ABSTRACT

METACOGNITIVE STRATEGY TRAINING TO PROMOTE STUDENTS' SPEAKING SKILL

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This research was conducted to find out how the students' active engagement in metacognitive strategy training promote their speaking and whether metacognitive strategy training affect students' speaking achievement.

This research is designed on a combination of quantitave and qualitative research namely sequential explanatory strategy. In quantitative design, one group pre-test and post-test design was conducted to support the findings in speaking achievement after the training. In qualitative design, observation and questionnaire were conducted to see students' process in transforming declarative knowledge to procedural knowledge of metacognition in speaking. This research applied developed metacognitive strategy training as the treatment. The subjects, who were chosen by simple random probability sampling, were 36 second grade of senior high school students.

The result of the data analysis showed that the aspects of speaking were promoted as the t-value of students' speaking performance before and after the training was higher than t-table (13.001 > 2.042). Based on students' speaking achievement, metacognitive strategy training promoted their speaking performance mainly in vocabulary (28.33%) and comprehension(25.56%).

Based on observation, self expansion was the most occupied phase done by students (47.22 %). They focused self-expansion related to new ideas in pronunciation as they considered pronunciation was the most important thing to have good presentation in speaking. However, questionnaire had shown that self-plan was the most occupied phase by students who began to apply metacognitive strategy use (19 %). It was noted that they decreased the use of other metacognitive strategy skills and increased the uses on the third treatment.

Finally, it could be concluded that the students' active engagement in metacognitive strategy training could promote their speaking and metacognitive strategy training affected students' speaking achievement.