METACOGNITIVE STRATEGY IN INDIRECT LEARNING STRATEGIES USED BY EFL STUDENTS IN ACADEMIC SPEAKING CLASS OF ENGLISH DEPARTMENT SURABAYA STATE UNIVERSITY

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Abstrak

Penelitian ini bertujuan untuk mengetahui bagaimana metakognitif strategi dalam indirect learning strategies digunakan oleh siswa dalam kelas academic speaking di program Pendidikan Bahasa Inggris dari Universitas Negeri Surabaya dan bagaimana penampilan berbicara mereka setelah menggunakan metakognitif strategi. Dalam hal ini, metakognitif strategi diambil berdasarkan teori dari Oxford (1990). Dia mengatakan bahwa strategi ini memiliki tiga strategi utama; centering, arranging & planning and evaluating the learning.

Selain itu, data-data dikumpulkan melalui observasi, wawancara dan speaking rubrik. Penelitian ini merupakan penelitian kualitatif sehingga hasilnya akan digambarkan melalui kata-kata. Peneliti mengambil semua siswa dalam kelas F academic speaking. Peneliti juga fokus pada enam siswa sebagai perwakilan subjek dalam penelitian ini. Hal ini dikarenakan penelitian kualitatif harus menganalisis subjek secara mendalam.

Hasil pertama dari penelitian ini menunjukkan bahwa siswa menggunakan metakognitif strategi dengan berbagai cara. Kebanyakan siswa selalu menggunakan tiga strategi utama dari metakognitif strategi seperti centering, arranging & planning and evaluating the learning dalam proses pembelajaran mereka untuk dapat menyelesaikan tugas-tugas secara maksimal. Dalam hal ini, siswa melakukan paid attention and delayed speeches dalam centering the learning. Kemudian mereka melakukan found out, planned dan seeking practice opportunities dalam arranging & planning the learning. Terakhir, siswa melakukan self monitoring dan self evaluating dalam evaluating the learning. Dengan menggunakan metakognitif strategi, siswa dapat lebih mudah untuk menyampaikan presentasi dan menguasai materi dengan baik. Strategi ini membantu siswa meningkatkan kepercayaan diri. Hasil kedua menunjukkan bahwa penampilan berbicara siswa menunjukkan hasil yang memuaskan setelah menggunakan strategi ini dalam academic speaking. Kebanyakan siswa sudah memenuhi kriteria untuk sebuah penampilan berbicara yang baik. Kesimpulannya, penggunaan metakognitif strategi dapat membantu meningkatkan kemampuan berbicara siswa dalam menyampaikan presentasi.

Kata Kunci: *Metacognitive learning strategies, academic speaking, centering the learning arranging and planning the learning, evaluating the learning.*

Abstract

This study was conducted to know how metacognitive strategy in indirect learning strategies were used by the students in academic speaking class of English Education study program in State University of Surabaya and their speaking performances after using metacognitive strategies. In this case, the metacognitive learning strategies are based on the theory from Oxford (1990). She states that the strategies have three main strategies; centering, arranging & planning and evaluating the learning.

Moreover, the data were collected through observation, interview and speaking rubric. This study was conducted qualitatively so that the result would be described in the form of words. The researcher only took all students from academic speaking class, specifically in Class F. The researcher involved six students with different scores in the previous midterm test as the subjects of the study since descriptive qualitative research and the use of this strategy should be analysed in personally or in in-depth analysis.

The first result of the study revealed that the students used metacognitive learning strategies in many ways. Most of the students always used three main sets of metacognitive strategies such as centering, arranging & planning and evaluating the learning in their learning process to accomplish the task In this case, the students paid attention and delayed speeches in centering the learning. Moreover, they also found out, planned and sought practice opportunities in arranging and planning the learning. The last, three students did self monitoring and self

evaluating in evaluating the learning, but one student did not evaluate the learning. By using metacognitive strategies, the students got it easier to deliver presentations and master the material well. Moreover, this strategy could enhance the students' self confidence. While the second result showed that the students' speaking performances were good after using metacognitive learning strategies in academic speaking. Most of them had already fulfilled the criteria of a good speaking perfomance. In short, the use of metacognitive learning strategies could help enhance the students' speaking ability in delivering presentations.

