ABSTRACT

**METACOGNITION-BASED COMMUNICATION STRATEGY
TRAINING TO IMPROVE STUDENTS' ORAL COMMUNICATION
SKILL AND METACOGNITIVE AWARENESS**

By:

EVI FITRI AGLINA

This research was conducted in order to find out the effectiveness of metacognition-based communication strategy training to improve the students' oral communication skill, to find out whether this strategy training is also effective to improve the students' metacognitive awareness, and to examine which metacognition category most actively used by the students in the training process.

This control group pre-test and post-test research was conducted at UIN Raden Intan Lampung. The subjects were the second year students of English Education Program which were divided into an experiment group (n = 31) and a control class (n=30). The data for oral communication skill were collected through pretest and posttest while the data for metacognitive awareness were collected by delivering questionnaire of Metacognitive Awareness Inventory (MAI).

The findings revealed that after the students in the experiment class had metacognition-based communication strategy training, their average level of oral communication proficiency improved more significantly from 3.516 in pretest to 4.967 in postest (mean gain: 1.452) than control class whose average level is 3.633 in pretest to 4.200 in postest (mean gain: 0.467). The results also show that there was significant difference in students' metacognitive awareness in the treatment group before and after the training (sig. (p) value (0.000) < sig. level (0.05)). Meanwhile, for the metacognition category, debugging strategy has the highest mean score (3.6951) among the other aspects.

Finally, it could be concluded that Metacognition-based communication strategy training was effective to improve students' oral communication skill. The training is also effective for raising their metacognitive awareness. In addition, debugging strategy was the metacognition category which mostly used actively by the students in the training process.