

## **Teacher's Metacognitive Strategies Applied in Teaching English for Non-Formal Learning Community**

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### **ABSTRACT**

*This paper examined the teacher's metacognitive strategies application in teaching English at non-formal learning community. It is a descriptive qualitative research. It focused on activities in the learning community, which the researchers analyzed the teacher's metacognitive strategies. The instruments used were interview and questionnaire. In this study, the roles of the researchers were as an investigator and interviewer. The subjects of this research are one English teacher and ten students at PKBM Cahya Mulya Taman Pemalang. The study revealed that eventhough the teacher could structurally apply the aspects of metacognitive strategies, he found some difficulties in applying some aspects due to the limited amount of the teaching time allocation, the students' lack of English vocabulary mastery, and limited teaching facilities. Some efforts were done to overcome the problems.*

**Keywords:** *Metacognitive strategies, English teaching, non-formal learning community.*

### **INTRODUCTION**

Student learning process is a cognitive demanding situation in which metacognitive strategies are generally considered important (Norman, 2020). In this context, the teacher should take a role as a motivator that is expected to increase student motivation in learning. Besides transferring knowledge, the teacher must also understand and arrange learning strategies that will be applied in the classroom. Metacognitive strategy is one of the teacher strategies that facilitate student learning. Wilson & Conyers (2016) believed that teacher can motivate students to take charge of their learning by making them understand the intelligent function of their brain. They suggest that students be exposed to explicit instruction of the 'why' and 'how' to raise students' awareness that learning changes their brains and they can actually regulate those processes by boosting the use of metacognition and supporting cognitive assets.

Metacognition is a concept that has been used to refer to a variety of epistemological processes. Teachers can use a variety of strategies to enhance

metacognition, independent of grade level and subject area even though the level of metacognitive abilities varies with age and maturation. Koutselini (1991: 52-53) in Papeleontiou-Louca (2003) suggests a series of such strategies, which help students to become conscious of the way in which they think. Metacognitive abilities can encourage students to think hard, focus their attention on understanding how they think and the problems they have to solve. Metacognitive can also ask not only the results, but also the thought procedures and strategies to be followed, teach strategies to overcome difficulties as well as place each subject among the relevant and find the relationship between them. In addition, metacognitive can also encourage students to generate questions before, during and after the elaboration of subjects, help students to understand entities, relationships, similarities and differences, and enable students to be aware of the assessment criteria.

Meanwhile for teachers, work motivation is important to improve work performance. In teaching, work motivation is associated with welfare in the classroom, good learning, and high student motivation. Teacher motivation is closely related to self-efficacy in teaching, good student performance, self-determination, and control of teaching-learning relationships (Santisi et al., 2014). A strong sense of teacher's self-efficacy promotes a firm commitment to the profession and collaborative relationships with colleagues and parents (Santisi et al. 2014). All these dimensions are included in the metacognitive attitude.

When students are consciously able to design, monitor, and reflect on their learning process, they will become more confident and more independent in learning. Learning independence is a valuable personal asset for students to continue their long journey in fulfilling intellectual needs and discovering an infinite world of information. The task of educators is to develop the metacognitive abilities of all students as learners without exception. The more they know about their learning modalities, the more they understand the consequences of their choice of learning strategies, the greater the students' chances of obtaining learning outcomes in accordance with their expectations to be realized. In essence, metacognitive awareness is thinking about what is known and what is not known. In the context of learning, students know how to learn, know their learning abilities and modalities, and know the best learning strategies for effective learning.

In learning activities in non-formal schools, English subject will be more difficult to understand than that of in formal schools since in non-formal schools, the majority of students are those who do not continue schooling or those who are accustomed to work every day like employees. Based on the interview with an English teacher of PKBM (*Pusat Kegiatan Belajar Masyarakat/Learning Community*) Cahya Mulya, the students have difficulty in understanding English lessons. It is caused by the lack of motivation to learn English and environmental factor of each student that is because they attend school while working. These factors make it difficult for students to manage their time between work and study.

