**METACOGNITIVE STRATEGY TRAINING TO PROMOTE
STUDENTS' SPEAKING SKILL**

A Thesis

**By
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ABSTRACT

**METACOGNITIVE STRATEGY TRAINING TO PROMOTE
STUDENTS' SPEAKING SKILL**

By:
LASMA DWINA R. T.

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.

METACOGNITIVE STRATEGY TRAINING TO PROMOTE STUDENTS' SPEAKING SKILL

By:
LASMA DWINA ROSMALIANTI TULUSITA

A Thesis

Submitted in a partial fulfillment of
The requirement for S-2 Degree

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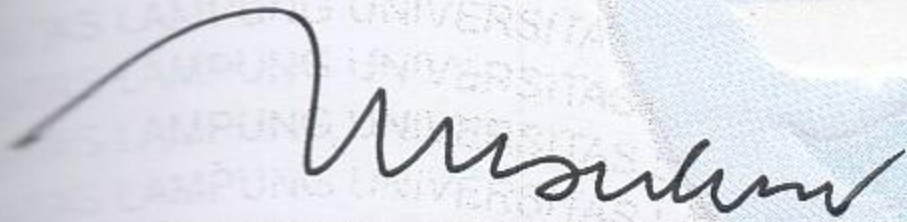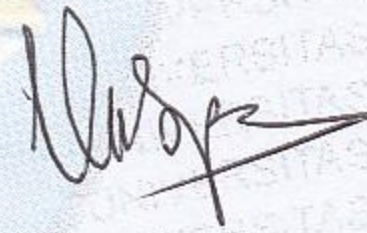|	
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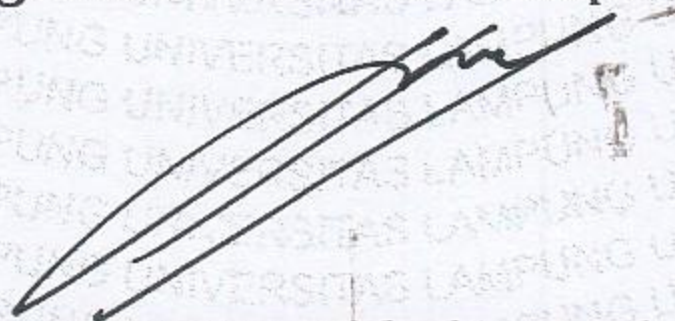
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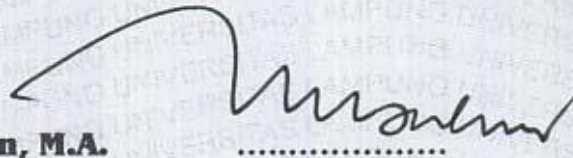The Chairperson of
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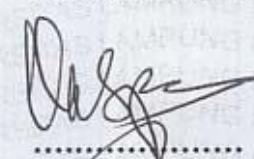
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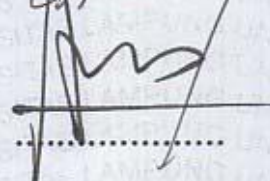
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Bandar Lampung, 6 Juni 2016
Yang membuat pernyataan,

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CURRICULUM VITAE

The writer's name is Lasma Dwina Rosmalianti Tulusita. She was born on September, 28th 1969, in Teluk Betung. She is the first daughter of Dj. Sihite and Rohatta.

She initially attended her formal educational institution at SD Pelita Bhakti and graduated in 1981. In primary level, she continued his study at SMPN 2 Bandar Lampung and graduated in 1984. In secondary level, she continued his study at SMAN 2 Bandar Lampung and graduated in 1987. In tertiary level, she continued her bachelor's degree at Lampung University majoring English and Education Study Program. She graduated in 1993. She was registered as a participant of Renaissance program to study about Education in Japan, 2004. Then she also had opportunity to audit classes in Clemson University, U.S.A as part of ILEP program in 2013. In 2014, she was registered as a student of the 1st batch of Master of English Education at Lampung University. She finally managed to finish her master's degree on June 6th, 2016.

MOTTO

The highest education is that which does not merely give us information but makes our life in harmony with all existence.

Rabindranath Tagore

DEDICATION

By offering my praise and gratitude to Allah SWT for the abundant blessing to me, I would proudly dedicate this piece of work to:

- My beloved parents, Dj. Sihite and Rohatta.

- My beloved husband, Mohammad Irianto Hatta.

- My beloved children, Via, Imam, and Audi.

- My beloved younger brothers and sisters, Tohap, Sahap, Evi, Anna, and Sari.

- My nephews and nieces.

- My fabulous friends of the 1st batch of Master of English Education.

- My Almamater, Lampung University.

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Finally, the writer fully realizes that this thesis may contain some weaknesses. Therefore, constructive comments, criticisms, and suggestions are always appreciatively welcomed for better composition. After all, the writer expects this thesis will be beneficial to the educational development, the reader,

and particularly to those who will conduct further research in the same area of interest.

Bandar Lampung, June 6th 2016

The Researcher

Lasma Dwina R.T.

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CHAPTER I

INTRODUCTION

This chapter is concerned with the background of the research which includes the reasons for conducting this research, and the implementation of training to promote students' speaking skill. This chapter also describes research questions, objectives, uses, scope, and definition of the terms.

1.1. Background

Language educators in many different contexts have been seeking ways to help students become more successful in their efforts to learn and communicate in foreign languages (Cohen at al, 1996:3). Futhermore it is stated that the application of foreign language learning and use strategies is viewed as one vehicle for promoting greater success. A strategy is considered to be "effective" if it provides positive support to the students in their attempts to learn or use the foreign language.

In describing learning strategy, there are many definitions of learning strategy described by experts. Oxford (1990: 1) describes learning strategies as

steps taken by the language students to enhance their own learning in form of direct and indirect strategies. The definition has created a remarkable impact in the realm of SLA. This explanation requires effort made by students that is to develop their own way of learning. Oxford divides LLSs into two parts: direct and indirect strategies. Direct strategies encompass memory, cognitive and compensation strategies and social, affective, and metacognitive strategies are classified under the heading of indirect strategies.

In order to continue to be successful with learning tasks, students need to be aware of the strategies that lead to their success. Awareness of one's own thinking processes is generally referred to as metacognition or metacognitive awareness (Center, 2010:1). The value of this type of self-knowledge leads the students to understand and regulate their thinking process by employing metacognitive skills. The student's capacity is emphasized on self-plan when the student deals with how to proceed with a learning task, self-monitor when the student deals with how to monitoring one's own performance on an ongoing basis, and self-evaluation when students deal with task completion. In other words, it leads to develop student's regulation of one's learning. Students with greater metacognitive awareness might understand the similarity between the current learning task and previous ones, know the strategies required for successful learning, and expect success as a result of knowing "how to learn".

Research and theory in second language learning strongly suggest that good language learners use a variety of strategies to assist them in gaining command over new language skills (O'Malley, 1987:133). Furthermore he explains that through training, teachers can convey strategy applications to students and thereby support students' effort to learn the new language. He suggests training in the use of language strategies. Learning strategy can be trained. Generally, strategy training is defined as the explicit teaching of how, when, and why students should employ foreign learning strategies to enhance their efforts at reaching language program goals (Chen, 2007:20). It aims to help students who don't have any idea of learning strategies and how to regulate them. In a typical strategy training situation there are two components that contributeto the success of the training. The first is a broad range of strategies that the students are trained to regulate and the other is how to regulate these strategies relating to a certain language task (Cohen, 1996:4).

Cohen, Weaver & Li (1996: 29) conducted strategy training for speaking that focused more on teacher's side. In this study the focus was more on how to develop teacher's skill in teaching. If instructors systrematically introduce and reinforce strategies that can help students speak the target language more effectively, their students may well improve their performance on language tasks. Although there were various media to employ, the result focused on teacher's development and management in foreign language classroom. Little explanation could be found about the process of the language learning as well as the design of the training to promote student's regulation in speaking.

Some other studies have shown that strategy training has showed its contribution to language learning achievement. Strategy training may need to be explicit for less skilled learners (O' Malley, 1987:134). Since the 1970s, researchers have addressed the need for strategy training in response to the lack of awareness of the cognitive tools and strategies available to students. Several strategy training studies have produced some useful findings regarding ways to teach strategies to students. However, little has been found on how metacognitive as part of learning strategy is defined as the explicit teaching of how, when, and why students should employ foreign learning strategies to promote their speaking skill. It migt be difficult to find metacognitive strategy training that focus on how students are able to identify their own metacognitive knowledge and transform the knowledge into regulation of how and when to use the knowledge related to language skill improvement. Here there are two aspects that should be more on focus, metacognitive strategy use and speaking skill improvement.

Numerous studies have shown positive effects of metacognitive strategy training on language performance (see table 1). Those studies are on the focus of language skills. There have, however, been relatively few studies investigating the benefits of providing second language students with metacognitive strategy training to promote speaking skill. The other kind of study about metacognitive strategy training shows its positive impact on metacognitive strategy awareness (see table 2). They show improvement of strategy use after training conducted. However, there are no details of metacognitive strategy use in the process.

Among many proposed designs of strategy training, CALLA that is developed by O'Malley and Chamot (1990: 190- 213) as a cognitive strategy training model helps teachers to combine language, content, and learning strategies in a carefully planned lesson. In CALLA's model, these three aspects are combined as a transitional program for students of intermediate and advance level of English proficiency. This model has five instruction phases as explained below (Chamot and O'Malley, 1990:201-204): preparation, presentation, practice, evaluation, and expansion. In this model, preparation and presentation seem to be part of teacher's work. However, detail explanation is needed to ensure that the strategy training involves active participation of the students as well as the teacher particulary in foreign language learning. Foreign language students need more help at the beginning of their process in language learning. It is important that the students are able to see the model of what they need to do when the five in self-planning, self-monitoring, and self-evaluating, and self-expanding to promote their language skill goal. These concepts are assumed to elaborate the ideas how to regulate metacognition which the researher argues to be one of the core of thinking. This concept is not easy as they need to develop their own regulation.

Further explanation describes metacognition can most usefully be thought of as knowledge, skills, strategies, and information about cognition (Mahdavi, 2014:532). From function side, cognition acts to resolve problems and bring cognitive activity to a desirable outcome, while metacognitive function is the monitoring and regulation of an individual's cognitive effort in solving a problem and executing a task (Mahdavi, 2014:532). During the process, metacognitive

strategies refer to control or regulatory processes such as planning, monitoring, and evaluation which individuals use to ensure that particular goal has been met (Mahdavi, 2014:532). Students are expected to employ all these strategies together. When they can conduct all these processes, it helps them to construct important aspect of learning in form planning, monitoring evaluating and expanding while executing. They learn how to manage their cognitive process when they employ metacognitive strategies. Metacognitive strategy training is expected to enable students to execute the cognitive skills. Students are assumed to engaged actively in these skills in their everyday learning. They need to decide what appropriate strategy to use when they learn certain language skill. It is expected that metacognitive skills help them to decide which elements they have improved and which ones they haven't yet. In short, they regulate their own knowledge for their learning process.

The regulation process of metacognition is not simply about becoming reflective students in certain skill, but also about acquiring specific learning strategies as well. It is the knowledge and understanding of someone's cognitive processes and abilities and those of others, as well as regulation of these processes. Besides, it regulates the ability to make the thinking visible. Later, the student's capability in selecting the right learning strategy to use is also part of developing someone to be good language student. Those strategies are in form of knowledge and understanding of what students know and how they think together with ability to regulate their own thinking as they work on a task assigned to improve their language skill. Having applied metacognitive strategies, the students are responsible to plan, to manage particular strategies, to monitor

strategy use, and to evaluate strategy use when they plan to improve their speaking performance and finally to expand what they have already performed. These strategies are classified as metacognitive strategies as they refer to the strategy where someone can perform an executive function in the management of cognitive strategies. However, students as beginners haven't realized that they need to regulate their metacognitive strategy in their language learning. Successful and unsuccessful language students might employ different metacognitive strategies, what is more to certain language skill.

