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Increasing Autonomous Learning Through Metacognitive Awareness

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Abstract

Metacognition awareness has contributed significantly to fostering students' autonomous learning. This article gives information about how metacognition awareness helps students monitor their own learning progress and take control of the learning in order to improve their learning performance. Reviewing research on metacognition awareness has several benefits. First, researchers who are interested in investigating metacognition awareness in language learning gain access to previews research findings which provides insights to conduct future research on metacognition awareness from different perspectives and theories. Secondly, language teachers can gain a clear understanding of metacognition awareness and metacognitive strategies for providing it to their learners alongside the results and conclusions from the previous studies. Finally, it is a ready-made reviews for those who are lack of the available studies on metacognition so that they have access to refer to the previous studies once they conduct further research on metacognition in foreign/second language learning.

Keywords: *Autonomous Learning, Metacognition Awareness, Metacognitive Strategy.*

INTRODUCTION

Knowing how to learn is very important. Unfortunately, not all students know how to learn best. Particularly, they have no idea how to look inward to examine how they learn and to evaluate which methods are effective. In the second language and foreign language learning, students are highly required to have language learning strategies that would help improve the language learning process.[1] Students have to develop their own language learning strategies consciously which include the ways in which they learn the language pattern and how to remember new vocabularies easily, how they study for tests and how they make the best use of their language learning strengths. Many students may not even be aware that they are using these strategies as it may have become a natural and automatic process. Without realizing it, the students already have awareness on how to maximize their learning outcomes.

Such awareness is called metacognition. Metacognition is the ability to think about one's own thinking. Meta means beyond and cognition means thinking. It is the ability to examine how someone process his thoughts and feelings. This ability stimulates students to understand how they learn well. Using metacognition obtain an understanding of the situations, processes, methods and strategies for them to learn. Students may realize that a technique for pronunciation class perhaps does not work for grammar or structure class, or that learning for one subject might require more time than another. Through the process of

[1] Oxford, Rebecca. (1990). *Language Learning Strategies: What Every Teacher Should Know*. New York: Newbury House Publishers.

trial and error, students do well in some methods and fail in others before trying again and again. In other words, students know what their strengths are and what their weaknesses in learning are as well. Such student recognizes the limit of his knowledge or ability and then finding out how to expand that knowledge or extend the ability.[2]

Every students are differ in metacognition awareness level. Students those who have strong metacognitive awareness will be more successful in academic performance comparing to those who are lack of metacognition awareness.[3] Students those who practice metacognitive strategies can also improve their learning outcome.[4] Metacognitive skills also can increase students' self-confidence.[5]

Metacognition awareness can be developed so that the students can manage their own learning instead of passively absorbing learning material. This is the task of languages teachers to stimulate students' metacognition awareness to lead students learning autonomy.

1. What is Metacognition?

The current twenty-first-century learning emphasize student-centered-learning approach. In this context, teacher must have the ability to choose the right strategy to create a dynamic learning process.[6] According to Parvin, through a dynamic and effective learning strategy, students can develop their ideas to understand the lessons given.[7] Therefore, students must have the knowledge to choose learning strategies, where students can lead themselves to the learning task and help them modify their metacognitive knowledge if it has the potential to interfere with their learning and their potential for autonomous learning.

Encouraging the development of metacognition is powerful way to promote students learning outcome which leads to students' autonomous learning.[8] Students with well-developed metacognition can identify concepts they do not understand and select appropriate strategies for learning those concepts. They know how to implement strategies they have selected and carry out their overall study plans. They can monitor and evaluate their strategies and adjust their plans based on outcomes. Metacognition allows students to be more expert-like in their thinking and more effective and efficient in their learning.

There are various terms have been used to represent the concepts of metacognition by researchers including self-management, metamentation, meta-learning, metacomponents. Metacognition also has been defined in various ways by different researchers. The concept of metacognition was first introduced by an American developmental psychologist in 1979,

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[2] N.d., 67.