One of the most complex problems in learning and teaching English is to define and apply motivational constructs in the classroom. Students cannot learn actively if the teacher's teaching strategy does not adapt to student learning abilities. Therefore, strategies that mutually benefit for both the teacher and students are urgently applied.

Based on the problem stated above, this research is aimed to find out (1) how teacher applies metacognitive strategies through aspects of metacognitive in teaching English in the classroom, (2) the difficulties faced by teacher in aspects applied in teaching English using metacognitive strategies, and (3) how the teacher deal with difficulties in aspects applied in teaching English using metacognitive strategies.

## **LITERATURE REVIEW**

### **Conception of Metacognition**

Simply defined, metacognitive is known as thinking about thinking (Flavell, 1979 in Varga, 2017). According to Abedi (1996) in Varga (2017), metacognitive is thinking about how to think or learn how to learn, namely the process of thinking about one's own way of thinking to foster strategies in solving problems. Metacognition is a complex dimension of the thinking and learning process, which involves both linguistic and cognitive activities.

In Flavell's understanding, metacognitive requires not only thinking about thinking, but also regulation and ways of thinking which are usually manifested through student behavior and the use of strategies for problem solving. Glynn et al. (1994) in Djudin (2017) explains that metacognition is thinking about your thoughts as you think to improve your thinking. Metacognitive strategies represent awareness and control of

all thought processes. Metacognitive deals with knowing "what we know" and "what we don't know" and is a management thinking process. As Ridley et al. (2010) in Djudin (2017) state that metacognitive skills include taking conscious control of learning, planning and choosing appropriate strategies, monitoring learning progress, correcting mistakes, analyzing the effectiveness of learning strategies, and changing behavior and learning strategies when needed.

According to Leather & Mc Loughlin in Alenizi & Alanazi (2016), metacognition learning has short-term benefits in the field of learning and teaching because it provides the ability to connect learning success with oneself. This can increase their confidence in their abilities and create opportunities for them to use skills lessons to improve their performance and aid in transferring skills to others during work. It also prepares them with the keys to enhance their learning abilities, regulate their behavior, and build morale associated with strategic growth, through problem analysis and issuing decisions.

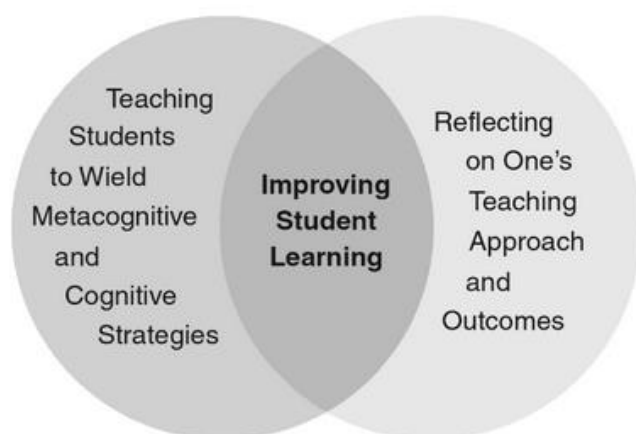
Rickey & Stacy (2000: 915) in Alenizi & Alanazi (2016) assert that metacognitive strategies help students to understand, learn effectively, and acquire new thinking habits and cognitive skills that allow them to learn independently in the future. This enables them to think, which helps improve their ability to understand, refer to, plan, and manage problems.

### **Some Previous Studies of Metacognitive Strategies**

Experimental studies on the use of metacognitive strategy in teaching found that metacognitive strategies can improve students' reading comprehension achievements (Usman et al. 2017; Muhid et al., 2020). Another study on metacognitive reading strategy by Goctu (2017) also showed that intermediate level of language learners who applied metacognitive strategies in academic writing gained not only many advantages but also transferrable skills. When working in different pairs and groups, students constantly improved various aspects of writing skills. Aspects of metacognitive strategies like planning, monitoring, and evaluating applied in writing practice helped students to make their piece of writing better from time to time. In addition, a study by Arifa et al. (2018) on the application of Project Based Learning Model using metacognitive strategy to improve metacognitive and learning outcomes concluded that there was improvement in students' metacognitive and their scores.