Speaking as one of language skills studied is often evaluated on students' success on the basis of how much they show they have improved in speaking skill. Students develop learning strategies and engage in various tasks which are considered essential to the development of speaking skill so that they could use the language to convey the idea that they have in their mind. Secondary students of English in Indonesia possess unsatisfactory speaking skill although they have studied English at junior high school as it was stated byYusuf et al (2015: 491) and Puisi (2015:91). In their research it was found that they performed low speaking skill because they lacked of speaking skill. Speaking English appears to be very challenging task, especially for English as Foreign Language (EFL) students. EFL students may have some problems to acquire it. There might be very little real speaking ability, apart from some words and sentences that can be built on the comprehension exercises, students need to be taught how to employ metacognitive strategies in form of planning, monitoring, evaluating, and expanding their speaking skill.

Those metacognitive strategies shall be trained as some students do not have awareness in employing the strategies. The process of having metacognition as declarative knowledge to procedural one and later on to conditional knowledge is assumed to contribute to the success of language learning. When these steps are completed and evaluated in form of training, learning process will be facilitated. As an impact, those steps might promote the students to be self-managed if students are explicitly trained to be more aware and proficient in the use of language learning strategies. Self-planning, self-monitoring, self-evaluation, and self-expansion might be the keys to the imrovement of speaking skill.

Being inspired by the idea of metacognitive strategy regulation, the researcher proposes a research dealing with developed model of metacognitive strategy training in speaking particularly in persuading the audience by using short functional text. Through a process of raising the awareness of the students and submitting them to a program of metacognitive strategy training, there might be regulation in the use of strategies as well as their speaking skill. Besides, this research supports the development of student's speaking skill.

The findings of the process metacognitive strategy training and how it promoted students' regulation as well as speaking skill is very important especially for the second year students of secondary school. Therefore this research is entitled *Metacognitive Strategy Training to Promote Student's Speaking Skill.*

1.2. Research Questions

Related to the background stated before, the researcher tried to formulate the problems as follows:

1. Does developed metacognitive strategy training affect students' speaking skill?
2. How is the students' active engagement in developed metacognitive strategy training to promote their speaking skill?
3. Which metacognitive skill improves better than others?

1.3. Objectives

Related to the background stated before, the researcher tried to formulate the objectives as follows:

1. to find out whether developed metacognitive strategy training affect students' speaking skill.
2. to find out how the students' active engagement in metacognitive strategy training to promote their speaking skill is.
3. to find out which metacognitive strategy improves better than others.

1.4. Significances of the Research

Theoretically, the significances of this research were to:

- support the theory about metacognitive strategies as part of learning strategies used by the students in language learning.

- support the dimensions of developed metacognitive strategy training focusing on students' speaking skill.

- support the dimension of speaking aspects improved in developed metacognitive strategy training.

- be a reference for future research.

While practically, the results of this research were expected to give contribution in:

- giving consideration for English teachers to apply developed metacognitive strategy training to improve speaking skill in classroom.

- providing information for students about metacognitive knowledge and metacognitive regulation to improve their speaking ability.

- helping the students to notice their metacognitive strategies applied, especially to improve their speaking skill.

- encouraging the students to be self-managed students.

1.5. Scope

This research is a combination of quantitative and qualitative research. Setiyadi (2006: 9) defines mixed model studies as "studies that are products of pragmatists paradigm and that combine quantitative and qualitative within different phases of the research process". As indicated in research questions, the objectives of the current study are to see whether metacognitive strategy training affect students' speaking achievement, to see how students' active engagement in metacognitive strategy training to promote their speaking achievement is, and which metacognitive strategy improves better than others. This research focused on metacognitive strategy use from knowledge to regulation in speaking. To do this, the study employed both quantitative methods (i.e., the effect of metacognitive strategy training on speaking achievement) and qualitative data (i.e., how students' active engagement in metacognitive strategy training to promote their speaking achievement is, the metacognitive strategy use in process, and aspects of speaking improved before and after the training). Setiyadi (2006 : p.9) stated that this method is used to see process and product as two different sets of data from quantitative and qualitative analyses to support each other as a model of triangulation. Therefore, this study employs mixed methods.

The training was conducted as second grade of secondary school. The reason for choosing eleventh grade students as the subject of this research because of they were not beginners so it was assumed that they had already used metacognitive strategy in speaking. Metacognitive strategy training was presented

incorporatedly into the curriculum explicitly. The researcher focused on implementation of explicit metacognitive strategy training in speaking class. The training itself was developed based CALLA's model (Chamot & O'Malley, 1987:245) namely preparation, presentation, practice, evaluation and expansion. In this metacognitive strategy training, the researcher proposed phases namely preparation which include *self-planning* strategy; *practice and monitor* which include self-monitoring strategy; and *evaluation and expansion* which includes self-evaluating and self-expanding strategies. The newly design focused more on teacher's modeling in presentation stage to assist the students.

The type of speaking performance in this research was in form of monologue. The metacognitive strategy training was intended for EFL students especially those who are at the second year of Senior High School. The materials was based on 2006 Curriculum which was applied in SMAN 4 Bandar Lampung. The materials for monologue presentation were in form of short functional text and presented to persuade the audience about the importance of the text. The students conveyed the ideas based on the purpose of speaking. The researcher focused the attention on students' speaking skill improvement and its aspects of speaking skill. Meanwhile, the process was identified in students' engagement during the training and the improvement of metacognitive use before and after the training.

1.6. Definition of Terms

In order to avoid misunderstanding, some terms used in this research are defined as follows:

- **Metacognitive Strategies**

Metacognition is knowledge and understanding of own cognitive processes and abilities and those of others, as well as regulation of these processes. It is the ability to make thinking visible. It refers to those conscious or unconscious mental activities that perform an executive function in the management of cognitive strategies classified as follows: self-planning, self-monitoring, self-evaluating, and self-expanding. As those strategies related to speaking performance, the researcher relates metacognitive strategy use to speaking aspect.

- **Developed Metacognitive Strategy Training**

It refers to an explicit training that enables students to perform an executive function in the management of cognitive strategies classified. This training is developed from CALLA which focuses on how to improve the student's metacognition namely self-planning, self-monitoring, self-evaluating, and self-expanding so that they are able to define it as awareness, be able to employ it and select the appropriate strategy to use. It aims at understanding of what students know and how they think, including the ability to regulate their thinking as they work on a task.

- **Speaking Skill**

Speaking is productive skill in the oral mode. Like the other skills, speaking is more complicated than it seems at first and involves more than just pronouncing words. It is important that the students are able to use the language in a meaningful communication. There are two components involved in speaking namely extralinguistic knowledge and linguistic knowledge. Students need to develop their extra linguistic knowledge which include things as topic and cultural knowledge, knowledge of context, and familiarity with the other speakers in term of socio-cultural knowledge. Besides that, they also need linguistic knowledge is often referred to discourse knowledge, speech act knowledge, and knowledge of grammar, vocabulary and phonology.

At the same time, the researcher also focuses on improvement found in aspects of speaking skill namely comprehension, pronunciation, fluency, vocabulary and grammar.

- **Students' Active Engagement**

Students' active engagement refers to students' goal orientation and their use of metacognitive strategies while performing speaking assignment. It is a result of active learning process through different strategies that help students try their level best to maximize their speaking skill. The type of speaking assignment in this research is in form of monologue. The students convey the ideas based on the purpose of speaking. They persuade the audience about the importance of the text.

CHAPTER II

LITERATURE REVIEW

This chapter discusses several concepts related to the research, such as review of previous research, concept of second language knowledge, concept of language learning strategies, concept of metacognitive strategies, concept of metacognitive strategies in speaking, concept of students' active engagement, concept of speaking achievement, concepts of speaking achievement components, and concept of teaching speaking. This chapter also describes metacognitive strategy training in speaking, procedure of metacognitive training in speaking, theoretical assumption, and hypotheses.

2.1. Review of Previous Research

A study conducted by Raoofi et al (2014: 36-44) investigates the role of metacognition and second/foreign language learning. It searches for the articles published between 1999 and 2012. This initial search yields a total of 76 studies. The finding shows that metacognitive strategy training research is classified into two main categories: how metacognitive strategy training promoted language skill improvement and how metacognitive strategy training promoted strategy use.

Although evidence from these studies shows that metacognition instruction in different domains of language appeared to promote language learning as well as metacognitive strategy use, none of these studies reported about specific details on the product as well as the process of the language skill development.

Based on their findings, table 1 shows that several studies conducted only focus on the language skill improvement in general rather than certain aspects of language. There is no further detail of improvement aspects for each language skill investigated. It is assumed that the training given only focused on language performance.

Table 1 Metacognitive Strategy Training to Language Skills

STUDY	N	L2	L1	PROFICIENCY	AGE	EXPERIMENT	SKILL
Nakatani (2005)	62	English	Japanese	Mix	18-19	Yes	Speaking
Guh and Taib (2006)	10	English (SL)	Not reported	Mix	12-13	No	Listening
Graham and Macaro (2008)	68	French (SL)	English	Low	16-17	Yes	Listening
Vandergrift and Tafaghodtari (2010)	106	French (SL)	English	Low & Mid	Undergraduate	Yes	Listening
Cross (2011)	20	English (FL)	Japanese	High	22-25	No	Listening
Nguyen and Gu (2013)	91	English (FL)	Vietnamese	High	20-22	Yes	Writing

Adopted from Roofi et al (2014)

Besides that, table 2 provides findings that most metacognitive strategy training studies have investigated the impact of metacognitive training on metacognitive awareness or strategy use. Although these studies utilizes descriptive quantitative that shows the overall mean effect size before and after

metacognitive strategy training employed, it is not feasible to see the details of these interventions. It is assumed that the total mean size of metacognitive strategies employed have become the basis that these studies focused on metacognitive strategy use. There is no further explanation on specific metacognitive strategy being employed by the students in certain language learning skill. The researcher assumes that there will be difference at the mean size of each metacognitive strategy use employed during the process. Students might put priority on metacognitive strategy based on their knowledge and experience.

Table 2 Studies investigating the effects of metacognitive instruction on the metacognitive strategy awareness

Study	n	L2	L1	Proficiency	Age	Control	Skill
Vandergrift (2003)	41	French (SL)	English	Low	Undergraduates	No	Listening
Vandergrift (2003)	420	French (SL)	English	Low	12-13	No	Listening
Guh and Taib (2006)	10	English (SL)	Not reported	Mix	13-14	No	Listening
Lam (2009)	40	English (SL)	Chinese	high	24-25	Yes	Speaking
Cross (2010)	143	English (SL)	Japanese	High	21-22	No	Listening
Vandergrift and Tafaghodtari (2010)	106	French (SL)	Vietnamese	Low and Mid	Undergraduates	Yes	Writing
Thompson (2012)	35	Spanish (FL)	English	Mid	Undergraduates	Yes	Listening
Nguyen and Gu (2013)	91	English (SL)	Spanish'	Not Reported	20-21	Yes	Reading

Adopted from Roofi et al (2014)

Based on these, the writer proposes metacognitive strategy training that promotes strategy use in speaking. The process can be seen from the implementation of metacognitive strategy training and the product can be seen from the aspects of speaking performance being improved after the training.

2.2. Second Language Knowledge

O'Malley & Chamot (1990: 55) and Ellis (1987: 164) mention two types of L2 knowledge: declarative and procedural. The former means "knowing that" and the latter means "knowing how". Later on, conditional knowledge: "knowing when" – knowledge about why and when various learning strategies should be used is added. The first component, declarative knowledge belongs to the student's findings on information about what strategies are employed by good language students. This statement is in line with the first component of foreign language knowledge as declarative knowledge.

