Students Metacognitive Strategies for Supporting Critical Thinking in Learning Speaking Discussion Text

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Abstrak

Berpikir kritis menjadi hal penting di era pendidikan saat ini. Cara mengembangkan pemikiran kritis siswa diterapkan oleh banyak guru baik secara langsung maupun tidak langsung. Dalam pendidikan bahasa Inggris, berpikir kritis juga memainkan peran penting dalam pengembangan siswa dalam memahami pelajaran. Pemikiran kritis siswa memiliki peran besar dalam pengembangan keterampilan bahasa siswa. Namun, melihat banyak strategi pembelajaran metakognitif yang tersedia, itu membuat siswa sulit untuk mengembangkan pemikiran kritis mereka. Melihat hal ini, peneliti melakukan penelitian dengan tujuan menemukan strategi pembelajaran apa yang digunakan siswa untuk mendukung keterampilan berpikir kritis siswa. Tujuan lain dari penelitian ini adalah untuk mengeksplorasi alasan siswa dalam memilih strategi yang mereka sukai. Peneliti fokus pada siswa sekolah menengah dan peneliti menggunakan pendekatan kualitatif. Menurut para ahli, Inferencing memang merupakan strategi yang cukup sulit bagi siswa untuk diterapkan sehingga strategi tersebut hanya cocok untuk orang dewasa. Para ahli percaya bahwa dalam menerapkan strategi menyimpulkan perlu banyak latihan dan pelatihan untuk membantu peserta didik menerapkan strategi ini dalam mendukung pemikiran kritis mereka.

Kata Kunci: *berfikir kritis, strategi metakognitif, kemampuan berbicara, teks diskusi*

Abstract

Critical thinking becomes an important thing in the current era of education. The way to develop students' critical thinking is applied by many teachers both directly and indirectly. In English education, critical thinking also plays an important role in the development of students in understanding lessons. Students 'critical thinking have a big role in the development of students' language skills. However, seeing the many metacognitive learning strategies that available, it make student difficult to develop their critical thinking. Seeing this, researchers conducted research with the aim of discovering what learning strategies students used to support students' critical thinking skills. Another aim of this research is also to explore the reason of the students in choosing their preferred strategy. The researcher focused on high school students and the researchers used a qualitative approach. As a result, of the many strategies available, delayed production is the learning strategy most often used by students to support students' thinking abilities. Students also argue that the strategy is easy to use and makes it easy for them to understand the information they can. In addition, researchers also found one strategy that was less used by students, namely inferencing. Students assume that the strategy is quite difficult to apply in class. According to experts, Inferencing is indeed a strategy that is quite difficult for students to apply so that the strategy is only suitable for adults. Experts believe that in applying inferencing strategy it needs a lot of drills and training in order to help learners apply this strategy in supporting their critical thinking.

Keywords: *critical thinking, metacognitive strategies, speaking ability, discussion text*.

INTRODUCTION

Education in this century covers a lot of aspect and dimension. Any specific elements are matters especially in language education. Second or foreign language learning are one of the most important education issues in most of school in throughout the world. There has been a notable shift within the field of language education over the last twenty years with greater stress being put on learners and learning rather than on teachers and teaching. As we know learning second language is a long and complex undertaking. In studying a new language it does not stop only by studying the language only but also learning the new culture, the new way of thinking, feeling and acting which it might be different with the first language that learners already acquire. In Indonesia, English considered as foreign language and it started to be taught in elementary school and goes way up until the senior high school or even higher education. The urge of learning English among high school students is to prepare themselves in facing a globalization era where the barriers between people can be cope by language. By speaking the same language, people will be able to communicate and understand each other easily and suppress the barriers between each other. In learning a

language, students need to consider several things and one of the essential things is their way of thinking. Students have their individual way of thinking since they have different cognitive skills but in learning a new language it is also learn about the culture and a new way of thinking. For several students it is difficult since it might be contradict with their culture and way of thinking so how to overcome this problems is by enhancing their critical thinking.