[3] Roger Azevedo et al., "7 Metacognition and Self-Regulated Learning in Student-Centered Learning Environments," n.d.

[4] "Metacognitive Ability and Autonomous Learning Strategy.Pdf," n.d.

[5] Sajna Jaleel and Premachandran P., "A Study on the Metacognitive Awareness of Secondary School Students," *Universal Journal of Educational Research* 4, no. 1 (January 2016): 165–72, https://doi.org/10.13189/ujer.2016.040121.

[6] Geraldine O'Neill and Tim McMahon, "STUDENT–CENTRED LEARNING: WHAT DOES IT MEAN FOR STUDENTS AND LECTURERS?," n.d.

[7] Murshida Parvin, "Dynamic Learning Platform for Dynamic EFL Learners: A New Journey to Navigate Effective E-Learning Program for English Education at the University Level," *International Journal of English Linguistics* 10, no. 2 (February 5, 2020): 170, https://doi.org/10.5539/ijel.v10n2p170.

[8] Julie Dangremond Stanton, Amanda J. Sebesta, and John Dunlosky, "Fostering Metacognition to Support Student Learning and Performance," *CBE—Life Sciences Education* 20, no. 2 (June 2021): fe3, https://doi.org/10.1187/cbe.20-12-0289.

refers to individual's knowledge of cognitive processes.[9] Broadly speaking, Flavel states that the metacognition denotes to individual's ability to control their thinking processes through various strategies, such as adapting, monitoring and organizing. Therefore, metacognition allows students to take charge of their own learning. It involves the knowledge of how they learn, an evaluation of their learning needs, generating strategies to meet these needs and then implementing the strategies.[10] Chick states that metacognition is thinking about one's thinking. It refers to the processes used to plan, monitor, and assess one's understanding and performance.[11] Although there are numerous definitions of metacognition in the literature, all of the definitions emphasize a common core which refers to individual's awareness and management of their learning processes. What is important about the concepts of metacognition described above is that it consists of two underlying components; metacognitive awareness and metacognitive strategies.

A students who has metacognitive awareness and metacognitive strategies will has a critical awareness of his thinking and learning, and the critical awareness of himself as a thinker and a learner. It means a learner must be aware of his own strengths and weaknesses, he recognizes the limit of his knowledge and ability in learning a subject matter then he tries to figure out how to expand that knowledge or extend the ability. In other word, students who have metacognition awareness will know what to do when they learn. They have many learning strategies that can be applied for a certain subject. They know which strategies that work well in learning English structure for example, and which strategies that is not fit when it is applied in Pronunciation subject. They keep monitoring the learning strategies applied until they find the most effective one.

2. The Components of Metacognition

Metacognitive awareness consist of three parts; thinking of what one knows (metacognitive knowledge), thinking of what one is currently doing (metacognitive skill) and thinking of what one's cognitive or affective state is (metacognitive experience).[12] The emphasis here is that all of this knowledge, the beliefs and the perceptions are related to learner autonomy. These three elements are crucial to make informed decisions about one's learning.

Metacognitive knowledge or the learner's psychology of learning, refers to the set of facts learners acquire about their own cognitive processes as they are applied and used to gain knowledge and acquire skills in varied situations.[13] Flavel defines *metacognitive knowledge* as knowledge involving one's own cognitive process and products or anything

[9] John H. Flavell, "Metacognition and Cognitive Monitoring: A New Area of Cognitive–Developmental Inquiry," *American Psychologist* 34 (1979): 906–11, https://doi.org/10.1037/0003-066X.34.10.906.

[10] Douglas J. Hacker, John Dunlosky, and Arthur C. Graesser, eds., *Handbook of Metacognition in Education*, The Educational Psychology Series (New York: Routledge, 2009).

[11] "Metacognition," Vanderbilt University, accessed January 4, 2023, https://cft.vanderbilt.edu/guides-sub-pages/metacognition/.