The second component, procedural and conditional knowledge belongs to regulation. This kind of knowledge allows students to recognize the reason, and how to employ the strategies. Information about which strategies might be useful at a given time, and why help students to regulate their own thinking, for example, when it came to monitoring their progress of a task. Students are expected to be able to regulate their own language learning strategies to develop their language skill into in a certain procedure and conducted based on the certain conditions and experience they have had.

Brown (2001: 119) defines that strategies are "specific methods of approaching a problem or task, modes of operation for achieving a particular end, or planned designs for controlling and manipulating certain information". Good language students are able to define specific strategies that they employ so that it is easier for them to identify based on the definition given. It will also help them to recognize the certain characteristic or steps employed as it provides information on what to do.

In brief, the knowledge that language student has in form of declarative and procedural help students to form a system in which they are able to develop the language skills they are learning. As students know what to do, how to in learning, and when to do in learning, they are able to regulate their own process of learning which will finally lead them to find their own management of learning language.

2.3. Language Learning Strategies

In describing learning strategy, there are many definitions of learning strategy described by experts. Oxford (1990: 1) describes learning strategies as steps taken by the language students to enhance their own learning in form of direct and indirect strategies. The definition has created a remarkable impact in the realm of SLA. This explanation requires effort made by students that is to develop their own way of learning. Oxford divides LLSs into two parts: direct and indirect strategies. Direct strategies encompass memory, cognitive and

compensation strategies and social, affective, and metacognitive strategies are classified under the heading of indirect strategies.

The activities in learning the language are in the form of conscious behaviors in developing their language competencies. This theory implies that awareness of the language students is important when doing the learning. The students' activities refer to thoughtful activities which have been planned, organized, and executed so that the goals will be achieved. In doing so, they have their own responsibility to choose what activity can be done to develop their language skill. The strategy in form of activities chosen by language students might have straight impact to the progress of language skill performance.

On the other hand, the strategy in form of activities might not have immediate impact to language skill performance. Some activities do not directly have result. Students sometimes tend to build good relationship to make the language skill better. It is assumed that language students will employ both strategies to develop their language skill performance.

Interrelationships between direct and indirect strategies are presented as a fundamental factor for a better application of LLSs. The students' capability to transfer indirect strategies into direct ones is assumed to have contribution in supporting language learning achievement. This process might happen as learning strategies are the thoughts and actions we engage in, consciously or not, to learn new information. In further explanation about learning strategy, Macaro (2001:

24) explains that there might be a continuum of indirect strategies at one end and direct strategies at the other because a clear dividing line between what is indirect and direct is not easily identified (see figure 1). Therefore it is important for the students to develop both learning strategies when they are learning the language. During the process, there might be a tendency from each student to prepare their own way of learning and find which strategies might be effective to employ.

The goal of teaching learning strategies is to help students to find their own learning strategies. It helps them consciously control how they learn so that they can be independent or self-regulated learner. Ertmer & Newby (1996: 9) state that self-regulated learners utilize three types of strategies to orchestrate their learning: metacognitive, motivational, and behavioral. Providing students with this kind of environment, teacher can help students to activate their own awareness of learning strategy and develop their own system in learning.

Figure 1   Categories of LLS along a continuum

cognitive	metacognitive/social/affective
subconscious	conscious
direct	indirect
automatized	controlled
difficult to articulate	easier to articulate
non-evaluative	evaluative
primary	support
natural	taught
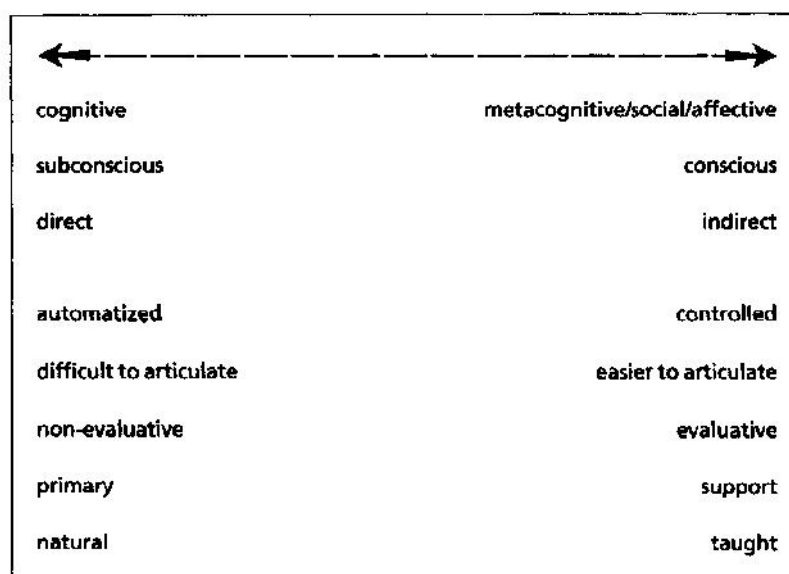
Adopted from Macaro (2001)

More specific theory of learning strategies is provided by Chamot & Kupper (1989: 13) who state a definition of learning strategies "as techniques approaches or deliberate actions that students took in order to comprehend, store, and remember new information and skills". These findings support the theory of procedural knowledge should be put into actions in form of training so that knowledge acquired can be developed into technical applications in language learning. Therefore, it can be comprehended that there are planned efforts which are taken by language students while they were in their learning process in order to maximize their achievement knowledge. Some planned efforts that language students do might be in form of technical knowledge of the language itself in form of linguistic and content as well as the strategies on how to conduct the language performance.

Learning strategies can be seen as the processes which are consciously selected by students. Cohen (1998, 32) defines learner strategies as what we can only learn about the conscious strategies that learners utilize in their efforts to master a language. These strategies may result in action taken to enhance the learning or use of a second or foreign language, through the storage, retention, recall and application of information about the language. It might be assumed that the students actively improve their input as well as their output in language. In doing the process, the students need to plan, practice, and monitor and evaluate their input to have better output performance and later expand their own learning strategies to better output. When this process happens, students will also transfer their declarative knowledge into procedural and conditional knowledge.

However, not all writers agree that there is only certain process when learning takes place. Macaro (2001: 24) has opted for a continuum of subconscious and direct at one end and conscious and indirect at the other because a clear dividing line between what is conscious and what is subconscious is not easy to identify. There is no second language learning acquisition without learning strategies, either conscious or unconscious. It leads our thinking to the process of second language acquisition that still happens regardless the students are aware or not. Furthermore this concept implies that the students may realize that there is a process of learning or there is a process of acquiring the language. The word learning refers to the activities in concious process while acquiring refers to unconscious process. In the process of learning, students need to transfer the input they receive and relate it to their existing knowledge (Ellis, 1985:13). In his explanation, students transfer their declarative knowledge of learning strategies into procedural knowledge by developing certain procedure. Strategies which are indirect, controlled, and taught will be transferred into direct, automatic, and natural ones.

This statement is in line with the process of metacognition regulation when one's knowledge concerning one's own cognitive processes and products or anything related to them refers to the active monitoring and consequent regulation and orchestration of these processes (Mahdavi, 2014:530). By employing learning strategies and make it as habitual process, the knowledge is assumed to be unconsciously applied by language students. Whether the students are aware or

not, they certainly put their effort to modify their output by revising what they have done in the process.

Based on the explanation above, the researcher intends to identify language learning strategies (LLS) refers to a set of activities in order to achieve the goals in learning process or activities to any skills, including language skills in form of direct or indirect strategies as well as from declarative to procedural one. The researcher is interested in describing the learning strategies as it helps the students to develop their own capabilities. Therefore every attempt that a student makes to help the process in acquiring the second language will be classified as learning strategy.

2. 4. Metacognitive Strategies

Investigation of the earliest stages of metacognition known as the study of the theory of mind is introduced by John Flavel in the 1970s. Flavel (1979:906) states that metacognition plays an important role in oral communication and other skills and aspects of language. There are also clear indications that ideas about metacognition are beginning to make contact with similar ideas in the areas of social learning theory, cognitive behavior modification, personality development, and education. Thus the development of metacognition emerges.

In language learning, metacognition is relatively a concept to complement the cognitive strategy that has been identified earlier. The concept of

metacognition refers to similar processes in acquiring another language. Oxford (1990:136) states that this category is classified as centering learning, arranging and planning, and evaluating learning. The process covers a process in which the students have to focus on what they are learning, designing and constructing during the study and finally assess what they are learning. She classifies the concept of metacognitive strategy together with affective and social strategies. She considers those strategies as supporting strategies. They manage language learning without directly involving in target language.

Another similar concept is also proposed by O'Malley & Chamot's study (1990: 144). They conclude that metacognitive strategies have more process that are classified under planning one's learning, monitoring one's own speech or writing, and checking the outcome. The type of strategy varies according to the task the students are engaged in. Students need to acquire the knowledge and be aware of own cognitive processes. When they have accomplished this process, they need to put it into autonomy. It might be the ability to make thinking visible. It refers to those conscious or unconscious mental activities that perform an executive function in the management of cognitive strategies classified as follows: self-planning, self-monitoring and self-evaluating.

Mahdavi (2014:530) states that the theory of mind is defined as "a critical analysis of thought," or related to someone's awareness in acquiring knowledge and beliefs that are formed by one's experiences and that other people's experiences form their knowledge and beliefs. This refers to students' capability

to manage their own way of thinking based on knowledge and experience. A student who is learning a language may have different understanding of how to learn a language from other students. She or he might believe at certain way of learning a language as the only key of success when she is only exposed to this way of learning.

Figure 2 Students' Active Engagement in Metacognitive Process

METACOGNITIVE
  KNOWLEDGE
  ✓ person variable
  ✓ task variable
  ✓ strategy variable

METACOGNITIVE
  REGULATION
  ✓ procedural
  ✓ conditonal
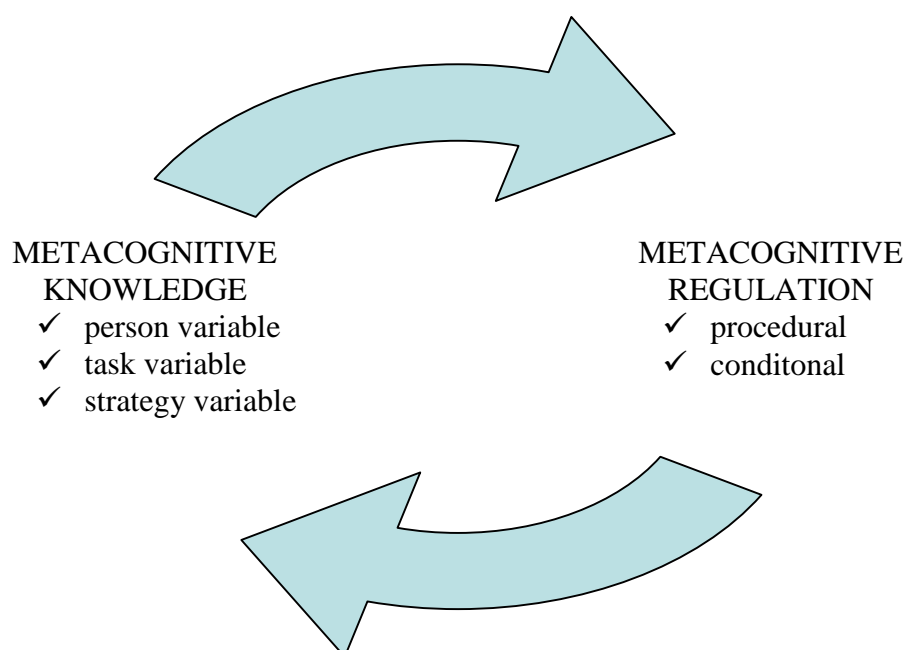
In brief, metacognitive strategies involve students' active engagement to acknowledge their metacognitive knowledge in relation to three variables that affect the outcomes of the "cognitive enterprise", namely, *person* variable (beliefs about oneself or others as a cognitive processor), *task* variable (understanding of the nature and demand of tasks), and *strategy* variable (perceptions about strategies and strategy use that facilitate learning). The second concept - metacognitive regulation is executive in nature, working on the basis of the

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metacognitive knowledge and referring to people's management of their cognitive processes to ensure realization of learning goals

2. 5. Metacognitive Strategies in Speaking

The speaking task calls for the metacognitive strategies of planning the speech, monitoring own speech, and evaluating how well one has done the speech. When a student is planning the speech, one can be involved in the other two learning strategies such as note-taking, resourcing, elaborating, and interacting with other such as fellow students and teacher. The activities classified as metacognitive strategies belongs to indirect strategies together with affective and social strategies (Oxford, 1990:135). She proposes that there are some metacognitive strategies that a good language student has to do before he performed speaking. In helping students to develop their speaking, teachers and textbooks make use of a variety of approaches, ranging from direct approaches focusing on specific features of oral interaction (e.g., turn-taking, topic management, and questioning strategies) to indirect approaches that create conditions for oral interaction through group work, task work, and other strategies (Richards, 2008:19). In line with this classification, metacognitive strategies help to perform an executive function in the management of cognitive strategies during their learning process. Whether the students employ it directly or indirectly, the strategies allow students to control their own cognition. Figure 3 shows how students apply metacognitive strategies to promote their speaking skill.