Key Words: *Metacognitive learning strategies, academic speaking, centering the learning arranging and planning the learning, evaluating the learning.*

INTRODUCTION

Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in variety of contexts" (Chaney, 1998,p.13). For that reason, speaking is a crucial part in teaching and learning process. Students especially in English for Foreign Language find more difficulties in mastering speaking English because it is not their mother tongue. On the other hand, speaking accuracy and fluency should be integrated in any situations because accuracy and fluency are both the important goals to pursue in speaking ability (Brown: 2001). Moreover, students should not only apply fluency and accuracy in speaking, but they must also be able to learn and communicate in foreign language. To be good speakers, students should master both fluency and accuracy and need to know their own ability in speaking English so that they know how to learn it effectively.

Speaking in English is very complex. Unfortunately, not all of the students can be encouraged to speak in the classroom. In the real condition, most students are likely to keep silent and feel anxious since they learn speaking in the classroom. Students always keep silent because they feel shy and afraid of making grammatical mistakes while speaking in the class. They are afraid to be judged by other friends when they make grammatical mistakes in delivering speeches. That is why the students are not interested in learning speaking. Moreover, the commom problem in EFL students is that they usually are not aware of the learning strategies. To be good language learners especially in speaking, students can use different strategies in learning strategies when they speak English. The learning strategies help students to understand the language based on their own way of learning (Cohen et al; 2003). It means that learning strategy use can help students to accept the materials well based on their needs in learning. In addition to that, it makes students feel comfortable in the learning process so that they will be more focus.

Nowadays, the students are demanded to be able to be active speakers in speaking English. They should be able to deliver their speeches well in front of people and to communicate with others in or outside the classroom. Besides, they can use some learning strategies to ease the process of learning English speaking skill. However, most of the students in a foreign language class especially at university level are expected to be able to deliver speeches, presentations, ideas or arguments in front of people without any problems. There is still a gap between the proper condition and the reality. Thus, the students need to use learning strategies to enhance their speaking abilities.

Based on the syllabus of academic speaking (2014) in English Department of Surabaya State University, the researcher found that the students are expected to be good speakers in speeches and seminar presentations. The students will learn about how to prepare and deliver their speeches and presentations well. This course is also important to develop the students' speaking skill to express ideas effectively in different issues related to the subject area. According to Thornburry (2005:94), students who are studying English for academic purposes are likely to need preparations in giving academic presentations or conference papers. It means that, preparations are the important key to deliver a good presentation in front of people. Unfortunately, the students still have some reasons that lead to the difficulties in mastering speaking such as lacking self confidence and being afraid of making mistakes.

Due to the fact above, there is one of the learning strategies which can help students to overcome their difficulties in learning speaking. They are metacognitive learning strategies. According to Oxford (1990), metacognitive learning strategies help learners to manage their own learning. Metacognitive strategies have three strategy sets: ceentering, arranging & planning and evaluating the learning strategies (Oxford:1990). Furthermore, students have their own strategies in centering, planning and evaluating their learning on a given task. In this study, the writer is interested in describing metacognitive learning strategies which are used by EFL students to overcome their difficulties in academic speaking class. The writer believes that metacognitive learning strategies will be appropriate to make the students have self-reflection, self-responsibility

and initiative, as well as goal setting and time management (Hismanoglu,2000). In short, by using metacognitive learning strategies, the students will be well prepared in the presentation and master the new material as well. This strategy also leads students to be independent learners in the learning process. Furthermore, it will also determine what metacognitive strategies which the students use in order to ease their performance effectively in academic speaking class. From this present study, it is hoped that metacognitive learning strategies will help the students to prepare and perform better in oral presentations in academic speaking class.

According to the previous study from Wen Xu (2012) shows that there is a relationship between the use of metacognitive strategies and students' learning proficiency. The previous study was entitled "*A Survey on Metacognitive Strategy Use in College Oral English Study under Internet Environment; A Case Study of Guilin University of Technology*" and the result was that the students who used metacognitive strategies in learning process acquired more satisfying scores than the students who did not. Moreover, there is another previous study from Ika Handayani and Siti Aisah (2013) entitled "*Students' Metacognitive Learning Strategies Toward Speaking Proficiency In EFL Class*" showing that the use of all major strategies in Metacognitive learning strategies could help the students to master speaking proficiency competences in EFL class.