[12] Douglas J. Hacker, John Dunlosky, and Arthur C. Graesser, eds., *Metacognition in Educational Theory and Practice*, 0 ed. (Routledge, 1998), https://doi.org/10.4324/9781410602350.

[13] Xiufeng Zhang and Meixia Guo, "Metacognition and Second Language Learning," in *Proceedings of the International Conference on Education, Economics and Information Management (ICEEIM 2019)* (International Conference on Education, Economics and Information Management (ICEEIM 2019), Wuhan, Hubei, China: Atlantis Press, 2020), 88, https://doi.org/10.2991/assehr.k.200401.024.

related to them.[14] While Wenden offers a more easily comprehensible definition of metacognitive knowledge, describing this as the part of long-term memory that contains about what learners know about learning.[15]

In line with what Wenden stated earlier, Flavel also described that metacognition knowledge is the knowledge and beliefs that you have acquired through experience and stored in long-term memory.[16] From the above discussion, it can be concluded that metacognitive knowledge is not innate, but it can be obtained by training, learning, and even being taught.

Furthermore, Flavell distinguishes three categories of metacognitive knowledge: knowledge about person, task and strategy. The person category includes any knowledge and beliefs that might be acquired concerning what human being are like as cognitive processors. Flavell subcategorized the person category into knowledge and beliefs about cognitive difference within people (intra-individual difference), cognitive difference between people (inter-individual difference) and cognitive similarities of all people (universal cognition). The task category has two subcategories. One has to do with the essence of the information that might be faced and deal with in any cognitive task. The other concerns the nature of the task demands. The strategy category refers to general knowledge about what strategies are, why they are useful, and specific knowledge about when and how to use them.[17]

The second component of metacognition is metacognitive strategy. Metacognitive strategies or regulatory skills are higher executive skills that may involve planning for, monitoring, or evaluating the success of a learning activity. These contain planning or predicting outcomes, scheduling, and trial and error; monitoring, testing, revising and rescheduling learning activities; checking outcomes, or evaluating the outcomes of strategic actions for efficiency and effectiveness. Among them, planning is a key metacognitive strategy for second language acquisition, involved in directing the course of language reception and production. Planning may be influenced by goals or input features that seem most useful for performing a task. Monitoring can be described as being aware of what one is doing or carrying one's mental process under conscious analysis and thus more effectively under control.[18] Based on the explanation above, it is clear that metacognitive knowledge relates to information learners acquire about their learning, while metacognitive strategies are skills through which learners manage, direct, regulate, and guide their learning.

The process of thinking is also accompanied by a number of personal experiences, from feeling of ease or difficulty to affective reactions and physical sensation as well.[19] The third component of metacognition is metacognitive experience which include cognitive experiences and affective experiences in the cognitive process.[20] Metacognitive experience

[14] Flavell, "Metacognition and Cognitive Monitoring."
[15] Michael Breen, *Learner Contributions to Language Learning: New Directions in Research* (Routledge, 2014).
[16] Flavell, "Metacognition and Cognitive Monitoring."
[17] Zhang and Guo, "Metacognition and Second Language Learning."
[18] Zhang and Guo.
[19] Norbert Schwarz, "Metacognitive Experiences:," n.d.
[20] Flavell, "Metacognition and Cognitive Monitoring."

is differ from other kinds of experiences because it involves current and ongoing cognition and emotions such as the affective feelings involved during the learning process.[21]

Flavel describes metacognitive experience as any conscious cognitive or affective experience that accompanies or is associated with any intellectual endeavor.[22] He believed they were more likely to occur during a task because of the importance of individual decisions and actions in the endeavor. It can be inferred that metacognitive experiences are conscious feelings during some cognitive activity that relate to the process - for example, during a communication task, feeling that one do or do not understand; or feeling hesitant about the choice one has made.