Some previous studies above suggest that using metacognitive strategy help students to get better understanding in learning language skills. As a result, their learning achievement improves as well. However, in the present research, the researchers are interested to analyze the teachers' metacognitive strategy in teaching English for non-formal school. It focuses on analyzing the teachers' metacognitive strategy in teaching English for non-formal school.

Wilson & Conyers (2016) state that teacher can teach both for metacognition and with metacognition. They further explain that in teaching for metacognition, teacher guides the students to become self-reflective and self-directed learners. Students learn to understand why, how, when, and where to use metacognitive and cognitive strategies. On the other hand, teaching with metacognition involves teacher's own reflection on his teaching approach and the classroom practice outcomes. However, both that have the same goal, that is improving student learning as shown in Figure 1.



**Figure 1. The aim of teaching for and with metacognition**

Santisi et al. (2014) in their study confirm that there are positive correlations between metacognitive attitude work motivation and satisfaction. Teachers with metacognitive attitude feel positive emotions during teaching, have a good self-efficacy perception about their work, and use different strategies to suit the students. It indicates that teacher's application of metacognitive strategies benefit both teacher and students. In line with this, Ellis et al. (2014) revealed some researches on teacher's metacognitive strategies suggest teachers reflect on and evaluate their own instructional performance as teachers are models for students that are also expected to engage in reflective practice.

Anderson (2002) mentions that there are five components of metacognitive strategies:

### **1. Preparing and planning for learning**

Preparing and planning for learning means setting aside time to prepare for learning and planning what needs to be accomplished that can make a big difference in learning. The activation of prior knowledge is one way of preparing and planning effective learning. If students do not have prior knowledge, it is necessary to build background knowledge before asking students to be involved in learning activities.

### **2. Selecting and using strategies**

Choosing the right strategy and knowing when to use it to achieve specific learning goals are important aspects of metacognitive behavior. Metacognitive ability to decide when to use certain strategies indicates that learners think and make conscious decisions about the learning process. In order to select and use strategies, students must become familiar with the various options available to them. This will emphasize the importance of explicit teaching strategies in the classroom using surveys or questionnaires.

### **3. Monitoring learning**

As learners develop skills to select and use appropriate strategies, the next aspect of the metacognitive behavior they develop is the ability to monitor. Good language learners can recognize when they don't understand and stop to do something about it. Teachers may need to help their students develop monitoring skills.

### **4. Orchestrating strategies**

Effective strategy use does not occur in isolation. Often we discuss the use of a strategy as if it happens all by itself. When using metacognitive strategies, this allowed students to find the right strategy to make it easier for them to understand their own learning awareness. Again, surveys or questionnaires followed by discussion may help students orchestrate their strategy use effectively.

### **5. Evaluating learning**

Thomas Jefferson once said, "He who knows best, best knows how little he knows". Good language learners must be able to evaluate the efficacy of what they are doing. Poor learners often do not evaluate the success or failure of their learning.

Based on the explanation above, components of metacognitive strategies must be

implemented according to stages. This will make students able to understand the material delivered by the teacher and students can understand their learning abilities in accordance with their learning comfort.

Teachers who use metacognitive strategies can positively impact students with learning disabilities by helping them develop appropriate plans for learning information which can be memorized and eventually become routine. When students become aware of how they learn, they will use this process to gain new information efficiently, and consequently, become more independent thinkers (Djudin, 2017).