Figure 3 Metacognitive Strategies in Speaking Skill

```
┌─────────────────────────┐                    ┌─────────────────────────┐
│ Declarative Knowledge   │───────────────────▶│ Selection of Appropriate│
│ about Speaking Aspects  │                    │ Speaking Strategies     │
│ and Task                │                    │                         │
└─────────────────────────┘                    └─────────────────────────┘
            │                                              │
            ▼                                              ▼
┌─────────────────────────┐                    ┌─────────────────────────┐
│ Monitoring of           │                    │ Changes in Declarative  │
│ effectiveness of        │───────────────────▶│ Knowledge about         │
│ strategy use, Awareness │                    │ Metacognitive Strategies│
│ of unexpected outcomes  │                    │ in Speaking Skill and   │
│                         │                    │ Speaking Aspects        │
└─────────────────────────┘                    └─────────────────────────┘
            │                                              │
            ▼                                              ▼
┌─────────────────────────┐                    ┌─────────────────────────┐
│ Modification of Existing│                    │ More Efficient          │
│ Strategies, Creation of │                    │ Monitoring and          │
│ New Strategies          │                    │ Evaluation              │
└─────────────────────────┘                    └─────────────────────────┘
```

In brief metacognitive strategies in speaking refer to how students are able to combine declarative knowledge about metacognitive strategies and speaking aspects then regulate these knowledge into procedural and conditional knowledge (Mahdavi, 2014:531). Regulation of cognition refers to procedural knowledge of how to apply procedures. Skilled learners possess more automatic, accurate, and effective procedural knowledge than unskilled learners. While conditional knowledge is referred to as knowledge of when and why to apply various procedures, skills, and cognitive actions or strategies.

In doing this, they employ metacognitive knowledge of self-plan. Having completed this phase, they conduct further phase that is selection of appropriate speaking strategies. The choices that they make involve declarative knowledge of

speaking aspects. In this phase, the students employ self-management. They also they are able to comprehend those aspects in form of planning aspect; they are able to select appropriate speaking strategies to have them achieve speaking goal. In doing this they practice how to manage the speaking in form of two aspects namely monitoring and changing the strategies employed. The two aspects help students to be able to expand the strategies and be more efficient in the aspects of monitoring and evaluation.

2.6. Students' Active Engagement

Students' engagement refers to ativities that students do purposefully and actively in learning process (Mecee&Blumenfeld, 1988:514). Learning involves active process of integrating and organizing new information, constructing meaning, and monitoring comprehension in order to develop a sound understanding of a subject matter. The focus of students' active engagement is their activities during learning in the classroom.

Students' engagement in achievement activities is motivated by a complex set of goals (Mecee&Blumenfeld, 1988:514). Goal orientation is often seen as a focus on how they are able to conduct a set of behavioral intention and how students approach and engage in learning activities. One of contrasting goal orientation proposed to explain the differences in students' achievement behavior : mastery versus ability (Mecee & Blumenfeld, 1988:514). Mastery refers students' excellent performance in all skills while ability refers to students' excellent performance in one skill.

2.7. Speaking Skill

Speaking skills are an important part of the curriculum in language teaching (Luoma, 2004:1). It is the crucial skill to be mastered when students want to communicate each other orally. It is supported by Shumin (2002:204) who state that speaking requires more than knowing its grammatical and semantic rules. Students must also acquire the knowledge of how native speakers use the language in the context of structured interpersonal exchange. Speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use language appropriately. From the discussion above, to do good communication orally students should be able to speak. Through speaking, students will express their minds, ideas, or thought freely and spontaneously.

Speaking belongs to productive skill which is very crucial for language students. As stated by Bekleyen (2007:91), speaking and writing, which involve language production, are referred to as productive skills. Listening and reading, on the other hand, involve receiving messages and therefore, they are identified as receptive skills. However, in practice, some skills are laid more emphasis than the others in language teaching. In speaking, students produce the language orally. Students who master the productive skill in foreign language will be categorized as good language students. It is the reason why speaking skill became priority in teaching English.

Numerous attempts have been made to classify the functions of speaking in human interaction. Brown and Yule (1983:13) state that spoken language may also have a primarily transactional function. When it is used for a primarily transactional function, the transference of information is mainly stressed. In this way, it makes a distinction between the interactional functions of speaking, in which it serves to establish and maintain social relations, and the transactional functions, which focuses on the exchange of information. There are three-part versions of Brown and Yule's framework: talk as interaction; talk as transaction; talk as performance (Richards, 2008:21). Each of these speech activities was quite distinct in terms of form and function and required different teaching approaches. Without mastering speaking in its function, students cannot communicate with all of people in their environments in oral mode.

From the discussion above, speaking performance will be described as talk as performance. This thype of talk refers to public talk, that is, talk that transmits information before an audience (Richards, 2008:27). Talk as a performance tends to be in form of monolog rather than dialog, often follows a recognizable format, and is closer to written language than conversational language. It shows the talent of student in producing the language to deliver the spoken information to his/her partner orally. In his/her speaking performance, the student persuades the audience to believe on what he/she is presenting. The particular goal will be based on the type of short functional text that he/she is learning in every meeting.

2.8. Components of Speaking Skill

Speaking skill is determined when students are able to carry out their speaking performance although it is in foreign language. Thornburyy (1990:11-13) states that there are two components involved in speaking performance namely extralinguistic knowledge and linguistic knowledge. The knowledge base for speaking in second or foreign language is different from the first language which is mostly intuitive.

Students need to develop their extra linguistic knowledge which include things as topic and cultural knowledge, knowledge of context, and familiarity with the other speakers in term of socio-cultural knowledge. This knowledge is also classified as metacognitive knowledge. In metacognitive knowledge, students are able to constitute topic and cultural knowledge, they insert what they know about the words or phrases found or related to the speaking assignment. Context knowledge allows them to develop reference related to the topic. The knowledge of social values and norms of behavior in a given society will also help them add their speaking contents.

The linguistic knowledge is often referred to discourse knowledge, speech act knowledge, and knowledge of grammar, vocabulary and phonology. Each component has different level for individual student in their speaking performance. Those who have adequate knowledge of grammar, vocabulary, and

phonology will develop their capability in speech act knowledge and discourse knowledge.

In this research, students' skill is identified by their ability to perform their speaking skill. As part of natural life, they need to develop their speaking skill in second or foreign language by applying some aspects that have been stated above. Therefore Harris (1974:84) states that there are some language components namely comprehension, vocabulary, grammar, pronunciation and fluency to be assessed in speaking achievement.

2.8.1. Comprehension

Comprehension refers to the overall speaking content to be understood without any difficulty. Although it refers to students' oral performance, comprehension is related to students' capability to make other people understand what they are trying to convey as a message in speaking performance. Therefore the researcher classifies the comprehension into level 1-5 with score from 20 to 100. Level one is when students' speaking performance cannot be said to understand even simple reporting information while level 5 is when students' speaking performance appears to be understood without difficulty. Further explanation about comprehension will also be analyzed based on students' ability to integrate the whole components in speaking performance namely extralinguistic knowledge and linguistic knowledge to convey the message in a speaking assignment.

2.8.2. Vocabulary

Vocabulary is important aspect in speaking performance. Without adequate knowledge of vocabulary it is difficult for students to perform speaking. If they have limited knowledge of vocabulary, they will face difficulties in conveying their ideas. Therefore students' performance will be classified from level 1 – 5 with the score from 20 to 100. Level 1 is when students have extreme limitation of vocabulary so they get difficulty to make reporting information while level 5 is when the students can use vocabulary and idioms virtually that of a native speaker.

2.8.3. Grammar

Grammar is a set of rules or principles which specify how to form, pronounce, and interpret phrases and sentences. Grammar is needed to help students to convey messages in proper sentences so the message can be conveyed clearly. Therefore students' performance will be classified from level 1 – 5 with the score from 20 to 100. Level 1 is when students have error in grammar and word order so severe as to make reporting information unintelligible while level 5 is when the students makes few noticeable errors of grammar or word order.

2.8.4. Pronunciation

Pronunciation is another important component of language performance in speaking. It becomes the major intention because it helps speaker as well as listener to get the same message. Students with good pronunciation are more likely to be understood even when they make errors in other area of speaking.

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Students' knowledge of recognizable and understandable speech helps them to pronounce correctly. Therefore students' performance will be classified from level 1 – 5 with the score from 20 to 100. Level 1 is when students have pronunciation problem so severe that it blocks the understanding while level 5 is when the students have few traces of foreign accent.

2.8.5. Fluency

Fluency is one of five aspects in speaking performance. It is needed to avoid misunderstanding between the speaker and the listener. Fluent speech refers to a condition when words are connected in smooth way to develop understanding. Therefore students' performance will be classified from level 1 – 5 with the score from 20 to 100. Level 1 is when students report the information so halting and fragmentary that it blocks the understanding while level 5 is when the students can have fluency as native speaker.

2. 9. Stages of Language Learning in Speaking

Individuals learning a second language used the same innate processes that are used to acquire their first language from the first days of exposure to the new language in spite of their age. They reached similar developmental stages to those in first language acquisition, making some of the same types of errors in grammatical markers that young children make, picking up chunks of language without knowing precisely what each word means, and relying on sources of input humans who speak that language-to provide modified speech that they can at least

partially comprehend. Collier (1995:4) states that a conceptual model of acquiring a second language in school has four major components: sociolinguistic, linguistic, academic, and cognitive process. Second language students are usually observed developing a new language system that incorporates elements from the native language and elements from English they recently learned. Inter-language actually helps second language students test hypotheses about how language works and develop their own set of rules for using language.

Bashir et al (2011:36-38) describes stages of language learning into developmental stages as follows:

Stage I: Pre-production

This is the silent period. Beginners only listen but rarely speak. English language students may have some words in their receptive vocabulary but they are not yet speaking. Some students will be able to repeat only everything that someone says. They are not really producing language but are imitating. Students may duplicate gestures and movements to show comprehension. Teachers should focus attention on listening comprehension activities and on building a receptive vocabulary because English language students at this stage will need much repetition of English.