Critical thinking refers to an ability of a person to control or bear their cognitive and prosper suitable category and limitation in analyzing their way of thinking. Critical thinking intents at reaching a comprehending, examining variety of sights and point of view, and solving problems. As in language learning, critical thinking plays an important role in student language learning development especially senior high school students. Critical thinking is a very crucial aspect in 21st century considering it gains a high position in foreign language learning since it is used by most of students in acquiring new language. In the information era, thinking takes a notable position in gaining triumph in life. He believes in a concept where with a high mobility in information age, a good thinking is also needed in order to achieve an absolute life's success. This urge generates an attention in cognitive skill development outcome as a focus in teaching and learning process. Putting critical thinking as a criteria of language learning success is not without a reason. First of all, if language learner able to take control of their own thinking, they might be able to manage and decide their best ways of learning in order to get a better understanding. Second, critical thinking enlarge the learning impression of the students or learner and creates the language itself understandable and meaningful for them. Third, Critical thinking brings a huge affection in learners' achievements. Moreover, it is confirmed that leaners' foreign language proficiency are boosted by critical thinking. Senior high school students may become a competent language user if they are motivated and trained to reflect their own ideas and produce several supportive details which they have think about it logically in critical ways. In fact, language learner who possess advanced critical thinking skills are able to do things which others might not be able to do it. Students with an ability in critical thinking are competent to think creative and out of the box in order to achieve the goals and yet they are capable to adjust their skills in their lifelong learning.

One of the texts taught in senior high school is discussion text which delivers a problematic topic. This problem will be discussed from different points of view, pro and contra. The purpose of a discussion text is to present arguments and information from different point of view. Discussion itself is a process to find the meet point between two different ideas. It is important to get the understanding between the two differences. In many social activities, discussion is the effective way to calm down any friction and difference in thought, perception and recommendation. In senior high school, discussion text considered as the higher level of text and in

curriculum it started to be taught in twelve grade. In discussion text students are expected to be able to express their point of view and catch the key information of the text. Through discussion text students learn to see issues from many perspectives and it is one way to support students in drilling their critical thinking. By using discussion text students are trained to think critically and express the way they solve problems orally or written.

In supporting their critical thinking, students also need to consider their learning strategies. Learning strategies are the particular mental and communicative procedures that learners use in order to learn and use language (Chamot, 2005). Learning strategies enable students to get more responsibilities of their own language learning and individual development. The main goal of learning strategies is to get students to become more effective learners. Learning strategies divided into metacognitive, cognitive, and socio-affective strategies. Those strategies are meant to help students to collect and process information or input. Metacognitive are employed by students to increase comprehension and second language retention, and include planning, monitoring, evaluating, and problem-solving. Metacognition is the regulation of cognition. It means, learners need to link these metacognitive awareness with their strategic knowledge about what they know (declarative), how they will use the knowledge (procedural), and when and why they can use the knowledge (conditional)". Barzdžiukienė, R., Urbonienė, J., & Klimovienė, G. (2006) suggest that only conscious learning and reasonably active teaching with the focus on critical thinking might help a learner achieve positive results in foreign languages, and any other fields. This indicates that critical thinking should be taught in English teaching and learning process.

In many ways of teaching foreign language, supporting students critical thinking is born as a new innovation to ease the teacher to teach foreign language especially English. Problem shows up when teachers or educator have to develop their cognitive skills which is critical thinking since educators perspective believe that it is not appropriate to teach critical thinking in explicit way in class and has different area in language learning process. Regarding to these statements, this research tried to answer these research questions, as follows:

1. What are the strategies used by students in supporting critical thinking in speaking discussion text?

2. What are the student reasons toward their strategies in supporting critical thinking in speaking discussion text?

RESEARCH METHODOLOGY

This study is descriptive research. The aim of this research is to find the kinds of students strategies applied by the students in supporting their critical thinking in speaking class. In this study, the researcher is allowed to

observe the implementation of student strategies in speaking class to the eleven grader students and their response towards their strategies. The data of this study will be reported in the form of words (narration & description).

This study worked with one of the English teacher and XI Bahasa as the research subjects. The researcher prefers to choose this class because the researcher knows that the class is suitable with the research that the researcher conduct. The study conducted in SMAN 21 Surabaya. The researcher chooses this school because it is one of the remarkable schools in Surabaya and the teachers support students' critical thinking by applying the metacognitive strategies.

The data for the research questions will be gathered from two sources. Those are from student's perspective of metacognitive strategies applied by the students in supporting critical thinking and also the implementation of Student Strategies in supporting critical thinking in the class. The source of this data is the student's questionnaire. To collect data for both research questions, researcher used questionnaire to gain the data. While in observation phase, the data collected were used to support the answers for both research questions.