Efklides stated that metacognitive experiences monitor task characteristics and also reflect individual goals in task creation. He identified different categories of metacognitive experiences, and some of them included: feelings of familiarity, feelings of confidence, feelings of difficulty, feelings of satisfaction, perceived correctness of solutions, and predicted expenditures of effort. Efklides also found that an individual's metacognitive experience is influenced by cognitive abilities, personality, and other affective factors.[23]

3. What is Autonomous Learning?

The definition of autonomous learning was initially introduced by Hendri Holec in 1981 in his book Autonomy and Foreign Language Learning. Holec defines learner autonomy as the ability to take charge of one's own learning. He notes that the ability is not inborn but must be acquired either by natural means or as most often happens by formal learning, i.e. in a systematic, deliberate way. This means that learning autonomy is not an innate skill but it is an ability that can be trained and shaped in a supportive classroom environment systematically and deliberately. Holic also points out that taking charge of one's learning is to have the responsibility for all the decision concerning of all aspect of this learning.[24]

Many definition of autonomous learning suggested by experts supporting Holic idea. Benson and Voller claimed that autonomous learning as self-regulated responsibility in learning and it is the sign of good academic performance.[25] Still in line with the previous definition, Brindley states that learning autonomy is the degree of responsibility students take of their own learning.[26] Autonomous learning, according to Little is the ability to do a task independently, with contextual adaptability with awareness and reflection.[27] Oxford defines autonomous learning more comprehensively as it is "the ability and willingness to perform a task without assistance with the adaptability related to the situational demands,

[21] "Metacognition_2000.Pdf," accessed January 17, 2023, https://www.demenzemedicinagenerale.net/images/mens-sana/Metacognition_2000.pdf.

[22] Flavell, "Metacognition and Cognitive Monitoring."

[23] Anastasia Efklides, "The Role of Metacognitive Experiences in the Learning Process," n.d.

[24] Marhabo Avazmatova, "The Role of Learner Autonomy in Foreign Language Learning," n.d., 3.

[25] Phil Benson and Peter Voller, *Autonomy and Independence in Language Learning*, 1st ed. (Routledge, 2014), https://doi.org/10.4324/9781315842172.

[26] Geoffrey Brindley, "The Role of Needs Analysis in Adult ESL Programme Design," in *The Second Language Curriculum*, ed. Robert Keith Johnson, 1st ed. (Cambridge University Press, 1989), 63–78, https://doi.org/10.1017/CBO9781139524520.007.

[27] Terry Lamb, "Knowledge About Language and Learner Autonomy," in *Language Awareness and Multilingualism*, ed. Jasone Cenoz, Durk Gorter, and Stephen May (Cham: Springer International Publishing, 2017), 173–86, https://doi.org/10.1007/978-3-319-02240-6_14.

with transferability to other relevant contexts, and with reflection, accompanied by relevant action (the use, usually conscious and intentional, of appropriate learning strategies) reflecting both ability and willingness".[28] Autonomous learning is the ability and willingness to engage socially responsibly both alone and in collaboration with others.

Generally, the term autonomy has come to be used for at least five ways, they are; for situation in which learners study entirely on their own, for a set of skills which can be learned and applied in self-directed learning, for an inborn capacity which is suppressed by institutional education, for the exercise of learners' responsibility for their own learning, and for the right of learners to determine the direction of their own learning.[29] Moreover, autonomous learning has a very close relationship with the ability of learners to express their ideas, have self-esteem, become more creative, and have an understanding of conceptual learning which is more challenging.[30]

4. The Relationship of Metacognition Awareness and Learning Autonomy

Metacognition become a major contribution to the success of students as it is mainly concerned with the process of thinking. For this reason, the teacher must design the classroom environment that allow students the opportunity to experience autonomous learning strategies. Autonomous learning itself has a very close relationship with students' capability to express, to be more creative to have self-esteem and comprehend a more challenging conceptual learning.[31]