Speaking Skills

The student can hardly understand anything at all, unless the speaker is talking about things the student is observing, or unless the language being learned is closely related to some other language the student knows. Through

comprehension activities the student can internalize some vocabulary and some grammatical structures, which will help the student to understand more in stage two, when she or she knows enough to actually converse in a simple way. The result of getting through stage one is that the student has acquired enough of the basic building blocks of the language to begin to function in real communication situations in a halting way. In stage one there is very little real speaking ability, apart from some words and sentences that can be built on the comprehension exercises. In real communication situations the student has to depend on memorized survival phrases to meet the most immediate needs.

Stage II: Early production

At this stage students try to speak some words. Students can use short language chunks that have been memorized although these chunks may not always be used correctly. Student listen more their talkative classmates and extend his vocabulary.

Speaking Skills

In stage two inputs is comprehensible if the student already knows the nonlinguistic content what he or she is hearing or if the communication situation is very predictable. There are more genuine two-way conversations with speakers of the language, although it takes a very patient native speaker to persevere in trying to communicate with a student at this stage. The result of getting through stage two well is quite a bit of "fluency" in comprehending language which uses a variety of structures in connected discourse, with an ever growing vocabulary. In

stage two, the student is able to speak well in tasks that are fairly structured and predictable.

Stage III: Speech emergence

At this stage, students have a good vocabulary of words and uses simple phrases and sentences in his communication with others. They are able to ask simple questions, which may be grammatically correct or wrong. Students try to initiate short conversations with classmates. They are able to read and understand easy stories.

Speaking Skills

In stage three the student can understand new information, but it still helps if that information is still specially geared to a new speaker's needs. This means that meanings must often be negotiated. In order to keep increasing in comprehension fluency during this stage, the key ingredient is coming to understand the background information that everyone in the culture knows about, and in particular, learning this information in connection with the language that is associated with them. Because the student can by now understand a lot of the linguistic content, it is possible to develop more ability for top-down processing of "new" information of the non-linguistic content. If there is adequate input, the student should be developing a sense of the different discourse genres and registers of speech. The result of getting through stage three is that the student is able to comprehend language related to a vast range of topics, situations and

contexts, as well as easily process many social nuances. In stage three, the student has increasing facility to produce connected narrative discourse.

Stage IV: Intermediate fluency

At the stage of intermediate fluency, English language students able to use more complex sentences in speaking and writing to express opinions and share their thoughts. They are able to ask questions to clarify what they are learning in class. Students are able to work with some teacher support. Comprehension of all subjects' content is increasing. At this stage, students are able to use different strategies to learn content in English. Teachers have to focus on learning strategies. Students in this stage can understand more complex concepts.

Speaking Skills

In Stage Four the student learns most from normal native-to-native speech as it occurs in the whole range of life experiences. The student will understand most input, provided he attends to it. For example, native speakers may talk about the student right in his presence, intending to tease him and get a reaction. He will certainly hear that they are talking, but may not get in the deeper sense "hear" a thing they say, unless he is attending to it. In Stage Four, the student has increasing facility in abstract and hypothetical discussions.

Stage V: Advanced Fluency

Student at this stage will be near-native in their ability to perform in content area learning. Students have needed continuous support from classroom in reading writing and speaking.

Speaking Skills

In Stage five, the student has increasing facility in discussions using his vocabulary without any proper preparation.

In brief, students are usually observed developing a new language system that incorporates elements from the native language and elements from English they recently learned. They develop their speaking skill from the first stage to higher one.

2.10. Teaching Speaking

Teaching speaking as a foreign-language is not an easy business for English teachers because the students seldom practice the language in their daily communication. Meanwhile, to be able to speak the students should practice their language-knowledge as much as possible. The more they practice, the better will be. In this case, Cameron (2001:18) suggests that for young learners, spoken language is the medium through which the new language is encountered, understood, practised and learnt. Rather than oral skills being simply one aspect of learning language, the spoken form in the young learner classroom acts as the

prime source and site of language learning. In teaching speaking for young students, the teachers can support it with oral task. By assigning speaking task in teaching foreign-language for young students, teachers expect the students to develop habit in using the language in their communication.

Thornbury (1990:39) suggests to break down the difficulties that student-speaker faces into two main areas: knowledge factors in which students don't yet know aspects of language that enable production and skills factors in which the students' knowledge is not sufficiently automated to ensure fluency. Besides that, affective factors such as self-confidence or self-consciousness also influence speaking performance.

There are three core issues need to be addressed in planning speaking activities in form of monologue for an English class. The first is to determine what kinds of speaking skills the class will focus on. Was it all three of the genres described in the preceding section, or will some receive greater attention than others? Informal needs analysis is the starting point here. Procedures for determining needs include observation of students carrying out different kinds of communicative tasks, questionnaires, interviews, and diagnostic testing. The second issue is to identify learning strategies to "speak" (i.e., provide opportunities for students to acquire) each kind of talk. The third is the assignment addressed during performances. It needs time for students to conduct self-training before they perform it in front of the class.

In brief, teaching speaking requires the teachers to create a classroom environment where students will develop their own speaking skill by regulating their own capability in some phases namely orientation which includes self-planning strategy; presentation which includes self-monitoring strategy; and evaluation which includes self-evaluating strategy in speaking task they are assigned. These phases are reflected in the materials planned for speaking class.

2. 11. Metacognitive Strategy Training in Speaking

Assessing the need for strategy training, Cohen (2003:1-2) notes that learning will be facilitated by making students aware of the range of strategies from which they can choose during language learning and use. The most efficient way to heighten awareness is to provide strategy training-explicit instruction in how to apply language learning strategies-as part of foreign language curriculum. He thus summarizes three major objectives of strategy training: to develop the students' own individualized strategy systems, to promote student autonomy, and to encourage students to take more responsibility for their own language learning. Those three objectives will be achieved through the process. Although the end product of learning can contribute to the evidence of success, the researcher proposes a complete information by having qualitative measures to provide an overview of effective and process-oriented, for examining the success of strategy training and evaluate the model of the training itself.

Explicit metacognitive strategy training to promote student's self-management in speaking are conducted based on some common basic principles that has been listed by Veenman et al. (2006: 9). They suggest that these programs embedded in the subject matter to ensure connectivity. This principle reflects the necessity to integrate the training into the materials taught in speaking material. Another key principle from their perspective is the necessity of informing students about the usefulness of metacognitive activities to make them exert the initial extra effort. The effort to make the training into explicit will help the students to develop their own awareness of metacognitive knowledge and transform it into procedural knowledge. Besides the two principles stated above, another key principle is that the training should be given in certain time. This principle is important as it may contribute to the success of transforming the declarative knowledge of metacognitive into procedural knowledge of speaking.

In addition to key principles as indicated above, there are different categorizations of metacognitive strategies resulting in the appearance of different strategy training models although they seem to share similar stages. As there are different strategies of metacognitive that can be applied by the students, different strategy used by individual seemed to result in different appearances in speaking performance.

The researcher proposes CALLA that is developed by O'Malley and Chamot (1990: 190- 213) as a cognitive strategy training model to be modified and applied for metacognitive strategy training. It helps teachers to combine

language, content, and learning strategies in a carefully planned lesson. In CALLA model, students' prior knowledge and their habit of evaluation of their own learning seemed to be the major principles. This model has five instruction phases as explained below (Chamot and O'Malley, 1990:201-204):

1. *Preparation*: Students prepare for strategies instruction by identifying their prior knowledge about and the use of specific strategies. e.g.: Setting goals and objectives, identifying the purpose of a language task, over-viewing and linking with already known materials.

In the *preparing and planning* component, students are prepared in relation to their learning goal and start thinking about what their goals are and how they will go about accomplishing them. In the process of *deciding* when to use *particular strategies*, students think and make conscious decisions about the learning process and choose the best and most appropriate strategy in a given situation.

Active participant: Students

2. *Presentation*: The teacher demonstrates the new learning strategy and explains how and when to use it. e.g.: Explaining the importance of the strategy, asking students when they used the strategy. In this component, teacher provides room for modeling of strategic thinking, identifying the strategies by name, providing opportunities for practice and self-evaluation. This step gives more room to teacher to set the model on how and what to perform in speaking performance before and after.

Active participant: Teacher

3. *Practice*: Students practice using the strategy with regular class activities. e.g.: asking questions, cooperating with others, seeking practice opportunities. In this component, the students need to drill themselves periodically. They need to focus on how they promoted speaking aspects strategies as intended. While *practicing* students monitored strategy used coordinate, organize, and make associations among the various strategies available.

Active participant: students

4. *Evaluation*: Students evaluate their use of the learning strategy and how well the strategy was working for them. In the last component, students attempt to evaluate whether what they are doing. It will be more effective by means of self questioning, debriefing discussions after strategies practice and checklists of strategies used to allow students to reflect through the cycle of learning. At this stage, all the previous stages are evaluated.

Active participant: students

5. *Expansion*: Students extend the usefulness of the learning strategy by applying it to new situations or leaning for them. e.g.: Re-arranging and re-planning their learning.

Active participant: students

Based on the explanation above, it might be assumed that CALLA has general goals rather than focusing on specific language skill such as speaking. It

helps teacher to design a more general and blended material of English and other subject in the classroom as it is intended to help the students to use the language as a medium to explain the mainstream content subject. Parts of language such as vocabulary, structure, and language functions have helped the students to develop their receptive and productive language skill. However, language skills are not taught as objectives in teaching. In this research, CALLA is modified in more specific objectives when it is applied to teach language skill. Listening, speaking, reading and writing are different language skills which have to be designed and carefully applied so that the student's performance would be improved significantly.

Therefore the researcher proposes metacognitive strategy training which is modified from SILL (Oxford's six dimensions of strategy classification) focusing on metacognitive strategies as part of indirect strategies employed by students and CALLA's model that is in stages of preparation, presentation, practice, evaluation and expansion. Metacognitive strategies deal with pre-planning and self-assessment, on-line planning, monitoring and evaluation, as well as post-evaluation of language learning activities (e.g., previewing the language materials for the day's lesson, organizing one's thoughts before speaking, or reflecting on one's performance). Such strategies allow students to control the learning process by helping them coordinate their efforts to plan, organize, and evaluate target language performance. In this training, teacher's presentation accompanies the other phases so that students have model in regulating their knowledge of metacognitive strategies and speaking skill.

2.12. Procedure of Developed Metacognitive Training in Speaking Skill

The training was based on CALLA model of teaching learning strategy which includes five steps:

1. Preparation: The purpose of this phase is to help students identify the strategies they were already using and to develop their metacognitive awareness of the relationship between their own mental processes and effective learning. In this step the teacher explains the importance of metacognitive learning strategies and a booklet including different metacognitive strategies is distributed to the students. In relation to speaking skill which is the subject of this study, students with the help and guidance of the teacher set specific goals for speaking task within a certain time frame, and they planned their time in order to accomplish the task (time-management).

Metacognitive strategy: Self-plan

2. Presentation: This phase focuses on modeling the learning strategy. The teacher talks about the characteristics, usefulness, and applications of the strategy explicitly. Through examples and illustrates, the teacher models his own strategy use through a speaking task. Students are explicitly taught about the variety of strategies to use when they do not know how to present their ideas and they judge parts of task to be important to the overall meaning of the presentation. But more importantly, they receive explicit instruction on how to use these strategies. They are explained that they need to identify contextual cues for guessing WH questions which may be effective in some rich-context cases. The preparation and

planning, the selection of ideas and its explanation, monitoring of strategy selection and use, evaluation of effectiveness of metacognitive strategies, and later expansion of strategy use for speaking task are illustrated through several examples.

Metacognitive Strategy: Self-plan; Self-management, Self-monitor; Self-evaluation; Self-expansion

3. Practice: In this phase, students have the opportunity of practicing the learning strategies with an authentic learning task. They are asked to make conscious effort using the metacognitive strategies in combination with speaking skill. The students practice monitoring at the same time they also apply multiple strategies available to them. The students are expected to be aware of multiple strategies available to them. They need to monitor and evaluate their own way in presenting a task. Teacher is around to model on how to present ideas in different ways. Students are shown how to recognize when one strategy isn't working and how to move on to another. For example, a student tries to use explain one topic but he/she forgets what the next part after the opening then he needs to look for other parts of the topic to continue the presentation. He/she needs to be able to shift to other strategies like using contextual clues to help them to deliver presentation smoothly.

