

ABSTRACT

Setiawan, Widiarto Adhi.(2020). *Metacognitive Awareness in Teaching of in-Service English Teachers in Sleman Regency of Yogyakarta Indonesia*. Yogyakarta: English Education Master's Program Department of Language and Arts Education Faculty of Teachers Training and Education, Sanata Dharma University.

One of the goals of education is to promote and develop self-regulated learners. Teachers' awareness of metacognition is required to support students' self-regulation, with the aim of establishing modern learning methods and life-long learning. Teachers' metacognitive awareness is an indicator of teachers' competence in metacognition usage in their teaching. However there are few research studies on this topic.

The purpose of the present study is to investigate teachers' metacognitive awareness in teaching using Metacognitive Awareness Inventory for Teachers (MAIT) tools. Thirty-nine high school teachers from Sleman Regency, Special Region of Yogyakarta Indonesia participated in the study.

The findings of this study show that the respondents have good awareness of knowledge of metacognition in their teaching. Likewise they also show good awareness of regulation of cognition. There exist weakly positive significant correlations between knowledge of cognition's components and regulation of cognition's components although there are also a few components without significant correlations. The metacognitive awareness and metacognitive abilities of teachers will benefit both their teaching and student learning.

This research does not include respondents' experiences as components of metacognition. Consequently this study cannot differentiate the metacognitive awareness between more experience teachers with less experience teachers. On account of this, further research with more respondents using Metacognitive Awareness Inventory that includes teachers' experiences as a component of metacognition is recommended.

Keyword: cognition, conditional knowledge, declarative knowledge, Metacognitive Awareness Inventory for Teachers (MAIT), procedural knowledge.

ABSTRAK

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Salah satu tujuan pendidikan adalah untuk menggalakkan dan mengembangkan siswa yang *self-regulated*. Kesadaran guru pada *metacognition* diperlukan untuk mendukung *self-regulation* siswa, sesuai dengan tujuan dalam membangun pembelajaran yang modern dan berkesinambungan. Kesadaran *metacognitive* guru adalah indikator dari kompetensi guru pada penggunaan *metacognition* dalam cara mengajar mereka, namun belum banyak penelitian yang dilakukan dengan topik ini.

Penelitian ini bertujuan untuk mengetahui kesadaran guru-guru Indonesia terhadap strategi pengajaran yang *metacognitive*, dengan menggunakan piranti *Metacognitive Awareness Inventory for Teachers* (MAIT). Dalam penelitian ini, 39 guru sekolah menengah pertama (SMP) di Sleman, Daerah Istimewa Yogyakarta, berperan sebagai responden.

Temuan dalam penelitian ini memperlihatkan bahwa para responden mempunyai kesadaran yang baik dalam *knowledge of cognition* maupun dalam *regulation of cognition* pada cara pengajaran mereka. Ditemukan korelasi yang lemah antara komponen-komponen dari *knowledge of cognition* dengan komponen-komponen dari *regulation of cognition*, namun ada juga yang tak berkorelasi.

Penelitian ini tidak memperhitungkan pengalaman para responden dalam mengajar, sehingga tidak bisa membandingkan guru yang banyak pengalaman dengan guru yang berpengalaman sedikit. Mengingat hal tersebut maka rekomendasi yang diusulkan adalah dilakukan penelitian menggunakan *Metacognitive Awareness Inventory* yang memasukkan pengalaman mengajar guru sebagai salah satu komponen *metacognition*-nya serta melibatkan lebih banyak responden.

Keyword: cognition, conditional knowledge, declarative knowledge, Metacognitive Awareness Inventory for Teachers (MAIT), procedural knowledge.