### **Teaching with Metacognition in Non-Formal Education**

Kedrayate (2012) elaborates that non-formal education has passed through a long history and it is not a new concept at all. Even in the Pacific area, it has emerged since 1960's where there was a need of knowledge and survival skills to sustain the economy and society. When seeing as a system, Frodham (1980) cited by Kedrayate (2012) contrasts non-formal education to formal education in terms of purpose, timing, delivery, contents, and control. The non-formal education has to be short-term and specific in purpose, part time, practical, flexibly structured, learner-centered, and self-governing. In addition, as a process, non-formal education encourages the learners to be independent and take control of their learning. Hence, it has to be understood by the educators that their teaching should meet the needs of the learners.

Prasetyo et al. (2021) emphasize the importance of teaching students 21st century life skills for non-formal school students, which one of them is ways of thinking. These include 1) creativity and innovation, 2) critical thinking, problem-solving, and decision making, and 3) metacognitive skills. However, their research proved that these skills have not been well explored due to some factors including the teachers that still need improvement on their teaching competence. Particularly for metacognition, Stewart et al. (2007) believe that this special type and ability develop with schooling and with personal experience. Therefore, they suggest that metacognitive awareness and skills be promoted to professional teachers as a valuable method for improving learning and performance. As the teachers work on their every activities, such as in planning classroom learning activities, delivery of course content, learning materials and evaluation, they consider how their students will learn.

Students of PKBM Cahya Mulya Taman Pematang are adult learners with the

same ages as high school learners and even more. Most of them have complex responsibilities as a student and other roles in the society, like as a worker, which results to different learning motivations. Yanqun (2019) states that it is important to address these adult learners' problems with strategies that do not only concern about declarative knowledge but also development of conditional and procedural knowledge. In this case, Yanqun adds that metacognitive strategies are considered to suit students best since they improve adult learners' overall well-being.

## **METHOD**

This research applied qualitative approach. Creswell (2014) explains that qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher makes interpretations of the meaning of the data. The final written report has a flexible structure.

This research used a descriptive qualitative design. It focused on activities in the school where the researchers analyzed teachers' metacognitive strategies. No treatment was given to the respondents but only investigation on the teacher's metacognitive strategies in teaching English was conducted. One English teacher and ten students of the third grade package C of PKBM Cahya Mulya Taman Pematang were the subject of this study.

The research instruments used were interview and questionnaire. The researchers' roles were as an investigator and interviewer. In the first stage, the researchers conducted an interview to the English teacher and students. The researchers conducted a structured interview to the teacher about difficulties in implementing metacognitive strategies, how to deal with difficulties, and the benefits of applying metacognitive strategies. There were eight questions asked to the teacher. In addition, an interview with five questions was conducted to the students about learning activities in the classroom to make sure that the teacher did use the metacognitive strategies. Next, the researchers gave questionnaires consisting of twelve statements to the teacher and the students about teaching-learning activities in implementing metacognitive strategies.



The questionnaires were adapted from Schraw & Dennison (1994).

The sources of data were primary and secondary data sources. The primary data were obtained from the results of interview and questionnaire. The results of these data were then analyzed and discussed. For the secondary data, the researchers took from journals and books related to the study.

In this study, the researchers collected the data from English teacher and students at PKBM Cahya Mulya Taman Pematang. It used qualitative data analysis. Before analyzing data, the data must be processed so that the data can be changed into information. In processing the data, several steps were conducted as suggested by Ary et al. (2018) as follows:

### **1. Coding**

By using codes, all of the data can be collected and the researcher can underline the important data that correspond to research topic that will be easier to read. The name of respondents and the points of questionnaire will be abbreviated using the following codes:

Teacher (T)

Student/Respondent (R1 - R10)

Teacher Question (TQ)

Student Question (SQ)

Statement (S1 - S12)

### **2. Display**

Display is the process of showing the data in table form or essays to be more easily understood.

### **3. Conclusion**

From the conclusions of the interviews and the questionnaires, the researchers begin to look at the data, check out all the entries with the same code and then categorize the data. Thus, the researchers obtained the results and conclusions of the study.

## **RESULTS AND DISCUSSION**

The data in this research were taken at PKBM Cahya Mulya Taman Pematang. There were eleven respondents of the research; one English teacher and ten students.