Many studies have proven the effectiveness and role of metacognitive abilities in the process and learning outcomes. Studies from Zhu et al, Teng and Zhang have shown that students who are capable of implementing self-regulated strategies are proven to have a better learning outcomes because they used autonomous learning strategies to face learning challenges and are motivated by themselves.[32] They relied on planned learning and used more goal setting, planning, organizing, memorizing, and self-monitoring in their learning strategy.[33] Therefore, it can be said that metacognitive has a vital role in regulating and controlling one's cognitive processes in learning and thinking, so that the whole process becomes more effective and efficient. Metacognitive strategies help students to be more efficient and have strength in the learning process because it helps them to find information,

[28] Rebecca L. Oxford, "Toward a More Systematic Model of L2 Learner Autonomy," in *Learner Autonomy across Cultures*, ed. David Palfreyman and Richard C. Smith (London: Palgrave Macmillan UK, 2003), 111, https://doi.org/10.1057/9780230504684_5.

[29] Phil Benson and Peter Voller, *Autonomy and Independence in Language Learning*, Applied Linguistics and Language Study (London New York: Routledge, Taylor & Francis Ltd, 2016), 2.

[30] Juliaans Eliezer Rulland Marantika, "Metacognitive Ability and Autonomous Learning Strategy in Improving Learning Outcomes," *Journal of Education and Learning (EduLearn)* 15, no. 1 (February 1, 2021): 88–96, https://doi.org/10.11591/edulearn.v15i1.17392.

[31] Juliaans Eliezer Rulland Marantika, "Metacognitive Ability and Autonomous Learning Strategy in Improving Learning Outcomes," *Journal of Education and Learning (EduLearn)* 15, no. 1 (February 1, 2021): 88–96, https://doi.org/10.11591/edulearn.v15i1.17392.

[32] Yue Zhu, Wing Au, and Greg Yates, "University Students' Self-Control and Self-Regulated Learning in a Blended Course," *The Internet and Higher Education* 30 (July 2016): 54–62, https://doi.org/10.1016/j.iheduc.2016.04.001.

[33] Lin Sophie Teng and Lawrence Jun Zhang, "Empowering Learners in the Second/Foreign Language Classroom: Can Self-Regulated Learning Strategies-Based Writing Instruction Make a Difference?," *Journal of Second Language Writing* 48 (June 2020): 100701, https://doi.org/10.1016/j.jslw.2019.100701.

determine the source of material needed, and determine the right approach to be applied in solving problems that come across in the process of learning.

In order to be able to implement metacognitive strategies, students need supportive learning conditions, one of the condusive condition is autonomous learning, in order to determine their learning strategies independently. Little [17], in his paper, states that the principal basis of student autonomy is that students themselves must be able to accept responsibility for the entire learning process and that the teacher or instructor must emphasize it. The ability to take responsibility has social-affective and cognitive implications, it requires a positive attitude towards learning and also develops their capacity to reflect the whole learning process, both the materials and strategies used, to bring their thinking as far as possible consciously.

Some researchers also proposed that in achieving learning autonomy, a student must have language learning strategy as it is a key factor.[34] And one of the supporting learning element which will lead to increased student autonomy and direction towards more individual learning is metacognitive knowledge.[35] Vandergrift found that motivation has three levels (motivation, extrinsic motivation, and intrinsic motivation) has a very high correlation with the metacognitive strategies reportedly used in his research on the relationship between metacognition, motivation, and listening ability.[36] He further claims that these patterns of correlation provide some evidence for a causal relationship between theories of self-determination, independent learning, metacognition, and student autonomy.

In addition to what has explained previously, a study from Balcikanli also shows that student autonomy refers to the role of teachers in encouraging or motivating students to set goals independently, to determine the content and development of their learning and by choosing methods and techniques which will be used.[37] Therefore, to evaluate what has been gained through this process, in the end, autonomous students should set a "personal agenda for learning", in this case, setting strategies or steps in planning and monitoring, and evaluating the learning process.

