



CHAPTER I INTRODUCTION

1.1 Background of the study

Learning English involves more than just understanding sentence structure, grammar, and vocabulary; it also requires students to organize, monitor, and evaluate their own learning processes. (Flavell, 1976:232) Developing students' metacognitive awareness is a key aspect of this comprehensive learning process. Metacognition is defined as knowledge about one's own cognitive processes and products, as well as active monitoring and regulation of those processes.

In an effort to enhance students' metacognitive awareness in learning English, the researcher collaborated with teacher at MA Islamic Center using a Problem-Based Approach (PBA). The use of PBA in English learning is grounded in its ability to raise students' metacognitive awareness. According to (Duch, 2001), the fundamental concept of PBA is to introduce new concepts through complex real-world problems, utilizing these problems to "motivate, focus, and initiate student learning." By presenting real-life situations or problems, PBA engages students in actively planning, monitoring, and evaluating their learning processes.

When solving complex problems in English learning, students need to reflect on the most effective learning strategies, identify areas that require more attention, and evaluate their progress. PBA provides students with the opportunity to independently manage their understanding of the material, make connections between concepts, and develop critical thinking skills. This reflective and evaluative process builds students' metacognitive awareness under the guidance of the teacher, laying a solid foundation for lifelong learning and independent mastery of English.

PBA employs problems to help students enhance their metacognitive awareness in English learning. By fostering this awareness, students become central in developing more effective and sustainable learning strategies. Learning awareness is a crucial measure of educational success. Thus, improving students' awareness in learning English requires enhancements in behavior, skills, knowledge, attitude, personality values, and ways of thinking.

A preliminary study conducted on March 30, 2024, revealed that 25% of 33 students (8 students) achieved the Minimum Passing Grade Criterion (KKM) of 70 points. From the result of the preliminary study, many students are not aware of their metacognitive awareness,



indicating reluctance, and lack of motivation in learning English. This study aims to increase the percentage of students meeting the KKM from 25% of 33 students (8 students) into at least 50% of 33 students (16 students) and to enhance students' metacognitive awareness in learning English using a Problem-Based Approach (PBA) implemented no more than two cycles.

Several studies have explored the use of problem-based approaches in learning English. For instance, (Afzali, 2019) found that problem-based learning can enhance the speaking proficiency of Iranian EFL students, increasing their confidence in various communication situations. Hidayat (2014) identified various metacognitive strategies used by students, including lesson planning, monitoring understanding, and assessing their performance in English. Putri (2019) explored the use of student reflection through self-assessment to increase metacognitive awareness in speaking classes and found it effectively enhanced students' metacognitive awareness in communication.

This research differs from previous studies in terms of method and focused on students' metacognitive awareness in English learning. It conducted classroom action research to address issues faced by class XI students at MA Islamic Center.

1.2 Research Question

Based on the background of this research, the study aims to address the implementation of the problem-based approach to enhance students' metacognitive awareness in learning English. Therefore, the research question is formulated as: "How can the problem-based approach improve students' metacognitive awareness in learning English?"

1.3 Research Objective

The objective of this research is to investigate how the implementation of a problem-based approach can enhance students' metacognitive awareness in learning English

1.4 Significance of the research

1.4.1 Theoretical Significance

This study adds to the existing knowledge by showing how the problem-based approach (PBA) can improve metacognitive awareness in students learning English. It explores how solving real-world problems can help students engage more deeply and manage their own learning better. This research expands the understanding of metacognition and how PBA affects students' thinking and learning.



1.4.2 Practical Significance

Practically, this study provides useful insights for ¹teacher and ²curriculum developers. It shows that PBA can be an effective teaching strategy to enhance students' metacognitive awareness, helping them become more engaged and effective learners. The findings can help teacher use PBA techniques to encourage students to plan, monitor, and evaluate their own learning. Additionally, the ³further-researchers when they want to conduct some research dealing with the implementation of problem-based approach, or to develop new learning methods that are more effective in increasing students' metacognitive awareness.

1.5 Scope and Delimitation

Scope

This study focused on the implementation of the problem-based approach (PBA) to enhance metacognitive awareness in learning English among high school students. Specifically, it was conducted with class XI students at MA Islamic Center. The study examined how PBA can help students plan, monitor, and evaluate their learning processes, improving their overall English language skills.

Delimitation

This research was limited to class XI students at a single educational institution, MA Islamic Center, and does not include students from other grade levels or schools. The study was conducted in two cycles, and the findings might not be generalizable to other contexts or educational settings. Additionally, the focus was solely on metacognitive awareness and did not cover other aspects of language learning, such as affective or social factors.

1.6 Definition of Key Terms

- **Metacognitive Awareness:** According to Flavell (1976), metacognitive awareness involves knowledge about one's own cognitive processes and the ability to monitor and regulate these processes. In this study, it pertains to students' awareness and management of their learning strategies in the context of learning English.
- **Problem-Based Approach (PBA):** Duc (1996) defines the problem-based approach as an instructional method that introduces new concepts using complex real-world problems to motivate, focus, and initiate student learning. In this research, PBA is employed to engage students actively in the learning process and improve their understanding and use of English.
- **Learning English:** Woolley (2011) describes learning English as the process of acquiring skills in listening, speaking, reading, and writing. This study focuses on how



students develop these skills through enhanced metacognitive strategies facilitated by PBA.

- **Minimum Passing Grade Criterion (KKM):** The KKM is a benchmark set by educational institutions to determine the minimum score a student must achieve to be considered proficient in a subject. According to the Indonesian Ministry of Education, the KKM represents the basic competency level required for student promotion. In this study, the KKM is set at 70 points, and the research aims to increase the percentage of students meeting this criterion.
- **Classroom Action Research:** Stringer (2008:1) states that action research is an appropriate approach to the teaching and learning process and is useful for teachers to improve their learning and students learning.