In qualitative research, the main instrument for data collection and analysis is the researcher. It explains that the researcher as the one who will collect, observe, analyze and interpret the data. In order to ease the researcher in doing a research, other instruments are also required. They are intended to help the researcher to collect the data needed in order to answer the questions proposed in Chapter One. In this research, the researcher uses observation and questionnaire as his instrument. First, observation used in this research to help the researcher gathers the students' prior knowledge of their learning strategies. Second, questionnaire came as the next instrument since it was used to gather information about students strategies related to the first and second research questions. The observation result also used to support the answer of both research questions. The researcher used observation to collect the data needed to answer the research question number one. The first technique that the researcher use is observation. The observation done in three weeks. It was once in a week. The researcher observes teaching learning activity in a class of eleven graders. The researcher observes the activity in class by sitting at the back of the class during the learning and teaching activities. Student strategies in supporting their critical thinking become the main concern for the researcher. While observing the strategies applied by the student in speaking session, researcher might take several notes to mark something important during the observation session. This helped the researcher in collecting further data for supporting the answer of the first research question.

Second, is giving questionnaire after the class is over. All of the student was given questionnaire about the strategy that they usually use to support their critical thinking. In this session the researcher will gain data for the first and second research question about student reasons in using their preference strategies. This also support the first research question about students strategies applied for supporting their critical thinking in speaking session.

This research focuses on the three steps in analyzing qualitative data which are familiarizing and organizing, coding and reducing, and then interpreting and representing.

The first step is familiarizing and organizing. In this step, the researchers know what kinds of data that they have. It can be done by rereading the field notes and checklist. This is where the field notes gathered in observation session will be important. Important notes and key information about the student strategies and student reasons and responses will be revealed. In this step the data is still considered raw data. By doing familiarization, the researcher will be familiar or understands more about the data. After familiarizing the data, the researcher organize the data in order to prepare the data to be analyzed. The researcher will make several group of data to distinguish the data used for first research question and for second research question.

The second step is coding and reducing. Coding helps the researcher in analyzing the data because it simplify the data and make it easy to analyze. The researcher give some codes to the students' utterances about reasons and responses of their strategies. After that, the researcher categorize the results of the student's utterances into several codes. With so many kinds of data from different answer from student, coding will be useful to ease the researcher to differ the data for student strategies and student response and reasons.

The last step is interpreting and representing. In this step, the researcher described the result of his analysis about what is the most used strategy in supporting critical thinking by the student, the less used strategy by the student, and kind of responses and reasons of students in choosing the strategy. The result will be described in the form of words or description.

RESULT AND DISCUSSION

1. The Use of Strategies in applying Critical Thinking in Speaking Skill Discussion Text.

The observation was conducted on Friday, April 12th 2019 in XI Bahasa in SMAN 21 Surabaya which consist twenty five students. In finding the student toward their speaking strategies in discussion text, researcher use field notes and questionnaire to obtain the data that gained from the student. From twenty five students, twenty two students were participated in filling up the questionnaire. The student were given fifteen checklist questions about their learning strategies preferences that support their critical thinking. For the

further information, the researcher conducted the research in three meetings.

1. First Meeting

The first meeting was conducted on Thursday, March 28th 2019. The teaching learning process was conducted in XI Bahasa which consisted of twenty-five student.

Pre-activity

In pre-activity, the teacher started the class by greeting and checking student attendance list. After that, the teacher directly asked the student about discussions text. The teacher explain about discussion text and gave several examples of text. The teacher also explain about debating in the end of brainstorming session.

Whilst-activity

In whilst-activity, the teacher began by giving student material book and asked student to do the exercise in the book about discussion text. The exercise in the material book consist of reading comprehension and writing session. Reading comprehension drill conducted for 60 minutes, the student was trained to find important aspects, components of the text, and structure of the text. While in writing session, the drill was creating or making a discussion text based on the topic given by the material book. In this session student did not get any chances to explore their speaking skill in discussion text topic since the teacher told the whole class that speaking session would be held in the next meeting.

Post-activity

The students collected the task to the teacher. In the end of activities, the teacher asked the students to read the materials about discussion text in their book before class in the next meeting. Then, the teacher closed the class by greeting.

