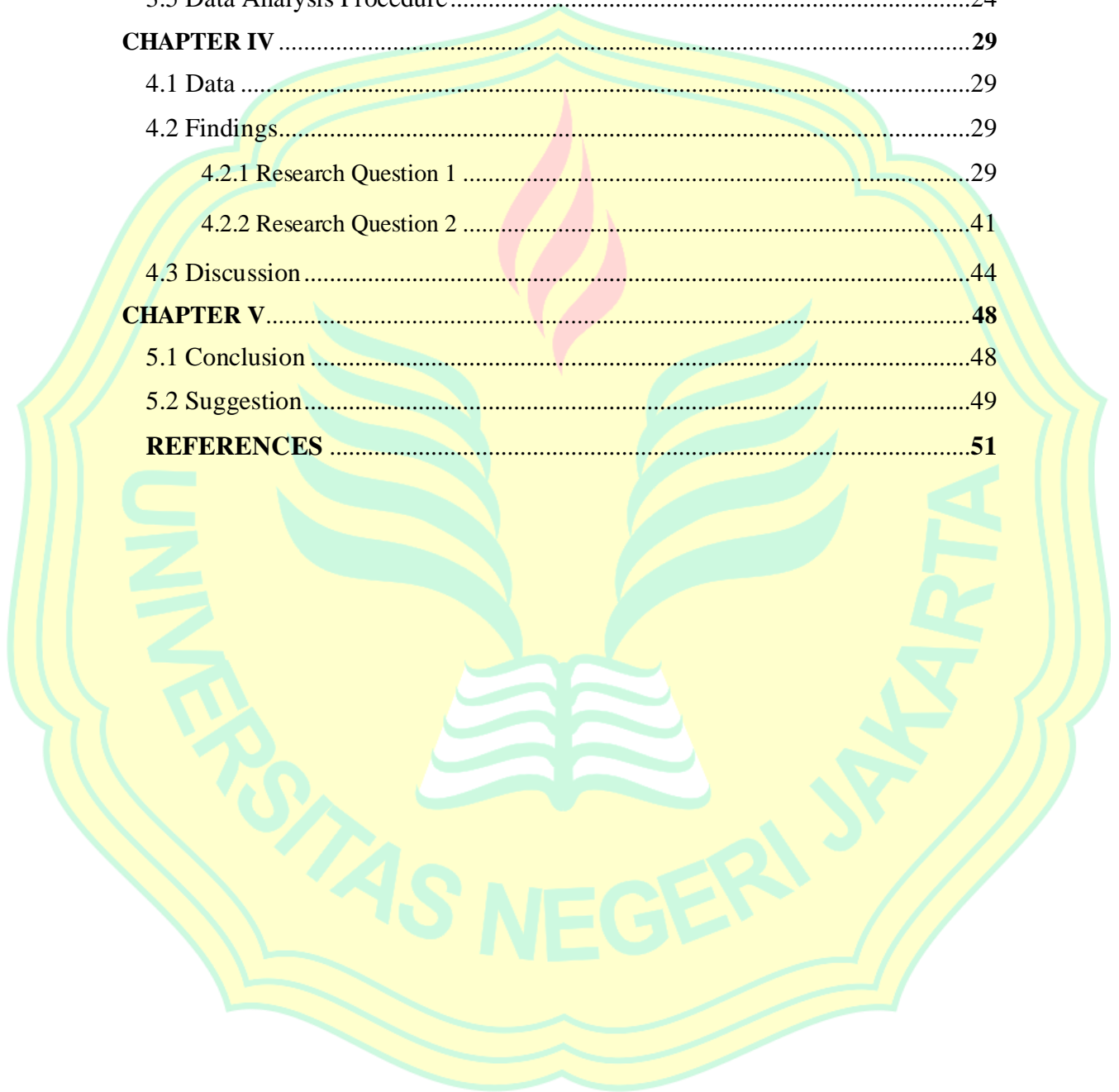
Kemajuan pesat pembelajaran abad ke-21 telah membawa banyak tuntutan pada sistem pendidikan kita, termasuk bidang pengajaran dan pembelajaran bahasa Inggris. Untuk mengikuti perubahan, para pendidik bekerja untuk membekali siswa dengan keterampilan yang mereka butuhkan untuk menjadi pembelajar abad ke-21 yang sukses. Penelitian ini bertujuan untuk menganalisis salah satu keterampilan kunci, strategi metakognitif, di kelas bahasa Inggris SMP Indonesia, khususnya dalam keterampilan membaca dan menulis siswa. Tujuan dari penelitian ini adalah untuk mengidentifikasi strategi metakognitif yang digunakan oleh siswa dan tantangan yang mereka hadapi saat menggunakan strategi tersebut. Untuk mencapai tujuan tersebut, pendekatan metode campuran digunakan. Metode kuantitatif dan kualitatif digunakan untuk memastikan pemahaman yang komprehensif tentang fenomena tersebut. Pada tahap kuantitatif, kuesioner terstruktur diberikan kepada 25 siswa SMP Islamic Center untuk mengukur frekuensi dan preferensi strategi metakognitif yang diterapkan selama membaca dan menulis. Pada fase kualitatif, serangkaian wawancara semi-terstruktur dilakukan dengan tiga siswa dari populasi sampel untuk menangkap persepsi dan wawasan siswa mengenai strategi dan tantangan metakognitif yang mereka hadapi. Temuan pertama dari penelitian ini adalah bahwa strategi membaca metakognitif yang paling banyak digunakan oleh siswa adalah Perencanaan, diikuti dengan Penilaian dan terakhir adalah Pemantauan. Kedua, strategi yang paling banyak digunakan dalam strategi penulisan metakognitif adalah Pemantauan, diikuti oleh Perencanaan, dan strategi yang paling sedikit digunakan adalah Penilaian. Meskipun terdapat perbedaan urutan dari strategi yang paling banyak digunakan hingga yang paling tidak digunakan dalam strategi membaca metakognitif dan strategi menulis metakognitif, ditemukan bahwa frekuensi respon siswa didominasi oleh Sering pada keduanya. Ketiga, studi ini menemukan bahwa siswa biasanya menghadapi tantangan eksternal dalam strategi membaca metakognitif seperti ruang kelas yang bising sementara mereka biasanya menghadapi tantangan internal dalam strategi menulis metakognitif seperti pikiran yang mengganggu dan tidak penting.

Kata kunci: pembelajaran abad 21, strategi metakognitif siswa, strategi metakognitif dalam keterampilan membaca bahasa Inggris, strategi metakognitif dalam keterampilan menulis bahasa Inggris.

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