

STUDENT'S METACOGNITIVE STRATEGY IN LEARNING FRENCH AS FOREIGN LANGUAGE TO FACE INDUSTRIAL REVOLUTION 4.0

by Dwiyanto Djoko Pranowo, Roswita Lumban Tobing, Tran Van Cong, Herman, Siti Sumiyati

ABSTRACT

This descriptive research provide an overview of learners' metacognitive strategy in anticipating various changes in learning activities of IR 4.0 era. This research will be carried out by looking at some similarities and differences in the patterns of learning strategies of students of FLE in three ASEAN countries (Indonesia: UNY, Thailand: Kasetsart University, Vietnam: Hanoi University) with different atmospheric cultural and academic backgrounds. Digitalization in various aspects of life, including in education is inevitable in the Industrial Revolution (IR) of 4.0 era. The development of technology in foreign language learning is also affected by the sophisticated technology and abundant learning resources that are available offered for various learning needs. The ability of teachers and students as users of technology needs to be improved so that technology can be applied effectively. It is undeniable that this development has a great impact on learning and teaching strategies. Student active learning approach is more prominent than the previous era. This evolution involves certain kinds of autonomy in the learning process. The study of the readiness of learners to face the era of IR 4.0 is critical so that it can lead to effective and efficient learning steps. How learners organize learning materials, determine priorities, and implement learning materials are what so called metacognitive strategies that need to be mapped in favor of achieving learning efficacy.

Kata Kunci: *metacognitive strategy, French as foreign language, Industrial Revolution (IR) of 4.0 era*