From what has been described earlier, it is obviously clear that metacognitive awareness is one of the crucial learning element in supporting the development of a learner autonomy.[38] As Little said that the development of explicit metacognitive awareness is fundamental to learners capacity for autonomy as language users.[39]

If the aim of education is to let students take charge of their own learning, then they need to be able to plan, monitor and evaluate their learning. In order to do so, they need to

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[34] H. Douglas Brown, *Principles of Language Learning and Teaching*, 5th ed (White Plains, NY: Pearson Longman, 2007).

[35] Mehrak Rahimi and Maral Katal, "Metacognitive Strategies Awareness and Success in Learning English as a Foreign Language: An Overview," *Procedia - Social and Behavioral Sciences* 31 (2012): 73–81, https://doi.org/10.1016/j.sbspro.2011.12.019.

[36] L. Vandergrift, "Relationships among Motivation Orientations, Metacognitive Awareness and Proficiency in L2 Listening," *Applied Linguistics* 26, no. 1 (March 1, 2005): 70–89, https://doi.org/10.1093/applin/amh039.

[37] Cem Balçıkanlı, "Learner Autonomy In Language Learning: Student Teachers' Beliefs," *Australian Journal of Teacher Education* 35, no. 1 (January 1, 2010), https://doi.org/10.14221/ajte.2010v35n1.8.

[38] A. L Wenden, "Metacognitive Knowledge and Language Learning1," *Applied Linguistics* 19, no. 4 (December 1, 1998): 515–37, https://doi.org/10.1093/applin/19.4.515.

[39] David Little, "Language Learner Autonomy: Some Fundamental Considerations Revisited," *Innovation in Language Learning and Teaching* 1, no. 1 (April 16, 2007): 37, https://doi.org/10.2167/illt040.0.

be metacognitively aware. Students without metacognitive approaches are essentially learners without direction and ability to review their progress, accomplishments and future learning directions.[40] On the other hand, students who understand how to regulate their own learning through the use of metacognitive strategies, they would be easier and faster to foreign or second language acquisition.[41]

From the characteristics of metacognition described previously, it is clearly in line with the term autonomous learning that has been a popular concept in foreign language education in the past decades, especially in relation to lifelong learning skills. Students are generally encouraged to be more aware and responsible for their own learning both inside and outside of classroom so that there is an increased focus on developing the essential skills for this.

METHOD

The method used in this research is literature study with data analysis in the form of content analysis. Content analysis is used to obtain an overview of the research problem according to existing expert opinion. Data were obtained from secondary sources in the form of books, journals and related articles.

DISCUSSION

Metacognition is the regulatory system students use to understand and control their own cognitive performance. It involves students being very aware of how they learn, what strategies meet their needs, evaluating the effectiveness of the strategies and then implementing the best plan of action to optimally learn.

Basically, every student already has metacognitive awareness in their learning process. However, the level of their metacognition awareness is differ from one another. Some are strong and some are weak. It has become a common sight found in the classroom when the learning process takes place, teachers often find that some students are enthusiastic about learning and doing the assignments given so that they can complete their assignments well. Furthermore, teachers also find that there are some students seem confused and do not know how to begin and complete the tasks. That is why teachers must strive to develop students' metacognition and teach them how to use strategies that they find effective for the kinds of tasks they need to accomplish in the process of language learning.

Developing metacognition allows learners an awareness of the learning process and strategies that lead to success. When learners are equipped with this knowledge, they will understand their own thinking and learning process and accordingly, they are more likely to keep an eye and manage the choice and implementation of learning strategies, plan how to begin with a learning task, monitor their own learning performance sustainably, find solutions to problems faced, and evaluate themselves upon task completion.42

[40] J. Michael O'Malley and Anna Uhl Chamot, *Learning Strategies in Second Language Acquisition*, The Cambridge Applied Linguistics Series (Cambridge [England] ; New York: Cambridge University Press, 1990), 24.

