AN ANALYSIS OF LECTURERS' METACOGNITIVE LEARNING STRATEGIES IN TEACHING ENGLISH FOR YOUNG LEARNER AT ENGLISH EDUCATION PROGRAM OF MUHAMMADIYAH UNIVERSITY OF BENGKULU

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ABSTRACT

The purpose of this reseach was to analyze the lecturers' metacognitive learning strategies in teaching English for young learner at English Education Program of Muhammadiyah University of Bengkulu Academic year 2018/2019. The designof the research used descriptive qualitative method. The objects of this research were 60 students with open questionnaire. The instrument was check list form about metacognitive strategies skills by Anderson and Krathwohl. The researcher found that although not fully applied, with this metacognitive strategy students are more independent in learning and lecturers do not provide material repeatedly. The lecturers should consider several teaching strategies, especially metacognitive strategies.

Keywords: *Metacognitive Strategies, Teaching, English for Young Learner*

I. Introduction

English for young learner is one of the subjects at Muhammadiyah University of Bengkulu, students assigned to make English courses and teach young learner. Teaching English to young learner is the activity of guiding young learner in learning, knowing, understanding and comprehending ideas, values, attitudes, skills, and

information due to foreign language learners. The process of teaching and learning English for young learner is more responsive, children have a brilliant learning period called the golden period, ages 6-12 years which allows language learning quickly. In contrast to adulthood who have to train themselves to learn English by memorizing or practicing. According Reilly and Sheila (in Hidayati, 2009) define young learners as childrenwho have not yet started compulsory schooling and have not yet started to readand can mean children up to the age of seven. In the learning process can run optimally to young learner, the lecturer needs to make a strategy, namely teaching and learning strategies. Learning strategy can be categorized as one of the most important factors in learning process. It is can help students to overcome their weaknesses learning. Besides, the learning strategy can also strengthen the mental activity and behavior of students who have a strong influence in the learning process.

Metacognitive strategies refer to ways to increase students' awareness of the thought process and a person can begin his mind by designing, monitoring and assessing what he learns. Metacognitive knowledge is about general cognition and awareness and knowledge about self-cognition. Metacognitive knowledge includes specific knowledge about students' own cognitive abilities (Brown, 1987; Flavell, 1979). Metacognitive strategies have a very important role in regulating and controlling one's cognitive processes in learning and thinking carried out by someone to be more effective and efficient. Metacognitive strategies are considered more dominant than others in activities practice-based learning (Kistner, Rakoczy, Otto, Klieme&Büttner, 2015).

Students who are practicing and implementing their metacognitive strategies will easily deal with problems related to learning English. In addition, they can change their actions and also their way of thinking during the learning process.The researcher wants to add new information about teaching English for young learner. The researcher tried to analyze metacognitive learning strategies in teaching English for young learner

II. Literature Review
II.I Metacognitive Strategies

Metacognitive is the term introduced by Flavell in 1976 and caused a lot of debate on its definition. Activity metacognitive basically is activity thinks about thinking, which is an activity consciously control about cognitive processes themselves. Metacognitive activities include thinking activities for planning, monitoring, reflecting on how solve a problem.Wenden (1998) defines metacognition as knowledge about learning that is a part of a learner's store of acquiredknowledge and a system of related ideas, relatively stable, early developing and an abstraction of a learners'experience. According to Flavell (1976) metacognitive knowledge is one's knowledge concerning one's owncognitive processes and products or anything related to them. For example, the learning-relevant properties of information ordata (p.232). Metacognition is a form of cognition and a high level thinking process that involves active controlover cognitive processes (Wenden, 1998). It is also considered as the 'seventh sense' and one of the mentalcharacteristics that successful learners use (Birjandi, (2006).Flavell described metacognitive refers to knowledge which concerns the process related to the fields that the students are focusing on (as cited in Myers, 2008:2). In other words, metacognitive strategies refer to students' awareness about their level of knowledge and thought process. Pintrich (2010) stated that the notion of metacognition includes metacognitive strategies and metacognitive knowledge. Metacognitive strategies refer to the use of metacognition regulation for the students such as these important strategies; planning for their learning, monitoring the way their

thinking, and evaluate the results of their activities. The indicators used in the metacognitive skills that have been adapted

No.	Metacognitive Level	Metacognitive Sub Level (Indicator)
1.	Be aware of the thought process and be able to describe it	• State the purpose • Knowing about what and how • Realizing that the assignment requires many references • Realizing one's own ability to do the task • Identifying information • Design what will be learned
2.	Develop an introduction to thinking strategies	• Thinking about goals that have been set • Elaborate information from various sources • Knowing that elaboration strategies increase understanding • Think about how other people think of assignments
3.	Evaluate the procedure evaluative	• Assess the achievement of objectives • Arrange and interpret data • Overcoming obstacles in solving problems • Identify sources of error from the data obtained
4.	Transfer knowledge experience to other contexts	• Using different procedures / ways to solve the same problem • Use the same procedure / method for other problems • Develop procedures / ways for the same problem • Apply experience in a new situation
5.	Linking conceptual understanding with procedural experience	• Analyzing the complexity of the problem • Select important information used in problem solving • Thinking about the thought process during problem solving