2. Second Meeting

The second meeting was conducted on Friday, April 5th 2019. The teaching learning process was conducted in XI Bahasa which consisted of twenty-five student.

Pre-activity

In pre-activity, the teacher began the lesson by greeting and the students started the class by praying. Then, the teacher checked the students' attendance list and asked about the previous material that has been discussed. The teacher discussed the previous task which to do several exercises that should be able to explain about discussion text in general.

Whilst-activity

The teacher showed the examples of topic to explain the materials about discussion text. She began with the National Exam as a topic. She asked the student about their opinion of National Exam. Some student agree with the National Exam but some student not really into with National Exam program. While asking the student about their opinion, the class become quite crowded and the teacher recognized it. She calmed down the class and the teacher started to write several notes about discussion text. She asked the student to take some note about discussion text that the teacher wrote in the whiteboard. She explained the definition, generic structure and language feature of discussion text. Then, she showed how to arrange the ideas of discussion text. She explained step by step of discussion text orders.

After the student finished with the note taking, the teacher showed the student an example of complete discussion text to student and the topic of the text was National Exam. She distributed the text and asked one of the student in the back to read the text. The student who is the captain of the class began to read the text loudly with several mispronounce in several words. The teacher requested the class to give an appreciation for the captain of the class right after he finished the reading. Right after that the teacher asked the student again about what kind of activity that might connected with discussion text. Most of the class answered discussion but there was a female student answered debate. The teacher responded all the answer nicely and put a pressure point on debate answer. She explained the whole thing about debate. She started explained about the rules, and then the procedure in conducting a debate. After she explained all things about debating, the student asked the student to make four big groups.

The student began to make group by themselves. Each groups contain six to seven student. After they finished grouping, then the teacher made some presentation order for each group. She asked the representation of each group to come forward and take one paper for the presentation order randomly. After the drawing were distributed, the teacher asked the group one and two to take a seat in their place face to face with each group. While the group one and two taking their seat, the other group became the audience and they were asked to keep silent. The teacher explained again about the rules of debating and tried to make sure that both groups understand the rules. After the both groups understand the rules, the teacher asked each representation of each group to do rock-paper-scissors to define which group is pro's and which one is con's. They made a deal that whoever win the rock-paper-scissors, they would be able to pick their sides first. After that the group one won the battle and they picked pro's as their side while the rest get con's which is group two. The teacher then started the debate by giving the topic "Should Smoking Driver Get Penalized." The teacher gave both groups five minutes to think, discuss, and prepare their arguments. After five minutes of discussion, Student 1 started to explain his argument.

Table 4.1 Group 1 and 2 Utterances

Student 1: Driver who smoke while driving their car should get punishment from the police… because smoking in while driving a car is dangerous
Student 7: According to me… I am not really sure that punishing smoking driver is a good choice… because it is not really a dangerous activity at all.
Student 2: Well… I am quite disagree with your

opinion about smoking while driving is not a dangerous activity because it can cause an accident if the driver not focus on driving.

Student 8: In my opinion… not all driver who are smoking when they are driving are not focused. They can be more focus rather than driver who are not smoking while driving.

Student 3: I disagree with your team because… smoking driver not only dangerous for other people but also creating a disturbance in the road. The smoke from their cigarette can make people around them feel uncomfortable. Especially in red light.

Student 9: It is easy for them to avoid it by wearing a mask for those who feel uncomfortable with the smoke. That is my opinion.

Student 4: Even if the other driver wear mask, they can still affected by the smoke. The smoke can cause our eyes sick. So they better be jailed for that.

(This argument from Student 4 made the audience crowded. The teacher calmed the audience down and then gave the fourth speaker of group two to speak.)

Student 10: On my point of view if the other feel annoyed with the smoke that irritate their eyes then use glasses when you are on the road.

(Another crowd happened after the argument of the Student 10. Once again the teacher told them to be quiet. Fifth speaker of group one then got her chance.)

Student 5: Beside the smoke, the smoking driver are also annoying through their attitude in driving. They often being reckless while driving their car or riding their bike.

Student 11: I disagree with your opinion… because not all smoking driver are reckless. So driver who are not smoking can be arrested to.