Metacognitive Strategy: Self-monitor; Self-evaluation

4. Evaluation: The main purpose of this phase is to provide students with opportunities to evaluate their own success in using learning strategies. This phase

is important as it help students to develop their metacognitive awareness of their own learning processes. After a certain time, students are expected to develop a system in which they are able to build their individual management of language learning. Activities used to develop students' self-evaluation insights include self-questioning, debriefing discussions as part of interview after strategies practice, in which students expressed their opinions about the usefulness of particular strategies.

Metacognitive Strategy: Self evaluation

5. Expansion: In this final phase students are encouraged to: a) use the strategies that they found most effective, b) apply these strategies to new contexts, and c) devise their own individual combinations and interpretations of metacognitive learning strategies. They are asked to consider not only aspects of speaking improvement but also metacognitive strategy use. They are encouraged to communicate their constraints in doing the steps.

Metacognitive Strategy: Redesign plan; Redesign management; Redesign monitor; Redesign evaluation.

This model is evaluated and re-planned for improving their speaking performance. Later the input they have from previous task is part of declarative knowledge that can be used for the next speaking task so the students are able to transform declarative knowledge of metacognitive strategy use in speaking to procedural one. At the same time it is important to distinguish between teaching strategies and learning strategies. The researcher proposes to consider two

different roles namely a language teacher and as a language student in lesson plan later (see Figure 4).

Figure 4   Lesson Plan based on developed metacognitive strategy training

Lesson Plan Components	Teacher's role	Student's Role
Pre Activity	*Presentation*	Planning
Whilst-Activity	*Presentation*	Management Monitor Evaluation
Post Activity	*Presentation*	Evaluation Expansion

Adapted from Chamot (1990)

2.13. Theoretical Assumption

In line with the previous discussion, it is assumed that metacognitive strategy training develops a regulation of students' metacognitive strategy use in speaking skill. Metacognitive strategy use focuses on the use of self-plan, self-management, self-monitor, self-evaluation, and self-expansion employed by the student dealing with aspects of speaking. When students use metacognitive strategy use more frequently, it leads them to develop a system to have better performance in speaking because learning strategies they employ contribute on it.

Therefore the researcher assumes that students who applied metacognitive strategies more frequently have improved aspects of speaking. The improvement of speaking performance promotes better performance in speaking. Several previous researches focused on the strategy use and the other focused on the language skill. These raised the willingness of the researcher to conduct similar metacognitive strategy training to see the implementation in form of process and design of the training itself related to improvement of speaking aspects. This training focused on the process of employing metacognitive awareness and put it into procedural knowledge in promoting speaking aspects. Student's awareness in using metacognitive strategies results in student's active engagement in speaking.

Metacognitive strategy training that consists of preparation, presentation, practice, evaluation, and expansion is considered to be effective in promoting aspects of students' speaking performance. It is assumed that this training increases metacognitive strategy use in speaking. Although speaking is important skill for making good communication, speaking is included in difficult skill to be mastered by the students. There are many students who are still frightened in speaking. By seeing this fact, English teacher trains the students to be able to employ metacognitive strategies to improve their speaking skill. By the end of the training, students are expected to regulate their metacognitive strategy use in speaking. The process they experience also develops their speaking performance to be better.

The following picture describes thinking frame about how metacognitive strategies can promote students speaking skill.

| METACOGNITIVE TRAINING | → | METACOGNITIVE STRATEGY USE | → | STUDENTS' SPEAKING SKILL |

2.14. Hypotheses

Concerning to the concept and theoretical assumption above, the researcher formulated the hypotheses as follow:

H_o = there is no significant difference between students' speaking performance before and after metacognitive strategy training is given.

H_1 = there is a significant difference between students' speaking performance before and after metacognitive strategy training is given.

CHAPTER III

RESEARCH METHODOLOGY

To verify the hypotheses empirically and to transform the data, this particular chapter elaborates the design of the research, how to collect the data from the subject, how to analyze the data. This chapter also explains the research procedure, validity and reliability of the test instrument, data treatment, and hypothesis testing.

3.1 Research Design

The research was designed on a combination between quantitative and qualitative study. The mixed-method approach was designed in sequential explanatory strategy. The purpose of this sequential explanatory strategy is to "use qualitative results to assist in explaining and interpreting the findings of a primarily quantitative study" (Creswell, 2009:203-211) which in our case was to explain and interpret the quantitative results by collecting and analyzing follow-up qualitative data. In this case, the qualitative data collection of the process before, during, and after metacognitive strategy training is used to support the quantitative data of students' speaking aspects development.

In quantitative research, this research is a pre-experimental and descriptive quantitative design. The quantitative research is in the *one-group pretest-posttest, pre-experimental design*. It can be presented as follows:

T1 X T2

Note:

T1   : Pretest

T2   : Posttest

X   : Treatment (Metacognitive Strategy Training)

In quantitative design, the researcher discovered information on aspects of speaking skill that can be promoted after conducting metacognitive strategy training.

Qualitative design is used to support the findings in speaking performance improvement after the training. In qualitative design, the researcher elicited the information the process of employing metacognitive strategies in relation to students' active engagement during the training, and what metacognitive strategy use was used most, and the proposed model of training for secondary students. Questionnaire and observation were employed to see the process in transforming declarative knowledge to regulation knowledge of metacognition in speaking.

3.2. Subjects

Subjects in this study were students from Senior High School in the second level. The researcher chose them as the subject of the study because they had learnt material of English at senior high school setting.

The population of this research was secondary students of SMAN 4 Bandar Lampung majoring in science. There were three classes of secondary students. Each class consists of 35 to 38 students. In determining the class the researcher used *simple random probability sampling by using dice* so that all the secondary classes got the same chance to be the sample.

3.3. Source of the Data

The data of this study were in the form of:

- ✓ Students' speaking aspects before and after the training
- ✓ Students' active engagement during the training in form of observation result
- ✓ Students' active engagement during the training in form of questionnaire result

3.4. Data Collecting Technique

In collecting the data, the researcher used some technique as follows:

Administering the Speaking Test

The kind of speaking test is a performance test. This test was given in order to see the student's speaking performance achievement before and after the training in form of pretest and posttest. The pretest had been conducted before the training began while posttest of speaking was conducted after the researcher had completed the treatment. It is used to know if there was any increase of students' speaking performance after the training. The test was also used to determine the aspects that were improved after the training. Therefore the post test had the same difficulty as the pretest.

In selecting the short functional text, the researcher considered authentic materials which were in form of invitation, advertisement, and poster. The three of them were chosen because each had different features to be used in speaking performance. The level of task difficulty was easy, more difficult, and the most difficult one. *Invitation* was classified easy to do as it helped students with more factual information and less implied information. Invitation was chosen as to be presented in the first session of the training because the material was more or less similar to those found in Bahasa Indonesia. It had more words and phrases. Meanwhile, students needed to concentrate and figure out some phrases that were

not found in Bahasa Indonesia. Those new words and phrases helped the students to explain the idea found in the text and later presented in their own understanding about the text. At the same time, students developed their own capability in employing metacognitive strategies and speaking aspects. They needed to develop their linguistic and extralinguistic in speaking performance. *Advertisement* was classified more difficult because students needed to convey implied messages besides factual information that could be found in the text. *Poster* was classified the most difficult to be presented because it needed the strength of students' imagination to articulate the implied message carried by the word or phrases.

The validity of test was measured by content and construct validity. Content validity was obtained by choosing the texts based on School Based Curriculum (KTSP 2006) for secondary students of Senior High School, while construct validity was achieved by representing five aspects of speaking skill. Those five aspects were comprehension, pronunciation, fluency, pronunciation, and structure.

Administering Observation Sheet

Observation was used to determine process of employing metacognitive strategy use and improvement of speaking aspects. It was conducted more on the researcher's side as the teacher to see the process based on what the students did as a whole process during the training. The process was seen by examining metacognitive strategy use and aspects of speaking developed before and after the treatment. In two dimensions provided, there was an implementation as well as

evaluation for better result relating to speaking skill in EFL context. They seem intertwined as the result is a form of process that was achieved and evaluated.

Administering Questionnaire Sheet

Questionnaire was used to support the result of observation. It was conducted more on the students' side to see process of employing metacognitive strategy use and improvement of speaking aspects. The process was seen from students' own identification of metacognitive strategy use and aspects of speaking developed before and after the treatment. In two dimensions provided, there was an implementation as well as evaluation for better result relating to speaking skill in EFL context. Later the data was used to design the appropriate metacognitive training for secondary students in foreign language learning context. It was used as atriangulation to support the data from observation so the process could be seen as students' active engagement.

3.5. Steps in Collecting the Data

In collecting the data, the researcher used the following procedures:

1. Determining the subject of the research.

   In determining the sample, the researcher used simple probability sampling, by using lottery. The researcher chose one class out of three classes majoring in science at SMAN 4 Bandar Lampung as the research subject. The class consists of 36 students. The researcher chose the class as it represents the types

of students: low, middle and high in speaking. The class chosen represented the natural setting of speaking class in secondary setting. Metacognitive Strategy Training was conducted to see the process and product of the training.

2. Determining the instruments of the research.

A. Observation

The researcher used observation sheet was based on CALLA's approach (Chamot & O' Malley, 1987:191-204). CALLA's aproach was too general to be observed, therefore the details of the observation was adapted from Metacognitive Strategies by Oxford (1996:152-163) and aspects of speaking from Harris (1874:81). The observation sheet consists of self-plan, self-monitor, self-evaluation, and self–expansion. Item constructions in details is constructed by adopting metacognitive strategies by Oxford(1996:152-163) while self-expansion was adopted from CALLA's phases provides opportunities to relate and apply new information to their own learning. The aspects of speaking also shapes the details on what to be promote during the training. In this way, the researcher would be able to see the details of the observation as the process of students' engagement activities in speaking before and after metacognitive strategy training. Below is a matrix to see the students' activity related to metacognitive strategy use in speaking (see appendix 15).

In the observation sheet, the researcher determined four aspects of metacognitive strategies that students employed during the training. Those

aspects are self-plan which consisted of 9 activities; self-monitor which consisted of 5 activities; self evaluation which consisted of 5 activities; and self-expansion which consisted of 5 activities.

Label	Activity	Medium	Before Tally	After Tally
SELF PLAN	Learners identify their prior knowledge about invitation	Note		
	Learners identify the purpose of a language task			
	Learners over-view and link with already known materials.			
	Learners prepare comprehension to present advertisement			
	Learners prepare pronunciation to present advertisement			
	Learners prepare fluency to present advertisement			
	Learners prepare vocabulary to present advertisement			
	Learners prepare grammar to present advertisement			
	Learners observe the samples and decide the aspects of speaking that they need to practice later on			
	Total			
SELF-MONITOR	Learners monitor their comprehension	Note & Practice		
	Learners monitor their vocabulary			
	Learners monitor their pronunciation			
	Learners monitor their fluency			
	Learners monitor their grammar			
	Total			
SELF-EVALUATION	Learner evaluate their comprehension	Note & Practice		
	Learner evaluate their vocabulary			
	Learner evaluate their pronunciation			
	Learner evaluate their fluency			
	Learners evaluate their grammar			
	Total			
SELF – EXPA	Learners add new ideas in comprehension	Note & Practice		
	Learners add new ideas in			

NSIO N	vocabulary				
	Learners add new ideas in pronunciation				
	Learners add new ideas in fluency				
	Learners add new ideas in grammar				
	Total				

B. Questionnaire

Questionnaire was used to serve first data of students' frequency of using metacognitive strategies in speaking. In collecting the data, the researcher used questionnaire before, during, and after the training. This study adopted metacognitive strategies which was proposed by Oxford (1996:152-163) and CALLA's approach (Chamot&O'Malley, 1987:191-204). The aspects of speaking also provide more details in constructing questionnaire. The questionnaire consisted of 24 items for identifying learning strategies used by students in speaking skill. On a five-point scale ranging from "never" as 1, " sometimes" as 3, and "always" as 5, students stated their experience in using learning strategies.

