CHAPTER V
CONCLUSION AND SUGGESTIONS

A. Conclusion

The focused problem in this research is to discover the level of metacognitive awareness towards academic learning to students of English Education Study Program of IKIP PGRI PONTIANAK. 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 the two main factors. The first factor is Knowledge of Cognition which is represented by Declarative, Procedural, Conditional Knowledge as the three indicators. The second factor is Regulation of Cognition which involves Planning, Information Management Strategies, Comprehension Monitoring, Debugging Strategies, and Evaluation as the five indicators.

It is reported that there is a high level of metacognitive awareness towards academic learning to 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 (Young & Fry, 2008).

Additionally, three of the most prominent indicators are Debugging Strategies, Conditional Knowledge, and Evaluation. Meanwhile, the least applied indicator is Information Management Strategies. Two certain items that have a considerably much 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 highlights the unique strength and weakness of students of English Education Study Program of IKIP PGRI Pontianak in the

metacognitive awareness factors that need to be highlighted in their academic learning.

B. Suggestions

The findings of this research revealed a moderately high level of metacognitive awareness among students with certain unique factors and indicators. With this information, the researcher would like to propose several suggestions.

1. For Students

   It is recommended for students to take advantage of their high level of metacognitive awareness to improve the academic learning. This also includes the emphasis on the use of the most dominant indicators, namely Debugging Strategies, Conditional Knowledge, and Evaluation. Moreover, students should also pay more attention to the low-score indicators, which are memorization (Item 5) and using visual components (Item 29). Additionally, students should also focus more on the skills and strategy sequences used to process information more efficiently (e.g., organizing, elaborating, summarizing, selective focusing) since their Information Management Strategies score is noticably low.

2. For Educators and Curriculum Developer

   For the development of the learning process, the educators and curriculum developers should bring more spotlight more of the dominant metacognitive awareness indicators in the academic learning, which are Debugging Strategies, Conditional Knowledge and Evaluation. This is important to ensure the lessons is catered

towards the students' strong points to ensure maximum understanding.

It is also imperative for the educators to incorporate the least notable items (remembering information and visual components) so that students have the opportunity to sharpen these aspects in academic learning.

3. For Future Research

With the significant amount of data on this research, the researcher believes that it can pave the way for more detailed research in the future. Some of the approach that can be taken would be to analyze the correlation of the existing variables within metacognitive awareness or to incorporate external variables