(Silently, Student 11 ask her teammates about something.)

Student 6: Basically... my team are disagree with your opinion… because no matter what the smoking driver are dangerous and should be punished because in our law it is already written that driver that causing a disturbance can be punished.

Student 12: We still disagree with that rules because smoking is a human right and it is nonsense to punish the driver just because they are smoking.

The audience clapped their hands when the debate session reaching the end and the teacher explained that in this debate session there was not winning group and losing group. She explained that what was mattered in debate was how you stand with your argument and how you support your argument. Then the teacher said to the group three and four that they will not do a debate session because the time was up. As a replacement, the teacher ordered group three and four to find a topic and divide their team into pro's and con's that later on in the next meeting they will explain their topic. After the debate session, the researcher found out that mostly participant in debate session they tend to use note in helping their speaking and asking for friends' help.

From group one and group two performance, it could be seen that Student 1 used delayed production and note taking, Student 2 used delayed production, Student 3 used delayed production and note taking, Student 4 used delayed production and note taking, Student 5 used delayed production and note taking, Student 6 used delayed production, Student 7 used delayed production and note taking, Student 8 used delayed production, Student 9 used delayed production and substitution, Student 10 used selective attention and note taking, Student 11 used delayed production and asking friend, Student 12 used delayed production and substitution. This is obvious that most of student from group one and two used delayed production speaking strategy during the small debate session in the class.

Post-activity

The teacher ended the class by reminding the group three and four about their task and asked them to read more texts about discussion texts.

3. Third Meeting

The third meeting was conducted on Friday, April 12th 2019. The teaching learning process was conducted in XI Bahasa which consisted of twenty-five student.

Pre-activity

In pre-activity, the teacher began the lesson by greeting and the students started the class by praying. Then, the teacher checked the students' attendance list and asked about the previous material that has been discussed. The teacher also asked about the task that were given to group three and group four last meeting. There were three students who were absent.

Whilst-activity

The teacher invited group three and four to present their result of their task. Group three started to present their task first. Group three contained of six people and their text entitled "Should Government Limit the Use of Mobile Phone for Student." Team leader of group three, Student 13, explained that mobile phone could lead a distraction during the learning process in the class.

Table 4.2 Group 3 Utterances

Student 13: In my opinion… government need to forbid mobile phone usage in school since it can cause a huge distraction in student learning process.
Student 14: I am… not… fully agree with you because even students also need mobile phone to support their learning process.
Student 15: Well.. it is good actually but um…. releasing a rules uh.. like that is also good since it does not hmm… bring any side effect in using mobile phone.

Student 16: Well… it does bring several side effect and some of them are crucial, for example laziness and lack of social awareness.

Student 17: I believe that laziness and lack of social awareness are not always because of mobile phone. Student also human which is also a social being and for social being we also need to communicate and mobile phone helps a lot for us as a human.

Student 18: Government decision in limiting student using their mobile phone bring several side effect in learning and teaching process. One side it is good because it can help student and teacher to learn more using technology but on the other side student can use their mobile phone for playing games and do unnecessary things in the wrong time and place.

In this group presentation, from six people in group, there was one student that seemed to use metacognitive speaking strategy. Student 15 seemed to use delayed production in presenting her group result. Student 15 tends to use pauses and her eyes movement indicated that she was trying to remembering or finding a proper sentences for her answer. After group three finished, group four took their place to present their result entitled "Is Uniform Necessary for Indonesian Student?" The team leader of group four started with disagreement. Student 19 stated.

Table 4.3 Group 4 Utterances

Student 19: I believe… uniform is quite unnecessary for us as a student since it stopping us from expressing ourselves.

Student 20: I think… we should wear uniform as a student because it can become a symbol of us as an Indonesian student and it can makes us different between student and other people.

Student 21: I am not sure… that... uniform is needed because it is nothing but only a symbol that distinguish school student and college student.

Student 22: I think… uniform is needed for student to teach student about discipline and manner. When wearing uniform become student habit then student will be easily to be discipline.

Student 23: I disagree with you… because… I believe… that discipline and habit are two different things and uniform has nothing to do with it. So yeah it is unnecessary.

Student 24: Uniform is needed because it can shows our dignity as a student and it can be used as a things to unite student that maybe come from different background.