Based on those previous studies, the researcher wants to conduct further research. In this present study, the researcher would like to investigate the metacognitive learning strategies used by EFL students to overcome their difficulties and to help students learn new material in academic speaking class. Moreover, the researcher also wants to describe how the students' speaking ability through their performances after using metacognitive learning strategies in academic speaking. Those two previous studies prove that using metacognitive learning strategies in learning speaking can help students to learn effectively. Thus, the researcher hopes that by using this strategy in learning academic speaking will make students learn and speak English easily in their performances to enhance their speaking ability.

Finally, according to the background of study above, it can be simplified to discuss between two problems that emerge as a significant concern toward the novel.

1. How are Metacognitive strategies in Indirect Learning strategies used by EFL students in academic speaking class?

2. How is the students' speaking ability through their performances using metacognitive strategies in academic speaking class?

RESEARCH METHOD

This study used descriptive qualitative as the research design. Descriptive research is a research design to obtain information of the nature of a situation and to describe what exists in a current study objectively. Qualitative research deals with data that are in the form of words or pictures rather than numbers and statistics (Ary et al., 2010). This research was used to describe metacognitive strategies in indirect learning strategies used by the EFL students in academic speaking class. The researcher used non participant observation since the researcher was not involved in the learning process. The data were gathered from observation, field notes, interview, and speaking rubric in the form of words.

In this study, the researcher selected the samples of the study purposively because descriptive qualitative research are purposeful in selecting participants and also settings (Ary et al;2010 p.428). The researcher chose academic speaking class especially Class F in the fifth semester in English Education as the setting of this study. It was chosen because in academic speaking, students did more practices to speak in front people by doing presentations. Besides that, this class was applied metacognitive learning strategies in the learning process. Related to that, the researcher took all students from academic speaking in class F as subjects of this study. Moreover, the researcher analyzed the students' speaking ability based on speaking rubric proposed by UNESA Academic Speaking Handout (2014) and Morreale (2007) and also chose six students who had different ability such as excellent, good and poor ability of speaking performance.

The researcher conducted observation three times in the classroom. The focus of the study was in the learning process, especially in students' academic speaking. Then the researcher described the process happened using words according to the objectives in the study. The data was reported the students' learning activity from beginning until the end of the class in field notes. Other instruments used were interviews and speaking rubric.

In this research, the data was collected by utilizing field notes, interviews, and students' speaking performance results since those instruments were used to described how the students' used metacognitive learning strategies in academic speaking class . In doing so, the researcher took three observations of academic speaking class which was done once a week. The researcher observed the conditions that really occur. The researcher

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became a non-participant observer that paid attention to the students' learning process, gathered data from the students' performance, and took a note on the field notes without participating in the lesson. The researcher recorded all speaking activities from the beginning until the end of the class, so that, the researcher was able to know the detail of the students' speaking in public speaking class. Those observations were conducted by filling field notes to gain the data for each meeting. To answer the second research question, the data was collected by using students' speaking performance results by using speaking rubric by Morreale (2007) and UNESA Academic Speaking Handout (2014) Then, the researcher did interview to the students after the end of the observation. In doing the interviews, the researcher used a voice recorder in order to avoid the miss information that may happen in interviewing.

The collection data will be selected and analyzed by the guide of the theories from Ary et.al (2010). In analyzing the data, this study was conducted qualitatively. There are three stages proposed by Ary *et* al (2010) to analyse qualitative data: (1) organizing and familiarizing, (2) coding and reducing (3) interpreting and representing.

RESULT OF THE STUDY

The researcher would analyze the result descriptively based on the theories that had been elaborated in chapter two. The researcher also discussed the result based on the instrument used in this study. In this discussion, the researcher gave an overview of students' speaking performance which had already analyzed. The researcher used Speaking Performance Rubric from Morreale (2007) and UNESA Academic Speaking Handout (2014) to analyze the students' speaking performance result. The analysis included the oral presenatation and academic speaking component. Those components were categorized into three categories. They were excellent, good, and poor.