Data obtained from the teacher and students were then presented by coding T and R1 to R10 for further explanation and interpretation.

There were two kinds of data used in this research and the findings were presented based on those data. The first data obtained from the result of the interview given to the teacher and students were about the aspects of metacognitive strategies in teaching English. The second data obtained from the result of the questionnaire distributed to the teacher and students to support the data obtained from the interview were about the aspects of metacognitive strategies in teaching English. Then, the research results can be presented as in tables 1 and 2.

**Table 1. The Results of Teacher Interview**

<b>No.</b>	<b>Questions (TQ)</b>	<b>The Conclusion of the Teacher's Answers</b>
1	What do you know about metacognitive strategies?	The teacher understood about metacognitive strategies.
2	Do you always apply metacognitive aspects in applying metacognitive strategies in the classroom?	The teacher did not always apply all of the aspects of metacognitive strategies. They were adjusted to the learning conditions.
3	How do you know that the class you teach understands the material?	The teacher can know students' understanding through evaluation and feedback using questions about the material that has just been submitted to each individual randomly.
4	How do you deal with students who have difficult understanding learning material in class?	Students were asked to memorize 3 words a day and read English texts.
5	What obstacles or difficulties do you often encounter in the learning process?	The difficulties encountered by the teacher were students were lacking of English vocabulary mastery and the limited time allocation in teaching-learning process.
6	What strategies/ways do you use to overcome difficulties and obstacles in the learning process by using	The teacher had interviews/direct conversations with students in each English learning session.

	metacognitive strategies?	
7	Did the strategy / method that you use go well?	The teacher thought that about 75% of the metacognitive strategies used went well.
8	Do you think that metacognitive strategies are useful in the process of learning English in the classroom?	The teacher believes that the strategies can develop and enhance students' learning abilities. It can know the strengths and weaknesses of students in learning. It can also stimulate and increase students' enthusiasm for learning in the classroom.

**Table 2. The Results of Student Interview**

No.	Questions (SQ)	The Conclusion of the Students' Answer
1	Do you often ask during English lessons?	Most of the respondents answered 'yes' or 'frequently'. In conclusion, the students often ask to the teacher because of the students do not understand the material taught by the teacher.
2	Are there any difficulties when studying the material?	The conclusion is the students found it difficult to understand the material taught by the teacher.
3	If you find difficulties in learning English, does the English teacher help you?	The answers given by students were 'yes'. In conclusion, the teacher always helps students who have difficulty learning English.
4	Do you easily catch the material delivered by the English teacher in learning?	As the result, some students are easy to learn English and some students are difficult to learn English. It depends on the students' understanding about the use of metacognitive strategies.

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5	Is the teacher teaching as expected?	In conclusion, students are taught by teachers according to their expectations.
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The researchers also employed a questionnaire consisting of twelve questions to the teacher and the students to support the results of the interview. It was aimed to get deeper understanding of teacher's understanding in applying metacognitive strategies. The results of the student questionnaire can be seen in table 3.

**Table 3. The Result of Student Questionnaire**

No.	Statement	Answer				Percentage (%)				Total
		SA	A	D	SD	SA	A	D	SD	
1	I have a specific purpose for each strategy I use.	3	7	-	-	30%	70%	-	-	10
2	I know what the teacher expects me to learn.	7	3	-	-	70%	30%	-	-	10
3	I am aware of what strategies I use when I study.	5	5	-	-	50%	50%	-	-	10
4	My English teacher has a dynamic and interesting teaching style.	3	7	-	-	30%	70%	-	-	10
5	I ask myself if there was an easier way to do things after I finish a task.	8	2	-	-	80%	20%	-	-	10
6	When I have a problem understanding something in my English class, I always my teacher for help.	2	7	1	-	20%	70%	10%	-	10

