



**THESIS**

**ENHANCING STUDENTS' METACOGNITIVE AWARENESS IN  
ENGLISH LEARNING THROUGH A PROBLEM BASED APPROACH**



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JOMBANG  
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**Enhancing Students' Metacognitive Awareness in English Learning  
through a Problem Based Approach**



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as a requirement for obtaining the degree of *Sarjana*

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## APPROVAL SHEET

### APPROVAL SHEET

This document certifies that the thesis titled "Enhancing Students' Metacognitive Awareness in English Learning through a Problem Based Approach," authored by Asmaul Khusna, has received approval from the thesis supervisors for presentation in an oral examination before the appointed examiners at the Faculty of Business, Languages, and Education, University of Pesantren Tinggi Darul Ulum Jombang.

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through a Problem Based Approach

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## DECLARATION

### DECLARATION

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With dedicated effort, I have authored the thesis titled "*Enhancing Students' Metacognitive Awareness in English Learning through a Problem Based Approach*." It is an original work, free from plagiarism and unnecessary replication. Any references to the work of others are appropriately acknowledged through citations, quotes, and references included in the thesis.

In the event that this statement is demonstrated to be incorrect, the researcher readily accepts full responsibility within the domain of the English Language Education Department, Faculty of Business, Languages, and Education, University of Pesantren Tinggi Darul Ulum Jombang.

Jombang, June 27, 2024

Asmaul Khusna



## MOTTO

“Maka sesungguhnya bersama kesulitan itu ada kemudahan. Sesungguhnya Bersama kesulitan itu ada kemudahan.”

(Q.S Al-Insyirah, 94 : 5-6)

“Selalu ada harga dalam sebuah proses. Nikmati saja Lelah-lelah itu. Lebarkan lagi rasa sabar itu. Semua yang kau investasikan untuk menjadikan dirimu serupa yang kau impikan, mungkin tidak akan selalu berjalan lancar. Tapi gelombang-gelombang itu yang bisa kau ceritakan.”

(Boy Candra)

“Orang lain ga akan bisa paham *struggle* dan masa sulitnya kita, yang mereka ingin tahu hanya bagian *Success Stories* nya aja. Berjuanglah untuk diri sendiri walaupun gak ada yang tepuk tangan. Kelak diri kita di masa depan akan sangat bangga dengan apa yang kita perjuangkan hari ini, tetap berjuang yaa!”.



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## ABSTRACT

Khusna, Asmaul. 2024. *Enhancing Students' Metacognitive Awareness in English Learning through Problem Based Approach*. Skripsi, Program Studi Pendidikan Bahasa Inggris, FBBP, Unipdu. Pembimbing: (I) Nailul Fauziyah, S.Hum, M.Pd. (II) H. Achmad Fanani, S.S., M.Pd.

Metacognitive education plays an important role in the development of students learning skills, especially in subjects that require deep understanding such as English. Metacognitive awareness, which includes students' ability to plan, monitor and evaluate their own learning processes, can be enhanced through appropriate teaching strategies. One such is the Problem Based Approach. This research was conducted to enhance students' metacognitive awareness using Problem Based Approach the eleven grade students of MA Islamic Center Trowulan. This study is based on the result of preliminary study that showed that when learning English they showed reluctance, lack of motivation, and low awareness in learning English. The design of this research is Classroom Action Research (CAR) which aims to improve the quality of the learning process and aim to solve the problem at the eight grade. The researcher used observation checklist and test as the instrument of this research. The research was conducted in two cycle, and each cycle has planning, acting, observing and reflecting. The first cycle failed because the percentage of students who achieved the minimum passing grade (KKM) was 21% out of 33 students. It means that the test result did not achieve the success criteria of this research. Therefore, there were some addition in technique of the activity for conducting the next cycle 2, the students were divided into groups of 3-4 students, secondly the teacher gave clearer instructions in directing and helping students solve the problems given. The teacher gave direction slowly in the learning process. This actually made students more active in discussing with the group and helped students express their ideas. Then the result of the test at cycle 2 showed that the percentage of the students who achieved the minimum passing grade (KKM) was 51%. And the result of students' involvement showed that the students are actively when in learning process and they are enthusiasm in learning process using Problem Based Approach. This is supported by the ANOVA test to determine the significance of the effect of PBA on Cycle 1 and Cycle 2. The results of the ANOVA test showed a statistically significant difference in the results of the baseline, cycle 1, and cycle 2 tests ( $F(2, 96) = [4.3]$ ,  $p = [0.015]$ ). The mean scores increased progressively from the preliminary test to cycle 1 and cycle 2, indicating the effectiveness of the instructional intervention. From the data was got in the research showed that the use of Problem Based Approach made much improvement on the students learn and students achievement in teaching and learning English.