The Use of Metacognitive Learning Strategies in Academic Speaking

Based on the result of the three observations on December 8th, 15th and 22nd ,2014 it could be seen that the metacognitive learning strategies which were used by the learners could help them prepare and deliver the presentations in academic speaking. According to Oxford (1990), the steps in centering the learning is overviewing and linking with material already known, paying attention and delaying speech production. From the observation result, all students in this study paid attention and listened carefully to the lecturer's explanations or instructions by being silent while the lecturer was speaking. Unfortunately, the fifth and sixth students did not really pay attention and listen to the lecturer's explanation as well as the other students did. It caused misunderstanding and led to some missed information that might be useful in accomplishing their presentations.

In arranging and planning the learning, the students only did finding out more about the language, planning on the language task, and seeking practice opportunities although there are six steps in arranging and planning (Oxford;1990). In the result, they did not apply organizing and setting goals & objectives. Samida (1998) states that arranging and planning the learning help learners to organize what to do so that they may get maximum benefit from their energy and effort.

Iin evaluating the learning, most of the students used self monitoring to minimize their grammatical mistakes while delivering the presentation so that they could convey the message clearly to the audiences. Oxford (1990) states that self monitoring is important for speaking; learners should notice and correct their errors in speech. By doing this strategy, it could help learners to minimize errors while speaking (Oxford, 1990). Unfortunately, the fifth and sixth student did not use self monitoring and self evaluating so that their speaking was not good and had some grammatical mistakes. Thus, the ideas and messages in the presentation were not delivered to the audiences.

The Students' Speaking Performance

In describing the students' speaking ability in academic speaking, the researcher described it through the students' speaking performance.s The researcher used scoring for academic speaking which was adapted from UNESA Academic Speaking Handout (2014) and Morreale (2007). The scoring for academic speaking has three main components: content, organization and speech delivery. In speech delivery component, there are seven criteria: eye contact, the use of language, body language, appearance, visual aids, time, and voice. Those criteria were used to assess the students' speaking performance in delivering their presentation. Each criterion has three grades such as excellent, good, and poor which can be scored based on the students' speaking performance. So, the result of students' speaking performance could be seen in Appendix 5.

Based on the students' informative speaking performance result in the first observation, it could be seen that there were many students who had already fulfilled the criterias of speaking performance since they master their material well. On the other hand, there was

only one student who had not fulfilled the criterias of speaking performance because the speaker delivered the speaking was not good enough. In the first observation, there were two students who had already fulfilled the criterias of speaking performance. It means that these two students could deliver the speaking and master the material well. They also could deliver the information and identify the topic clearly to the audience, so that it was easy for the audience to understand of what they had already presented (Dan Rooney, 1998). Meanwhile, there was one student who had not fulfilled the criterias of speaking performance, it means that this student delivered the speaking was not good and also she often made mistake especially in pronounciation problem.

Based on the first and the second student's speaking performance result, it could be seen that the first and second student had already fulfilled the criteria of the speaking performance since they mastered the material well. It means that they could deliver the speaking and master the material well. They could also deliver the information and messages clearly to the audiences so that it was easy for the audience to follow the presentation (Morreale, 2007). Moreover, the first and second student applied the metacognitive learning strategies very well in executing the presentation in order to perform better.

From the third and fourth students' speaking performance results, it could be seen that those two students had quite fulfilled the criteria of the speaking performance since they could deliver the speaking good enough. It means that they could deliver the speaking clearly enough to the audiences. They could use the acceptable language in order to deliver the information in the presentation to the audiences (Morreale, 2007). It happened because they also used some steps in metacognitive learning strategies in their learning process.

From the fifth and sixth student's speaking performance result, it could be seen that they had not fulfilled the criteria of the speaking performance, it means they did not deliver the speaking well and often made mistakes, especially grammatical mistakes (Morreale, 2007). It happened because they skipped some steps in metacognitive learning strategies such as seeking practice opportunities, self monitoring and self evaluating.

CONCLUSION

Based on the result of the study conducted by the resarcher in three meetings, it could be concluded that:

The use of metacognitive learning strategies by the students showed that they used metacognitive learning strategies in various ways and the metacognitive strategies that students used were likely the same. The students applied three main sets of strategies in metacognitive learning strategies.

The students' speaking ability after using the metacognitive learning srategies showed satisfying and good results.It showed that the students could apply the metacognitive learning strategies well to help them learn speaking in academic speaking.

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