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7	I ask others for help when I don't understand something.	4	6	-	-	40%	60%	-	-	10
8	I can motivate myself to learn when I need to.	6	3	1	-	60%	30%	10%	-	10
9	I ask myself how well I accomplish my goals once I'm finished.	2	5	3	-	20%	50%	30%	-	10
10	I know how well I did once I finish a test.	5	5	-	-	50%	50%	-	-	10
11	I think of several ways to solve a problem and choose the best one.	5	5	-	-	50%	50%	-	-	10
12	I summarize what I've learned after I finish.	5	5	-	-	50%	50%	-	-	10

Notes :

- SA = Strongly Agree
- A = Agree
- D = Disagree
- SD = Strongly Disagree

### 1. The Implementation of Teacher's Metacognitive Aspects in Teaching English

According to Anderson (2002), there are five aspects of metacognitive strategies; preparing and planning for learning, selecting and using strategies, monitoring learning, orchestrating strategies, and also evaluating learning. The teacher's responses to the interview questions showed that the teacher understood about metacognitive strategies (from TQ1). Based on the interview results of SQ5, the average of student answers is the teacher has taught in accordance with students' expectations. It can be inferred that the teacher succeeded in applying metacognitive strategies.

In addition, he also applied aspects of metacognitive strategies in teaching

English (from TQ2). The teacher implemented the aspects structurally or step by step which can be explained as follows:

**a. Preparing and planning for learning**

Based on the research result, the teacher applied aspect of preparing and planning. In applying aspect of preparing and planning, the teacher checked students' attendance and prepared the material that would be explained. Even though it took time to prepare for learning and plan what needs to be accomplished, it makes a major difference in teaching-learning process. Then, the teacher also gave the background knowledge before he explained new materials. It aims to make students remember the previous knowledge that has unconsciously been learned so that students more easily understand and continue with new materials.

Related to the theory from Anderson (2002), the activation of prior knowledge is one way of preparing and planning for effective learning. If learners do not have prior knowledge, it will be necessary to build background knowledge prior to asking the students to engage in the learning activities.

**b. Selecting and using strategies**

Based on the interview results (TQ6), the teacher succeeded in applying aspect of selecting and using strategies. A strategy in applying metacognitive strategy was the teacher conducted interviews or direct conversations with students in each English learning session. It was intended that teacher could find out students' problems and difficulties. Then, the teacher followed it up by making comfortable learning atmosphere in the classroom. By doing this, the teacher tried to balance the students' abilities.

One of the goals of the teacher was to use various strategies or techniques so that students feel comfortable in learning English. As Anderson (2002) said that in order to select and use strategies, learners must be familiar with the full range of options available to them. This emphasized the importance of explicitly teaching strategies in the classroom by the use of surveys or questionnaires.

Based on the result, the researchers concluded that the teacher applied the aspect of selecting and using strategies well. It can be seen that the teacher use of various strategies to teach the students in teaching English. Conducting interview or direct conversation with students is considered the best way to find out students' learning

desires. From these results, teacher must often have direct conversation with students because it also can increase students' motivation. And if this method is often done, the students will more easily determine their learning strategies independently.

**c. Monitoring learning**

As learners developed the skill of selecting and using appropriate strategies, the next aspect of metacognitive behavior they developed was the ability to monitor. Applying metacognitive strategies, the teacher needs to know whether students need help or not.

Related to the theory from Anderson (2002), good language learners are able to recognize when they do not understand and stop doing something about it. Teachers may need to help their students develop monitoring skills.

Based on the research result (TQ4), the researchers concluded that the teacher succeeded in applying aspect of monitoring learning. It can be seen that the teacher always helped students who had difficulty in learning-process. The teacher also gave advice to students about effective learning methods such as how to memorize vocabulary, how to read texts quickly, or provide other learning tricks. Not only about it, the teacher should also motivate the students to increase students learning desires so that students will not feel bored in learning English.

