

W A C A N A

PROFES

*Pemantapan Perkembangan
Pendidikan Melalui Budaya Penyelidikan*



BILANGAN 4 2004

Datu Dr. Hj. Adi Badiozaman Tuah

Leading and Managing Change: The People Factor- Committed Leadership and Communication

Dr. Linton @ Jerah Britten

Psychological Empowerment: Concept and Implications for School Leadership

Dr. Norsiah Fauzan

Metacognition in 9-year old: "The way I did in 'double-trouble', understanding the meaning and put them in your mind"

Dr. Mary Wong Siew Lian

Secondary School Students' Self-Regulated Learning and the Classroom Learning Contexts that Support it

Dr. Chua Lee Chuan

Investigating Principal Support of Technical Schools In Sarawak: A multi-dimensional approach

Dr. Shafie Haji Lugom

Child Abuse: Its impact on the children and their learning

Koh Chee Kiat

Doing Action Research in School – testimony of a teacher

Tay Nguong Yong

ESL Learners' Perception of Learning Science and Mathematics in English

Goh Kaw Sze

Memahami Amalan Pembelajaran Sains di kalangan pelajar: Inisiatif untuk membentuk model pembelajaran sains tempatan

Dr. Shahri Abdul Rahman

Penyelidikan Teras Penambahbaikan Pendidikan Berterusan: Memartabat profesionalisme guru melalui penyelidikan

Metacognition in 9 year old: ‘The way I did in ‘Double trouble’, understanding the meaning and put them in your mind’.

Dr. Norsiah Fauzan

Abstract

The purpose of this article is to reveal the broader meaning of metacognition by analysing a child’s conversation regarding his learning and reading progress. The true meaning of metacognition would not only includes the process of thinking about thinking but would also integrate the metacognitive experiences involving the affective components that includes knowing one’s own feelings and motivation. Hence, this would relate metacognition with other personal intelligence such as interpersonal and intrapersonal intelligence as proposed by Gardner (1993) and emotional intelligence by Daniel Goleman (1995). With the awareness and understanding of the researchers and educators, the learner can be helped to develop metacognitive knowledge and strategies for learning incorporating metacognitive experiences that involves intrinsic context within which learning takes place.