Student 25: Uniform is necessary for student because it can become a pride for student and it can shows student dignity as a student. Uniform also teach student about unity in diversity. No matter what is our background we are still the same.

After group four presentation, researcher assumed that all of the group members from both groups used substitution speaking strategy while presenting their result. After both group presented their result, the teacher gave researcher several times to distribute questionnaire to student. The researcher began distributing the questionnaire and started to collect the data about students' speaking strategy in order to find the accurate data and to prove the researcher assumption.

Based on the group three and fourth performances, it could be seen that Student 13 used delayed production, Student 14 used delayed production and substitution, Student 15 used delayed production, Student 16 used delayed production, Student 17 used selective attention and note taking, Student 18 used selective attention and note taking, Student 19 used delayed production and substitution, Student 20 used delayed production, Student 21 used delayed production, Student 22 used delayed production, Student 23 used delayed production, Student 24 used selective attention and note taking, Student 25 used selective attention and note taking. Again, in this performances it is obvious that most of the student from both group, group three and fourth, used delayed production as their speaking strategy in small internal debate.

Post-activity

The teacher ended the class by greeting the whole class and helped the researcher in retrieving questionnaire that were given to the whole class.

After the data was collected and analyzed, the researcher discussed whether the metacognitive strategy in speaking discussion text for supporting critical thinking has been used by students and applied in learning speaking discussion text. As it shown earlier, Metacognition plays an important role in affecting learning process and outcome (Eilam & Aharon, 2003). There were five metacognitive strategies that could be used by student in supporting their critical thinking.

Delayed Production is consciously deciding to postpone speaking to learn initially through listening comprehension. This is a strategy where the student postpone or delay the production of speaking in order to learn all the information gathered and process them before they produce the speaking. In this strategy listening plays an important role in succeeding the learning process. Student rely on their listening comprehension in order to process the data that need to be used in their content in their speaking. Related to Delayed Production strategy, most of the student applied this strategy in class. It is proven by the statement of Student 2 that she prefer to learn all the data, collect important details, and process all the data she got in order to produce her ideas. She believed it help her to think critically because all data were managed selectively.

Table 4.4 Student 2 Utterances

> *"Learning all the gathered data, collecting important information, and processing all the data that I get. With my way in learning all the gathered data and then collecting information that I consider important and process it, it can help me to think critically before I start speaking because information were managed selectively."*

According to Rebecca Oxford (1990, p.135) "metacognitive strategies authorize learners to take over their own awareness – that is, to fit the learning process by using functions such as cantering, arranging, planning, and evaluating". This supports the fact that Student 2 learned every information gathered all by herself through these four steps in her mind and she compiles it in delayed production strategy.

Selective Attention is deciding in advance to attend to specific aspects of input, often by scanning for key words, concepts, and/or linguistic markers. This is a metacognitive strategy that put scanning as a main activity in learning process. In this strategy student use scanning in order to gain every specific information and details to help the produce their content of speaking. Student support their data collecting and processing with the help of their reading skill. Related to Selective Attention strategy, some student applied this strategy in class. As proven by Student 13;

Table 4.5 Student 13 Utterances

> *"I use information that I have select in my content of speaking. It's because with the information that I collect then I sort it out it makes me easy to understand, easy to remember, and even carried away in daily routines indirectly in thinking critically."*

Meanwhile, Oxford (1990, p.8) states that learning strategies are specific actions carried out by the learner to ease the learning, speed up the learning, create the learning more enjoyable, self-directed, effective, and more transferable to new circumstances. This related with the Student 13 statement where she take specific actions in order to sort out information she gain selectively.

Inferencing based on O'Malley and Chamot (1990:138) is using available information to guess the meaning or usage of unfamiliar language items associated with a language task. This is a metacognitive strategy where student use any existing information to guess the meaning or the use of unfamiliar language items related with a language task. Inferencing is a skill to understand implied information and relation in a context and it is believed to be much more difficult than recalling information. Based on the data collected through questionnaire, Student tend to avoid using this strategy considering there were not any student mention this strategy or even its characteristic of this strategy. One of the reason why this strategy regarded difficult is it needs a lot of training and drills distinct from practice in the class.