Based on the results of SQ1, the average of student answers is "yes", which means the students did not understand the material taught by the teacher. Students often ask the teacher if they have difficulty in learning English. Therefore, the researchers concluded that the teacher should be more active to monitor the students. It was related to the aspect of monitoring learning that the teacher monitored the class. Then, the teacher should give advices to the students such as how to get comfortable learning and how to master English vocabulary.

The interview results of SQ3 showed that the teacher often helped when students experience difficulties in learning English. It is related to the aspect of monitoring learning, which means the teacher helps the students to overcome their difficulties. It makes students easily understand the material delivered by the teacher. It can be concluded, that the teacher applied aspect of monitoring learning well.

**d. Orchestrating strategies**

Based on the teacher's response for TQ6, as the teacher conducted interviews or

direct conversations with students in each English learning session, teacher can find out students' problems and difficulties. Then, the teacher organized class learning process which made students comfortable.

As Anderson (2002) explained, effective strategy use does not occur in isolation. Often we discuss the use of a strategy as if it happens all by itself. When using metacognitive strategies, this allowed students to find the right strategy to make it easier for them to understand their own learning awareness. Again, surveys or questionnaires followed by discussion may help students orchestrate their strategy use effectively.

Based on the result, the researchers concluded that the teacher succeeded in applying aspect of orchestrating strategies. As the teacher follows the students' abilities, the teacher also convinced the students about the learning strategies that they employ. It means, the teacher rethink to arrange or direct students so that they find the learning strategies they want.

Furthermore, the interview results of SQ4 showed that some students understood the material delivered by the teacher but some others did not. Based on the results, the researchers concluded that the teacher should re-teach using another way or strategy which makes students understand and feel comfortable in learning English. It is related to the aspect of orchestrating strategies in which the teacher should manage strategies that are suitable to use for students. In addition, the teacher must also encourage the students so that students can find comfortable learning strategies.

#### **e. Evaluating learning**

This evaluation stage also gave feedback to the teacher. Through evaluation, the teacher rethought to plan the strategies or other learning methods that were more suitable to be applied in the classroom. Related to the theory from Anderson (2002), Thomas Jefferson once said, "He who knows best, best knows how little he knows". Good language learners must be able to evaluate the efficacy of what they are doing. Poor learners often do not evaluate the success or failure of their learning.

Based on the research result of TQ3, the researchers concluded that the teacher succeeded in applying aspect of evaluating learning. The teacher gave the exercise before he continued to the new material. The teacher should give advice to the students about effective learning methods such as how to memorize vocabulary, how to read texts quickly, or provide other learning tricks.



## **2. Teacher's Difficulties in Applying Metacognitive Strategies**

Based on the result of interview (TQ5), there were several difficulties faced by the teacher in applying metacognitive strategies. The teacher found the obstacles or difficulties in teaching-learning process like the lack of students' vocabulary mastery. In this point, students did not understand the words conveyed by the teacher. Besides, the limited time allocation in teaching learning process makes students' understanding very limited. Teaching-learning process at PKBM Cahya Mulya is only 2 x 45 minutes and is held once a week for English lesson.

This limited time also did not allow the teacher to give evaluation to students in every meeting. Sometimes, the teacher checked the students' comprehension by asking questions randomly so that he knew that students have reached the learning objectives. By doing this, however, the teacher could not cover all of the students' learning to be evaluated.

The interview result of SQ2 showed that the average of student answers is they have difficulties in learning English. According to the student answers, they have difficulty in understanding the vocabulary delivered by the teacher. In addition, they have difficulty speaking in English. Therefore, the teacher should give more understanding about vocabulary mastery.

Based on the students' point of view, it is concluded that the teacher has not fully understood about metacognitive strategies. Teacher will need to do reflection on his own teaching by referring to the problems he encountered. Only after having identified the problems will the teacher be able to find ways to overcome the problems. Then, the teacher tries to apply a particular method or strategy classroom learning.

In other words, although the teacher has partially succeeded in applying metacognitive strategies, the teacher still encountered difficulties faced by students. It means, the teacher must learn more about metacognitive strategies and must understand the application of aspects of metacognitive strategies appropriately.