Similar to the observation sheet that the researcher used, the questionnaire being used consisted of four aspects of metacognitive strategies. It consisted of self-plan, self-monitor, self-evaluation, and self-expansion. The items contained self-plan which was acted in 9 activities; self-monitor which was

acted in 5 activities; self evaluation which was acted in 5 activities; and self-expansion which was acted in 5 activities.

Having completed the each training for the material given, the students had to complete the questionnaire to see the improvement of their metacognitive strategy use in speaking. Besides that, it intended to help students develop their awareness in employing metacognitive strategies and in evaluating their speaking aspects that they performed for different type of speaking skill in the class. Below is the questionnaire distributed to students.

No	Label	Activity	Never	Some times	Always
			1	3	5
1	SELF PLAN	I identify my prior knowledge about invitation			
2		I identify the purpose of a language task			
3		I over-view and link with already known materials.			
4		I prepare comprehension to present advertisement			
5		I prepare pronunciation to present advertisement			
6		I prepare fluency to present advertisement			
7		I prepare vocabulary to present advertisement			
8		I prepare grammar to present advertisement			
9		I observe the samples and decide the aspects of speaking that I need to practice later on			
		Total			
10	SELF-MONITOR	I monitor their comprehension			

11		I monitor their vocabulary			
12		I monitor their pronunciation			
13		I monitor their fluency			
14		I monitor their grammar			
		Total			
15	SELF-EVALUATION	I evaluate their comprehension			
16		I evaluate their vocabulary			
17		I evaluate their pronunciation			
18		I evaluate their fluency			
19		Is evaluate their grammar			
		Total			
20	SELF - EXPANSION	I add new ideas in comprehension			
21		I add new ideas in vocabulary			
22		I add new ideas in pronunciation			
23		I add new ideas in fluency			
24		I add new ideas in grammar			
		Total			

3. Preparing the Pretest Materials

In this research, the pretest materials were about short functional text as stated on the curriculum (KTSP 2006). Selecting speaking materials constituted an effort to determine the speaking materials in the training, so the materials would be in accordance with the curriculum. The materials taken

were in form of invitation, advertisement, and poster. The materials were taken from internet so they were authentic.

The level of students' performance was identified based on Oral-English Rating Harris (1974:84). The researcher also used the data from the pretest and posttest to see the speaking production level improvement.

3. Conducting pre-test

Pre-test of speaking was conducted to investigate present speaking performance. The materials were in form of invitation, advertisement, and poster. The score was adjusted into a scale of 0-100 so that it was easier to correlate to data of metacognitive strategies. The speaking performance was taken by asking the students to have it individually and being recorded. Both pretests were conducted in a 90 minute meeting.

4. Conducting questionnaire before treatment

In order to discover the students' current frequency of using metacognitive strategy in speaking, the questionnaire was distributed in form of questionnaire by marking "never", "sometimes", and "always". It was done to determine the current use of metacognitive strategies before. It was also done to introduce metacognitive strategies and its relation to speaking aspects which would be identified as part of the process during the training.

5. Giving Treatment

The developed metacognitive strategy training was conducted in three weeks. There are six time treatments conducted in this research. Each material was given in 2 times 90 minute meetings consisting of metacognitive strategy training procedure through CALLA approach. The procedures were applied to activate students' awareness of metacognitive strategy use in speaking skill.

6. Conducting observation and questionnaire during treatment.

During the treatment, the researcher used observation and questionnaire to see students' active engagement during the training. The observation which was viewed from the researcher's side employed checklist and tally. It was done during the treatment.

Besides that, the researcher also conducted questionnaire in order to have more accurate data to support the observation data. Questionnaire which was viewed from the students' side employed Likert scale which was classified ans "never":, "sometimes", and "always".

6. Conducting the Posttest

The researcher used the same speaking material to see the students' speaking performance after the training. At the end of the treatments, students were given questionnaires to see the improvement they gained. It was also

conducted in 90 minute meeting to record student's speaking performances and to do the questionnaire.

7. Analyzing the Test Result (Pretest and Posttest)

After conducting pretest and post test, the researcher analyzed the data. The data of students' speaking performance was analyzed by using t-test i.e. paired sample t-test in SPSS 15.

8. Analyzing the Observation and Questionnaire Result

Having gained all the data from obsevation and questionnaire, the researcher analyzed the data to see the student's active engagement during the training. The data of students' metacognitive strategies was analyzed by seeing the percentage of metacognitive aspects use before, during, and after treatment

8. Making a report and discussion of findings

Having gained all the data, the researcher made report and discussion on findings of metacognitive strategy training to promote speaking performance.

3.6. Training procedure

In the meetings, the researcher told the students that they were going to have metacognitive strategy training to improve their speaking skill. In this research, the researcher who also became a trainer in metacognitive strategy training will explicitly explain a design of Metacognitive Strategy Training that is

modified from Oxford's Metacognitive strategy and CALLA's model. The training was focused on some phases of explicit training that enable students to perform an executive function in the management of cognitive strategies classified in form of *self-planning, self- self-monitoring and self-evaluating*. At the same time, students needed to learn *how to expand various strategies*. This training improved the student's metacognition awareness, be able to employ it and select the appropriate strategy to use. It aimed at understanding of what students know and how they think, including the ability to regulate their thinking as they work on a task. The researcher assumed that this evaluation would bring self-awareness to students which finally develop their autonomy in learning. The presentation of Metacognitive Training Strategy would be in three phases of Lesson Plan namely pre activity, whilst activity, and post activity.

A. PRE ACTIVITY

During the pre activity, teacher did ice breaking activity and led students' attention to what they had to learn in this lesson. She showed some pictures of invitation and asked them to think about what they saw and staid what they had in their mind. She also helped students to speak their opinion about ideas they had when they saw the picture. Then teacher led student's attention to two different objectives she asked students to achieve after the training. She also explained two important objectives that students had to focus during the lesson namely metacognitive strategy and speaking aspects. Teacher also asked students to recall

what they did in past whether they had ever used metacognitive strategy in doing speaking practice and what aspects of speaking they had focused on.

B. WHILST ACTIVITY

During whilst activity, students had three different stages namely: preparation, practice and monitor, evaluation and expansion.

Stage 1 Preparation: Self-planning

In this stage, the students conducted pre-speaking activities to activate their prior background knowledge about the materials that would be presented. In preparation phase of a lesson that included learning strategies, the teacher tried to activate students' prior knowledge of the strategies they already used to prepare particular speaking task and aspects of speaking performance they had known. Teacher put a realia of invitation and two charts of Metacognitive strategies and speaking aspects. Students were asked to sit in groups to help them focusing and centering what they had shared for material overview. The two ideas were put in different pictures to help students aware of what they should focus during the training. A set of questions like who, what, when, where, why, and how would lead their thinking to ideas of metacognitive strategy use and aspects of speaking performance. They gave various answer based on the two different ideas on how to prepare their speaking performance namely *Metacognitive Strategies* consists of planning, managing, monitoring, evaluating, and expansing and *Aspects of Speaking* consists of comprehension, vocabulary, pronunciation, fluency, and structure. Teacher told them that they used the first strategy of Metacognitive

Strategy that was planning. Teacher also modeled the planning when students had difficulty in planning aspects of speaking.

Stage 2 Practice and Monitor: Self-Monitor

In this stage, students were given same topic but in different pictures. Teacher asked them to work in groups and worked on two important objectives of training: Metacognitive Strategies and aspects of speaking. Teacher helped the students by modeling when they had difficulty during the group work. Student was obliged to present the text in their own ideas while the other member of the groups had to listen and made note on what had to be kept and to be revised. Teacher moved around the class to make sure every student had their own time to practice and to monitor. In this way, student had applied self management and self-monitor for self and others.

Stage 3: evaluation and expansion: Self-Evaluation and Self-Expansion

This stage was designed to develop student's ability to be more aware of strategy they used and evaluate what they had done for the speaking performance. The evaluation phase of CALLA was intended to raise self-evaluation and the effectiveness of strategies students had used in accomplishing the task. Students needed to find which strategies had worked on certain tasks and why. They also needed to be modeled when they had difficulty in identifying what they had to work on. A self-evaluation in performance checklist was a good aid to help students identify what they had done and should be revised and what they forgot doing. The items were in form of metacognitive strategies and aspects of speaking

performance. This checklist helped students to be always aware of the goal in the training. By showing them at the end of their individual performance, students were able to identify the strategy changes and aspect of speaking they needed to work on.

The expansion was part of development. This stage would be integrated with evaluation because expansion was a sign of re-doing what students had already evaluated after speaking performance. Since students sometimes found difficulty in varying what they had done, teacher also needed to model in different ways of what could be something new based on the evaluation. In this way students were able to have their own ideas and develop new ways of speaking performance.

C. POST ACTIVITY

In the post activity, student was asked to present their speaking performance voluntarily in front of other students. Teacher elicited ideas, comments and questions from others and share what might come up as new or different ideas. They were also given time to re-design their speaking performance and present it if they wanted to.

Post activity was also used to help students to re-think and re-design their own ideas based on their findings after stage 3 (evaluation and expansion). It was

intended to give more rooms of metacognitive strategies aspects to be activated and regulated as knowldge.

3.7. Training Schedule

WEEK	MATERIAL	NOTE
1st Week (90 minutes/ 1 meeting)	• Explain the research project to the students • Determine their involvement in the research • Introduce the ideas of metacognition. • Discuss metacognitive ideas as revealed in students' self assessment • survey metacognitive strategies • Discuss learning stages in relation to the metacognitive ideas based on speaking task • Introduce three different speaking assignments and its objective in delivering the monologue for the next three weeks. • Make pair work and group work	Pre Training Session
2nd Week (180 minutes/ 2 meetings)	• Apply Lesson Plan 1 • Administer questionnaires • Discuss with students their initial understandings of metacognition strategies in speaking • Explain metacognition and involve students in interview	Training Session 1
3rd Week (180 minutes / 2 meetings)	• Apply Lesson Plan 2 • Administer questionnaires • Discuss with students their initial understandings of metacognition strategies in speaking • Explain metacognition and involve students in interview	Training Session 2
4th Week (180 minutes /	• Apply Lesson Plan 3 • Administer questionnaires • Discuss with students their initial understandings of metacognition strategies in speaking • Explain metacognition and involve	Training Session 3

2 meetings)	students in interview	
5th Week (90 minutes / 1 meeting)	• Discuss metacognitive ideas as revealed in students' self reflection • Sum up the idea of metacognitive strategy in speaking skill	Post Training Session

3.8. Validity

The data of the research should be valid and reliable. As Setiyadi (2006: 22) stated that the validity of an instrument is to measure what should be measured. the discussion of the validity of metacognitive strategy questionnaire, observation sheet, and speaking pre-test and post-test were provided below.

.

a. Content validity

Content validity is related to the items constructed (Setiyadi, 2006:22. In this research, it would be related to pre-test and post test of speaking instrument. She validated the speaking test instrument and items for its content validity. It is concerned with whether the material for speaking pre-test and post-test is sufficiently representative and comprehensive for the test. The materials chosen were based on the materials proposed by the syllabus of KTSP 2006 in secondary school. This is to determine that the students have the appropriate materials and speaking skill expected to

achieve. Therefore the instruments used in this research fulfilled their content validity.

b. Construct Validity

Construct validity is needed by instrument that has some indicators to measure (Setiyadi, 2006:25). It is concerned with whether the test is actually in line with the theory of what it means to know the language is being measured. In this research, the construction of items in observation sheet and questionnare in Likert scale was done by employing CALLA's aspects and LLSQ. It was intended to see the students' metacognitive strategy use. At the same time, rubric was used to assess speaking performance.