[41] Neil J Anderson, "SCROLLING, CLICKING, AND READING ENGLISH: ONLINE READING STRATEGIES IN A SECOND/FOREIGN LANGUAGE," n.d.

[42] Donglan Zhang and Christine C.M. Goh, "Strategy Knowledge and Perceived Strategy Use: Singaporean Students' Awareness of Listening and Speaking Strategies," *Language Awareness* 15, no. 3 (August 15, 2006): 199–119, https://doi.org/10.2167/la342.0.

Metacognitive strategies empower students to think about their own thinking. This awareness of the learning process enhances their control over their own learning. It also strengthen personal capacity for self-regulation and managing one's learning autonomy.

Teachers should introduce and teach students explicitly different types of metacognitive learning strategies to help students become more independent leading to self-directed learning. First, using lesson wrappers and virtual lesson wrappers. Wrapping up the lesson is student reflection activities that occur at the beginning and end of the lesson. Lesson wrapper is one of the most frequently cited approaches to metacognition and self-learning. The teacher can start the lesson by asking students a list of questions or activities before teaching to focus on; remembering previous lessons, students' readiness and readiness to learn, remembering and monitoring previous targets for student improvement, planning approaches to learning and monitoring progress.

Second, teacher should bring the metacognitive cycle to all learning activities. Metacognitive cycle involves planning, monitoring, evaluating and regulating the approaches or strategies students applied to learning. This cycle is applicable to any learning activity which aims to help students to get more understanding from the learning activities done by reflecting on how they are approaching it and making adjustments to their approach accordingly.

Another learning strategy that teachers should train the students is metacognitive note-taking skill. Good readers naturally do it; they ask questions, make connections and find meaning while reading. Metacognitive note-taking skill is very common and effective strategy that teachers use to teach students when and how to be more active while they read to monitor their comprehension. Students can be taught to underline and make notes in the margins while reading. By doing this students become more active readers so that they can eventually comprehend passages more easily.

Apart from training students note-taking skill, teachers also can teach students to write a reflective writing that helps students make connections between what they are learning in their assignment content and with how they are integrating the content into their current learning structures. Writing helps students observe themselves before, during and after their reading, watching and listening experience. Reflective writing can also take the form of jotting down their affective and other personal reactions to learning the material. The most popular reflective writing activity is the “minute paper” where the students give their responds about their experiences during the lesson, tasks given, class activities or recent learning experiences. Teachers may provide some sample prompts to use for students reflective writing activities, such as;

1. The most important part of the reading, video or class is….
2. The most useful or valuable thing(s) I learned today was….
3. The most surprising or unexpected idea I encountered was…
4. The ideas that stand out the most in my mind are….
5. This helped or hindered my understanding of the reading, video or class…
6. Two ideas that I have found confusing are….
7. “I learned a lot doing this assignment”. I agree (or disagree) because….
8. The advice I’d give myself based on what I know now and if I were starting this assignment over again would be….

9. If I were to paraphrase what we have learned today for a high school student it would look like this….
10. What I have learned today, I am able to connect to other courses in this way…

CONCLUSION

Metacognition awareness is a gift that everyone has. It is a set of skills that enable learners to become aware of how they learn, evaluate and adapt these skills to become increasingly effective at learning. In a world that demands lifelong and autonomous learning, providing learners with new and improved metacognitive strategies is a gift that can last forever.

For learners, having good metacognition awareness is one of the key successful in learning. When learners are capable of orchestrating the cycle of metacognition; planning, evaluating, and monitoring their learning process much more accordingly, their learning performance will be improved. Meanwhile for teachers, metacognitive strategies can be useful teaching strategies to help students develop metacognition awareness.

To increase learners' metacognition awareness, teacher should facilitate learners to provide a conducive learning experience that allows them to regulate their learning that is an autonomous learning environment. Teachers should encourage and motivating learners to set goals independently and to determine the content and development of their learning by choosing methods and techniques needed which will be implemented properly.

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