## **3. Teacher's Solution to Overcome Difficulties in Applying Metacognitive Strategies**

The results of the interview with the teacher showed that there were several ways or solution to overcome the difficulties in applying metacognitive strategies.

Based on the interview result of TQ4, the teacher has several strategies to

overcome the students' difficulty in understanding the learning material. First, students were told to memorize 3 words. Then, the students were asked to say the words in the next meeting. This helps the students' development in mastering English vocabulary. Then, the teacher asked several students to read English texts. It aims to train students' mentality, confidence, and check students' pronunciation whether it is correct or not.

The result from TQ6 is the teacher has several strategies to face the obstacles in teaching-learning process using metacognitive strategy. The teacher conducted interviews or direct conversations with students in each English learning session. It was intended that the teacher could find out students' problems and difficulties in learning English. Then, the teacher followed it up by making comfortable learning atmosphere in the classroom.

Based on the result of interview and questionnaire, it can be concluded that when the teacher found difficulties in learning activities, the teacher made an effort to overcome them by using strategies or other ways that could improve students' learning abilities. It implied that the teacher applied aspect of selecting and using strategies well. Because through this aspect, the teacher could find out suitable strategies to be applied in teaching English, which indicated that the teacher understood about metacognitive strategies. Besides, when the teacher conducted interview or direct conversations with students in each English learning session, the teacher got feedbacks from the students that should be evaluated by the teacher.

## **CONCLUSION**

This research was conducted to reveal how teacher applies metacognitive strategies through aspects of metacognitive in teaching English in the classroom, the difficulties faced by teacher in aspects applied in teaching English using metacognitive strategies, and how the teacher deal with difficulties in aspects applied in teaching English using metacognitive strategies. Based on the data analysis some conclusions can be drawn as follows:

### **1. The Implementation of Teacher Metacognitives' Aspects in Teaching English**

The teacher applied aspect of preparing and planning. In applying aspect of preparing and planning, the teacher checked students' attendance, prepared the material that would be explained. The teacher also gave the background knowledge before he

explained new materials. Next, the teacher applied aspect of selecting and using strategies, another strategy or technique in applying metacognitive strategy was the teacher conducted interviews or direct conversations with students in each English learning session. The next aspect is monitoring strategies. The teacher always helped students who have difficulty in learning-process. The teacher also gave advice to students about effective learning methods such as how to memorize vocabulary, how to read texts quickly, or provide other learning tricks.

The teacher applied aspect orchestrating strategies. It means, the teacher re-thinks to arrange or direct students so that they find the learning strategies they want.

In conclusion, the teacher applied metacognitive strategies structurally based on aspects of metacognitive. Metacognitive strategies were also useful for increasing students' motivation because metacognitive strategy is the ability to understand self-learning awareness.

## **2. Teacher's Difficulties in Applying Metacognitive Strategies**

Based on the research results, some difficulties in aspects applied by the teacher were found. First, students were lack in mastering English vocabulary. It made students less understanding with words delivered by the teacher. Then, the teacher could not prepare learning tools or modern media. The teacher did not always give evaluations to students. Not every meeting has an evaluation for students because the schedule was very limited.

Although 75% of metacognitive strategies applied in learning English, this strategy has not been fully implemented smoothly because there are still many difficulties faced by the teacher in learning English. Therefore, the teacher must understand well about metacognitive strategies.

## **3. Teacher's Solution to Overcome Difficulties in Applying Metacognitive Strategies**

The teacher dealt with difficulties in applying metacognitive strategies by several strategies such as students are told to memorize 3 vocabulary words a day later after one week. Students are told to memorize the vocabulary in the next meeting. Then, the teacher asked several students to read English texts. It aims to train students' mentality, confidence, and check students' pronunciation whether it is correct or not. Dealing with the limited learning tools or modern media, the teacher taught with modest media such

as modules, markers and blackboards. In conclusion, the teacher can overcome the difficulties in applying metacognitive strategies.

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