Keywords : *Problem Based Approach, classroom action research, metacognitive awareness*

## Abstrak

Pendidikan metakognitif memegang peran penting dalam pengembangan keterampilan belajar siswa, terutama dalam mata pelajaran yang memerlukan pemahaman mendalam seperti Bahasa Inggris. Kesadaran metakognitif, yang mencakup kemampuan siswa untuk merencanakan, memantau, dan mengevaluasi proses belajar mereka sendiri, dapat ditingkatkan melalui strategi pembelajaran yang tepat. Salah satu strategi tersebut adalah pendekatan berbasis masalah (PBA). Penelitian ini dilakukan untuk meningkatkan kesadaran metakognitif siswa dengan menggunakan pendekatan berbasis masalah pada siswa kelas XI MA Islamic Center Trowulan. Penelitian ini didasarkan pada hasil preliminary study yang menunjukkan bahwa saat belajar Bahasa Inggris mereka menunjukkan keengganan, kurangnya motivasi, dan rendahnya



kesadaran dalam belajar Bahasa Inggris. Rancangan penelitian ini adalah penelitian tindakan kelas yang bertujuan untuk meningkatkan kualitas proses pembelajaran dan bertujuan untuk memecahkan masalah pada kelas XI. Peneliti menggunakan lembar observasi dan tes sebagai instrumen penelitian ini. Penelitian dilakukan dalam dua siklus, dan setiap siklusnya terdapat perencanaan, pelaksanaan tindakan, observasi dan refleksi. Pada siklus 1 gagal karena presentase siswa yang mencapai Nilai Ketuntasan Minimal (KKM) sebesar 21% dari 33 siswa. artinya hasil pengujian tersebut belum memenuhi kriteria keberhasilan penelitian ini. Oleh karena itu, ada beberapa penambahan dalam teknik kegiatan untuk pelaksanaan siklus 2 berikutnya, yaitu siswa dibagi menjadi beberapa kelompok yang beranggotakan 3-4 orang, kedua guru memberikan instruksi yang lebih jelas dalam mengarahkan dan membantu siswa menyelesaikan masalah yang diberikan. Guru memberikan arahan secara perlahan dalam proses pembelajaran. Hal ini ternyata membuat siswa lebih aktif dalam berdiskusi dengan kelompoknya dan membantu siswa dalam mengungkapkan ide-idenya. Kemudian hasil tes pada siklus 2 menunjukkan presentase siswa yang mencapai Nilai Ketuntasan Minimal (KKM) adalah 51%. Dan hasil keterlibatan siswa menunjukkan bahwa siswa aktif dalam proses pembelajaran dan mereka antusias dalam proses pembelajaran dengan menggunakan Problem Based Approach. Hal ini didukung dengan uji ANOVA untuk mengetahui tingkat signifikansi pengaruh PBA pada Cycle 1 dan Cycle 2. Hasil dari test ANOVA menunjukkan adanya perbedaan yang signifikan secara statistik pada hasil tes awal, siklus 1, dan siklus 2 ( $F(2, 96) = [4.3], p = [0.015]$ ). Nilai rata-rata meningkat secara progresif dari tes pendahuluan ke siklus 1 dan siklus 2, yang menunjukkan keefektifan intervensi instruksional. Dari data yang diperoleh dalam penelitian menunjukkan bahwa penggunaan Problem Based Approach memberikan banyak peningkatan pada cara belajar siswa dan prestasi siswa dalam pengajaran dan pembelajaran Bahasa Inggris.

Kata kunci : *pendekatan berbasis masalah, penelitian tindakan kelas, kesadaran metakognitif*



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