Metacognitive strategy use was measured by using questionnaire items and observation sheets. The researcher used construct validity for validating questionnaire items. In this research, the researcher proposed questionnaire items and observation sheets that were constructed from metacognitive strategies by Oxford (1990) and CALLA (Chamot and Malley (1987). This new model then was reflected in speaking aspects. The items construction reflected *self-planning, self-monitoring self-evaluating and self-expansion* and at the same time students were asked to

have reflection on their speaking aspects namely *comprehension, vocabulary, fluency, pronunciation,* and *structure*.

3.9. Reliability

1. Reliability of Observation

The Reliability of this observation was its consistency so that its data was trustworthy (Setiyadi, 2006:30). Based on the way of collecting data, the researcher used triangulation by using questionaire. It was used to get consistent data during the research. The construction of its item was in the same way of constructing questionnaire that was in form of CALLA's aspects and LLSQ.

Strategy Measured	Number of Observation Sheet
Self-Plan	1 - 9
Self-Monitor	10 – 14
Self-Evaluation	15– 19
Self Expansion	20 - 24

2. Reliability of Questionnaire

The reliability of questionnaire was tested by using Cronbach's Alfa. Cronbach's alpha coefficients were computed for the entire set of 4 different categories in 24 items (= .774) in order to find out the internal

consistency reliability of learning strategies questionnaire. Since the category of = .774 is reliable then the questionnaire can be used and the result can yield reliable information. It was translated to Bahasa Indonesia in order to facilitate the students in understanding the statement. Those statements were measured under five categories i.e. self-plan, self-monitor, self-evaluation, and self-expansion.

Strategy Measured	Number of Questionnaire Sheet
Self-Plan	1 - 9
Self-Monitor	10 – 14
Self-Evaluation	15– 19
Self Expansion	20 - 24

2. Reliability of Speaking Test

Reliability of the test can be defined as the extent to which a test produces consistent result (Setiyadi, 2006:16). The researcher used inter-rater to see the reliability of the raters in determining the speaking skill that the student has before and after the training. In order to see the coefficient of the reliability, the researcher employed the formula of coefficient correlation. It was found that the result of rk= 1 which means the score given by the raters test fulfilled the criteria of reliability to support the data before and after process of the training.

3.10. Credibility

As outlined above, triangulation is undertaken in the current study and this was made possible by using a mixed methods design in which quantitative and qualitative data were merged by data transformation and discussion (Creswell : 2009, p.203). In conducting observation and questionnaire, researcher intends to get more reliable data to support each other. This was done in the current study when quantitative data were compared with qualitative data and where some of the qualitative data was quantified in form of descriptive data (namely metacognitive strategies in use and speaking aspects analysis).

3.11. Data Analysis

Analysis means categorizing, ordering, manipulating, and summarizing data obtained to answer the research question. When data came from the same subject, the data instrument would be repeated measures T-test (Setiyadi, 2006: 95). Therefore, the data was collected and analyzed to see the implementation of metacognitive strategy training on students' speaking performance and whether there was a significant improvement after being trained.

3.11.1. Data analysis of Students' Speaking Performance Achievement

In order to analyze the improvement of students' performance in speaking, the data was analyzed by these following procedures:

1. Scoring the pre-test and post-test.

2. Tabulating the result of the test and calculating the mean of pre-test and post -test.

3. Drawing a conclusion from tabulated results of pre-test and post-test, then was analyzed by using Repeated Measure t-test of SPSS 15 for windows. It was conducted to test how significant the improvement before and after the training, in which the significance is determined by $p < 0.05$ (Hatch & Farhady, 1982 : 114).

3.11.2. Data Analysis of Students Metacognitive Strategies in Observation

In order to see the improvement on students' metacognitive strategy in speaking, observation data was analyzed by these following procedures:

1. Separating data of metacognitive strategies before and after the training.

2. Tabulating the result of students' metacognitive strategy; categorizing metacognitive strategy into four classifications, i.e. self-planning, self-monitoring, self-evaluating, and self-expanding. Later they were

calculated based percentage of each classification before and after the training.

3. Drawing a conclusion from tabulated results of metacognitive strategy use before and after the training in form of tables and then describing each table.

In order to get reliable data of metacognitive strategies, the researcher used tally. The tally was recorded when there were students who were notified for using the activitiy classified by the aspects of metacognitive strategies. This activity was counted and tallied for the number of students applying. There were 36 students who were notified during the observation, therefore the researcher classified the result of increase use of metacognitive strategies as follow:

Number of students	Percentage	Classification	Description
0-9 students	0 %-25 %	Not active	Not all students are not aware about metacognitive strategies in their work
10-18 students	26 % - 50 %	Less active	Half students employ metacognitive strategies in their work
19 – 27 students	51 % - 75 %	Active	More than half students employ metacognitive strategies in their work

27 – 36 students	76 % - 100 %	Very Active	All students employ metacognitive strategies in their work

The classification was based on the assumption that the process of active engagement would be classified into four levels namely not active, less active, active, and very active. It helped the researcher to observe whether level of students' engagement during the training could be classified into one of the description used.

3.11.3. Data Analysis of Students Metacognitive Strategies in Questionnaire

In order to see the improvement on students' metacognitive strategy in speaking, questionnaire data was analyzed by these following procedures:

1. Separating data of metacognitive strategies before and after the training.

2. Tabulating the result of students' metacognitive strategy; categorizing metacognitive strategy into four classifications, i.e. self-planning, self-monitoring, self-evaluating, and self-expanding. Later they were calculated based percentage of each classification before and after the training.

3. Drawing a conclusion from tabulated results of metacognitive strategy use before and after the training in form of tables and then describing each table.

In order to get reliable data of metacognitive strategies, the researcher used Likert scale. The questionnaire consisted of 24 items for identifying learning strategies used by students in speaking skill. On a five-point scale ranging from "never" as 1, " sometimes" as 3, and "always" as 5, students stated their experience in using learning strategies. The likert scale was counted on was recorded when there were students who were notified for using the activitiy classified by the aspects of metacognitive strategies. There were 36 students who were given questionnaire therefore the researcher classified the result of increase use of metacognitive strategies as follow:

Strategies	Number of activities	Possible score range from the quesstionaire / Percentage	Description
Self- Plan	9	1620 / 100 %	Maximum score that describes all students always use self-plan
		972 / 66.7 %	Average score that describes some students always use self-plan
		324 / 33 %	Minimum score that describes students never use self plan
Self-	5	900 /	Maximum score that

Monitor		100 %	describes all students always use self-monitor
		540 / 66.7 %	Average score that describes some students always use self-monitor
		180 / 33.4 %	Minimum score that describes students never use self-monitor
Self-Evaluation	5	900 / 100 %	Maximum score that describes all students always use self-evaluation
		540 / 66.7 %	Average score that describes some students always use self-evaluation
		180 / 33.4 %	Minimum score that describes students never use self-evaluation
Self Expansion	5	900 / 100 %	Maximum score that describes all students always use self-expansion
		540 / 66.7 %	Average score that describes some students always use self- expansion
		180 /	Minimum score that

		33.4 %	describes students never use self- expansion
Total	24	4320 / 100%	Maximum score that describes all students always use all metacognitive strategies
		2592 / 66.7 %	Average score that describes some students always use all metacognitive strategies
		864 / 33.4 %	Minimum score that describes students never use all metacognitive strategies

The classification was based on the assumption that the process of active engagement would be classified into three levels namely maximum, average, and minimum use of metacognitive strategies. It helped the researcher to analyze items in the questionnaire in order to describe whether they had maximum, average, or minimum use of activities classified in metacognitive strategies. The accurate description of metacognitive strategies during the training could be used to find out the students' active engagement during the training.

3.12. Hypothesis Testing

The hypotheses were used to prove whether metacognitive strategy training affected students' speaking achievement or not. The hypotheses were stated as follow:

• H_o = there is no significant difference before and after metacognitive strategy training is given.

• H_1 = there is a significant difference before and after metacognitive strategy training is given.

The hypothesis was analyzed at the significant level of 0.05 in which the hypothesis is approved if sig.<0.05.

Statistical Testing: *repeated measures t-test*

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter describes the conclusion of the result of the research and also the suggestions from the researcher to the other researchers and English teachers who want to conduct metacognitive strategy training to promote students' speaking performance.

5.1 Conclusion

As there are three Research Questions adressed in this research, there are three sub-topics of conclusion would be presented.

5.1.1. Students' Speaking Skill

The training had raised the attention of students to the aspects of speaking performance. It is argued that there are some differences might be found among students' speaking skill improvement. Some students focused their metacognitive strategy use to improve their fluency and pronunciation while other students focused

their metacognitive strategy use to improve their vocabulary and comprehension. For sturture aspect, it seemed students did this aspect without much variation.

Another conclusion is that students' speaking skill is classified into stage two in language learning. They based their understanding on nonlinguistic content they are hearing or reading. There was a bit of "fluency" in comprehending the language as they could speak well in structured and predictable task.

5.1.2. The Students' Active Engagement in Metacognitive Strategy Training

Student's active engagement was seen based on what the researcher noticed during the training. It was found that students were classified as not active before the training conducted. However after the training, almost half of students were actively engaged during the learning and employed metacognitive strategies during their learning process.

Students' active engagement related self-expansion helped learners to add new ideas. The students engaged themselves mostly in self-expansion related to pronunciation. It was noticed that students practiced themselves to pronounce new words that they had in order to develop their speaking skill. It might reveal that students considered pronunciation as the most important aspect in speaking.

Self-expansion was followed by self-plan which required the students to re-plan their speaking assignment. The students prepared model and determined speaking aspects to practice. Pronunciation as one of the speaking aspects was focused mostly by the students

The lowest percentage was found in self-monitor and self-evaluation might indicate that during their practice, students had not actively employed self-monitor and self-evaluation.

5.1.3. Metacognitive Strategy Use Improvement

Planning phase was the most occupied phase by students who began to apply metacognitive strategy use. When students focused on their planning phase, they seemed to decrease their attention to other phases except evaluating and expanding phases. However, Evaluation seemed to have correlated significantly to speaking performance post-test. During the process, they began their re-planning by evaluating what they had done in previous performance.

Metacognitive strategy training made students more aware on what they planned, managed, monitored, evaluated, and expanded to improve their speaking performance. They improved their speaking performance as well as their metacognitive strategy use.

Students needed more time to transfer their declarative knowledge of metacognitive strategy use and speaking aspects into procedural knowledge so that they would be able to use it on the right time.

The implementation of metacognitive strategy training has resulted on the design of training. It requires the active roles of between the students as well as the teacher. The phases of planning, managing, monitoring, evaluating, and expanding should be accompanied by the teacher in form of presentation of the phase. Modeling was needed as it helped the students to figure out what should be done to accomplish the phases.

5.2. Suggestion

The limited study of this research such as the use of small sample size and the one group pretest and posttest design lead the researcher to propose further research related to metacognitive strategy training to promote speaking skill. Further study should investigate bigger sample size with more details of how to implement metacognitive strategy declarative knowledge into procedural one. Besides that, different level of students' speaking skill might give better understanding on the process of implementing metacognitive strategy training.

Besides that, the researcher also suggests more time to investigate the overall process of transferring declarative knowledge of metacognitive strategy use into procedural one in speaking skill.

At the end, the researcher strongly expects that this study can be a great contribution as a reference for further studies related on metacognitive strategy training especially in speaking. Therefore, the importance of explicit strategy training will be more concerned by researchers, educators, and teachers.

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