Substitution according to O'Malley and Chamot (1990:138) is selecting alternative approaches, revised plans, or different words or phrases to accomplish a language task. This is one of the strategy that putting words and phrases as its priority. Student try to find several alternative approaches, similar words or phrases to ease them in delivering their ideas in context of speaking. Related to Substitution strategy, few student applied this strategy in class. One of the student from few student who applied this strategy is Student 4. It is proven by Student 4 in her questionnaire;

Table 4.6 Student 4 Utterances

> *"I tend to simplify my ideas to explain difficult words because my speaking skill is not good enough. So I will explain my ideas toward my partner with simplified sentences or words which are understandable."*

In earlier study by Nunan, D. (1991) shows that the use of appropriate language learning strategies such as substitution, paraphrasing, resourcing often results in improved proficiency or achievement overall or in specific skill areas. It mentioned that substitution considered as an appropriate strategies in language learning. As stated by Student 4, simplifying is one the character of Substitution strategy in order to ease the speaker in expressing their ideas and to help the listener understand the ideas faster and better.

World Elaboration based on O'Malley and Chamot (1990:138) is connecting new information to student basic knowledge gained from experience in the new world. This is one of the strategy where the student try to link the content of their speaking with the references they know and experiences that they gain in the while in learning. Related to this strategy, there were few student applied this strategy in class. Some researcher believe that student with the high ability in reading tend to use this strategy in their speaking. It is proven by Student 9 it her statement,

Table 4.7 Student 9 Utterances

> *"The method I always do to train my critical thinking in speaking by reading a lot of sentences in English and learn the meaning in order to create a reference from every words contained in and as a guidance when I compose a sentences before I speak."*

After analyzing the questionnaire that was given to student, the researcher found out that there are fourteen students used delayed production as their strategy, nine students used selective attention as their strategy, six students used inferencing as their strategy, ten students used substitution as their strategy and nine students used world elaboration as their strategy. Based on this result delayed production become the most used strategy by students with fourteen students while inferencing become the least used strategy by students with only six students considered to use this strategy. According to the result that taken from the school, it clearly indicates that student had already understood

with the concept of critical thinking and most of them applied metacognitive strategies in supporting their critical thinking.

2. Students' Reasons towards Their Speaking Strategies in Supporting Critical Thinking.

In acquiring reasoning data, the researcher gave questionnaire consist of two essay questions. This is an opportunity for the researcher to find a deeper answer of students' speaking strategies. The researcher analyze students' reasons in applying their strategies.

Based on the data collected from the student, there were plenty different type of answers from different student. The whole class had some confusion when they were asked about their reasons in choosing their learning strategies but after the researcher simplified the meaning, the student began to understand. With their different types of learning and their different background knowledge towards critical thinking and discussion text, student gave specific answer toward their reasons in applying their chosen strategies. Related to applying metacognitive strategy, most students said that learning all the gathered data, collecting important information, and processing all the data are useful in supporting their critical thinking for their speaking skill in discussion text. Most of these students who believe that learning all the gathered data, collecting important information, and processing all the data are useful in supporting their critical thinking for their speaking skill in discussion text gave typical answer when they were asked about their reasons. Most of the student whose reasons were learning all the gathered data, collecting important information, and processing all the data are useful in supporting their critical thinking for their speaking skill in discussion text have tendencies in using delayed production as their strategy in supporting their critical thinking. Most of the students applied delayed production strategy because they needed to learn all the gathered data from every resources they had and processed it carefully to help them produce a good quality of speaking. By considering small details in every data, most of the student who applied delayed production believed that it made most of them trained in thinking critically.

Moreover, students did not rely their speaking skill on several strategies only. They also used some additional strategy in supporting their critical thinking on speaking discussion text. As it known that most of the students used delayed production as their strategy, the researcher also found several students who gave different answer. These student were not as much as those who employed delayed production strategy. These student claimed to use selective attention as their strategy. They believed that selective attention support their critical thinking in speaking discussion text because they could expand their ideas based on the information that they have selected.

