

ABSTRACT

Luthfiana, Annisa. (2022) *“Investigating Metacognitive Awareness Towards Academic Learning to Students of English Education Study Program of IKIP PGRI PONTIANAK”* Main Supervisor: Dedi Irwan, Ph.D. Assisstant Supervisor: M. Iqbal Ripo Putra, M.Pd. English Education Study Program, Language and Art Education Faculty, Institute of Teacher Training and Education Teacher Association of the Republic of Indonesia (IKIP PGRI) Pontianak.

This descriptive research aimed to discover the level of metacognitive awareness towards academic learning to students of English Education Study Program of IKIP PGRI PONTIANAK. This research implemented the cross sectional survey with quantitative approach and the data collection process involved 420 respondents from all academic years and various backgrounds. The 52 items in Metacognitive Awareness Inventory by Schraw & Dennison (1994) were adopted in this research with eight indicators from two main factors. The first factor, Knowledge of Cognition, is represented by Declarative, Procedural, Conditional Knowledge as the three indicators. The second factor, Regulation of Cognition, involves Planning, Information Management Strategies, Comprehension Monitoring, Debugging Strategies, and Evaluation as the five indicators. The data analysis process was conducted using descriptive statistics.

The findings show that three of the most prominent indicators are Debugging Strategies, Conditional Knowledge, and Evaluation. Meanwhile, the least applied indicator is Information Management Strategies. Two specific items that have a considerably lower score are Item 5 (I am good at remembering information) and Item 29 (I draw pictures or diagrams to help me understand while learning). This showcases the students' unique strength and weakness in the metacognitive awareness factors that need to be highlighted in their academic learning.

It is also reported that there is a high level of metacognitive awareness among students of English Education Study Program of IKIP PGRI Pontianak. This favorable outcome would bring a significant benefit to students considering the fact that metacognitive awareness is directly correlated to various indicators of academic success, including the overall grade point average.

Keywords: *Metacognitive Awareness, Academic Learning, Students of English Education Study Program*