Adapted (Anderson and Krathwohl, 2001)

English for Young Learner

According to Scott and Ytreberg (in Hidayati, 2009) young learners are referring to a student in five to ten years old. There are many statements about meaning of Young Learners. Young learners is a term used to refer to children from the first year of formal schooling (usually somewhere between 5-7 years) until when they are 11-12 years old. This is an interpretation that is often adopted, either implicitly or explicitly. In this interpretation, the young learners usually change into something else in their youth. In this interpretation there is also often an additional term 'very young student' which is used to refer to children of pre-school age who are around 3-6 years old

III. Research Method

In this research, the researchers used descriptive qualitative method. Descriptive qualitative research includes surveys and fact-finding enquiries of different kind. The Subject of this research is lecturer who lecture English for young learner at sixth semester of English study program. The researcher chooses an open questionnaire to obtain information or data about metacognitive learning strategies from students who have studied English for young learners. Open questionnaires will be distributed to students that had taken English for young learner (EYL) subject with the lecturers as a subject of this research directly and if it is not possible for all of them directly, then researcher share via WhatsApp due to the current Covid-19 pandemic. The researcher share open questionnaires to students directly and via WhatsApp, gave the instruction about how to fill the open questionnaire and then collected the answer open questionnaire from students. The last step, The researchers identify the data one by one put it into open questionnaire whether appropriate or not with indicators metacognitive strategies based on theory by Anderson and Krathwohl(in Iskandar, 2014).

IV. Discussion

After giving the whole treatments, the researchers draw that the lecturers' metacognitive learning strategies in teaching English for young learner have done maximally with five level metacognitive skills by Anderson and Krathwohl, 2001 in (Iskandar, 2014). The five level metacognitive skills are: 1) be aware of the thought process and be able to describe it, 2) develop an introduction to thinking strategies, 3) evaluate the procedure evaluative, 4) transfer knowledge experience to other contexts, 5) linking conceptual understanding with procedural experience.

First, related to the strategies used by lecturers in the teaching and learning process are *be aware of the thought process and be able to describe it.* In table 4.1 there are six points that the lecturer must do when teaching in class. What is meant by this metacognitive is that the lecturer helps students to know about the awareness of their own thinking process and being able to do the assigned task. It is supported by Livingston, 1997 (in Iskandar, 2014).

Second metacognitive level is*develop an introduction to thinking strategy*. Strategy is a method used by a teacher to deliver learning material to make it easier for students to receive and understand learning material. Stated by Oxford (1990:8) strategies can make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations With the development of thinking strategies in the learning process, lecturers can help students improve learning understanding such as the four points in the second metacognitive level.

The third metacognitive level is *evaluating the evaluative procedure*. In evaluating lecturers, they are very careful because they do not only evaluate grades but also overcome obstacles in problem solving including reflecting on evaluative procedures. Based on table 4.3, the lecturer identifies the source of the problems that exist in his students. In line with Ridley et al. (in Rahimi and Katal, 2012) theyhelp organize and supervise student learning activities such as taking control of learning, planning and choosing strategies, monitoring the learning process, correcting errors, analyzing the effectiveness of learning strategy, and change learning behavior and strategies when necessary.

The fourth metacognitive level is *transfer of knowledge experience to other contexts*. The lecturer uses the strategy in the fourth metacognitive level to help students understand it easier by connecting other contexts when the lecturer explains

the learning material. Based on table 4.4, this metacognitive level is not the dominant strategy used by lecturers. However, it is still good if it is used in the learning process because with the experience of knowledge in other contexts students can understand quickly. Supported by Veenman et al (in Ozturk, 2018) teachers can foster students' metacognitive knowledge, collaborate with students and framework their strategic learning experiences, encourage students` independence with strategic learning, assess their metacognition, and help them do self-assessment.

The last metacognitive level is *linking conceptual understanding with procedural experience*. Lecturers use the strategy at this point to find or select solutions to problems that occur in student learning in class. Problem solving here is the understanding of students in learning and the lecturer must help students who have problems or difficulties in learning. Supported by Nurajizah,Windyariani, and Setiono (2018)the empowerment of students' metacognitive during learning is an effort that must be done by the teacher or lecturer.

Through the results of this research, the researcher found that the lecturer uses the five metacognitive levels, namely; 1) be aware of the thought process and be able to describe it, 2) develop an introduction to thinking strategies, 3) evaluate the procedure evaluative, 4) transfer knowledge experience to other contexts, 5) linking conceptual understanding with procedural experience. Although not fully applied with this metacognitive strategy students are more independent in learning and lecturers do not provide material repeatedly. In line with Sun (in Rahmaningrum, 2018) stated that students who are practicing and implementing their metacognitive strategies will easily deal with problems related to learning English. In addition, they can change their actions and also their way of thinking during the learning process.

V. Conclusion

From 60 respondents that have been analyzed by using open questionnaire with the five metacognitive levels focusses, namely; 1) be aware of the thought process and be able to describe it, 2) develop an introduction to thinking strategies, 3) evaluate the procedure evaluative, 4) transfer knowledge experience to other contexts, 5) linking conceptual understanding with procedural experience. Although not fully applied, with this metacognitive strategy students are more independent in learning and lecturers do not provide material repeatedly.

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