The important role of metacognitive that plays in many cognitive activities connected to language use is noticeable, from oral communication or reading and writing comprehension. These reasons shows that high amount of metacognitive knowledge would help student to be better at managing and resolving new information, discovering the most effective ways in train themselves and strengthen what they have already acquire. This showed us of how metacognitive strategy supported students critical thinking in speaking discussion text. On the second meeting when the students were asked to do a small debate in the class, most of the students from both group used delayed production in delivering their ideas toward the topic given by the teacher. Student 2 became the one of many students who picked delayed production as the strategy. It shown that Student 2 used delayed production by using pauses before Student 2 started to speak and taking a deep breath several times with a face expression that indicated that she was trying to compile and arrange the sentences and ideas. Beside delayed production, selective attention also used by some students and sometimes combined along with delayed production even the users not as much as delayed production users. Student 2 as an example, Student 2 stated;

Table 4.8 Student 2 Utterances

> *"The way I study are learn all the collected data, then gather the important ones, next process all information that I have got. By learning all the compiled data and then selecting the information that I important and process it, it could help me to think critically before I start to speak because I have manage the information selectively. For me the way I study is enough because in that way I could expand the ideas that came up from existed information that I select selectively."*

As we could see that Student 2 main reason in combining two different metacognitive strategies because Student 2 wanted to expand the ideas that already gathered by Student 2 which Student 2 already select it in selective way. Student 2 stated that her way of study is enough to help them expand the ideas which is in line with a statement that high achievers tend to aware with their needs, potential, and always seek for opportunities to practice. Language learning strategies contributed to the development of the communicative competence of the students. Another reasons underlying students to use delayed production strategy were also quite diverse. Some of the commonly reason why student used delayed production strategy because it easier for students to convey the things that students would convey when they spoke.

Substitution viewed as the easiest strategy to use by the student since the main point of this strategy is to ease whether the speaker or listener to transfer ideas. One of the way student use to apply this strategy is by simplifying their sentences or utterances and changing the difficult words with another words that have similar meaning in the same context. As stated by Student 4 in her reason in using this strategy;

Table 4.9 Student 4 Utterances

> *"I tend to simplify my ideas to explain difficult words because my speaking skill is not good enough. So I will explain my ideas toward my partner with simplified sentences or words which are understandable."*

Small amount student also believe in world elaboration strategy. This related with Student 9 statement where she need to gain a lot of reference in order to ease her in increasing her speaking skill. As mentioned before, one of the way to optimize this strategy is by reading a lot of reference during student learning phase.

The least metacognitive strategy that could be used to support critical thinking is inferencing. Inferencing has been defined as the link that people build when they try to interpret something. As mentioned before, this strategy regarded difficult is it needs a lot of training and drills distinct from practice in the class. Thus this strategy has a risk when it is not successfully applied. If successful, inferencing can aid comprehension and contribute to speaking skills and critical thinking. Paribakht and Wesche (1999) found that inferencing was frequently used and became the most preferred strategy for adult learners in learning the meanings of new words. When the student start to blend speaking and reading in inferencing strategy, student must learn and analyze various of aspects that student may not understand such as knowledge of grammar, morphology, phonology, and knowledge of the world, to knowledge of punctuation, word association, and cognates.

CONCLUSION AND SUGGESTION
Conclusion

According to the result and discussion in chapter four, researcher concludes that most of student tend to use delayed production to support their critical thinking in speaking. By using delayed production it help the student to process information better before they produce their speaking. Student also feel comfortable when they encounter speaking task using this strategy. Another important point that can be concluded are the least used strategy and the number of strategy used by student. Inferencing become the least strategy used by student since it is believed become the most difficult strategy among five strategies.

Furthermore, in using each strategies student have their own reasons. Most of the student believe that learning all the data, collect important details, and process all the data can help them easy to think critically. Meanwhile, inferencing as the least strategy used by few student in class. Inferencing considered hard to use since it needs a lot training and drills in order to apply it with minimum risk.

Suggestion

According to the data described above, the researcher delivered several suggestions for future researchers. The researcher hopes that the suggestions could give benefits for those concerned with kind of this research in the future.

The researcher hopes that future researchers can take any advantages of this research as a resource for their future study. The researcher should find out the effectiveness from each strategies. Thus, when each strategies compared the data will be more complex. The future researcher can also add any instruments such as test to gain more complete data. The researcher also hopes that teacher can provide the students with a lot of metacognitive strategies in supporting student critical thinking. Teachers are also a facilitator for the student in enhancing their critical thinking and language skills. Furthermore, the researcher hopes that student can gain any advantages of this research for their language learning development. Student can easily pick their suitable strategy in supporting their critical thinking in speaking skills.

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