

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

**A Thesis**

**By  
EVI FITRI AGLINA**



**MASTER IN ENGLISH LANGUAGE TEACHING STUDY PROGRAM  
LANGUAGE AND ARTS EDUCATION DEPARTMENT  
TEACHER TRAINING AND EDUCATION FACULTY  
LAMPUNG UNIVERSITY  
BANDAR LAMPUNG  
2018**

## **ABSTRACT**

### **DEVELOPING A 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 posttest (mean gain: 1.452) than control class whose average level is 3.633 in pretest to 4.200 in posttest (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.

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A Thesis

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



**MASTER IN ENGLISH LANGUAGE TEACHING STUDY PROGRAM  
LANGUAGE AND ARTS EDUCATION DEPARTMENT  
TEACHER TRAINING AND EDUCATION FACULTY  
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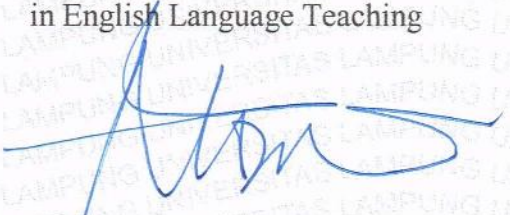
  
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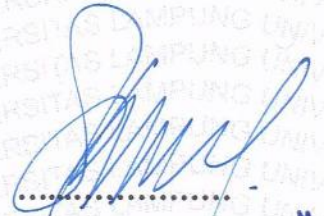
  
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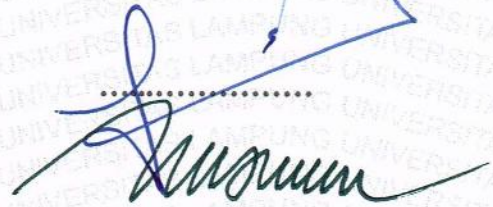
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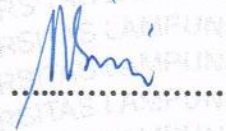
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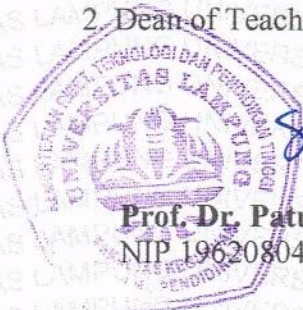
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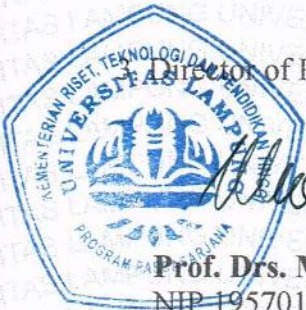
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Hereby I truly stated that :

1. The thesis entitled “Developing A Metacognition-based Communication Strategy Training to Improve Students’ Oral Communication Skill and Metacognitive Awareness” is my own masterpiece and I did not commit plagiarism or citation for the work of other authors in a way that is not in accordance with the rules of scientific ethics that apply in the academic community or what is called plagiarism
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## **CURRICULUM VITAE**

The writer's name is Evi Fitri Aglina. She was born on August, 08<sup>th</sup> 1980, in Tanjung Karang. She is the youngest daughter of Hi. M. Nachrowi and Siti Solicha.

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## **DEDICATION**

By offering my praise and gratitude to Allah Subhana wa Ta'ala for the abundant blessing to me, I would proudly dedicate this piece work to:

- My beloved parents, Hi. M. Nachrowi and Almarhumah Siti Solicha
- My beloved parents in law, R.S Sumardi and Lizana
- My beloved husband, Eko Joko Prabowo
- My beloved children, Irsyad, Kautsar, and Shivany
- My beloved brothers and sisters, Mas Udin, Mas Jun, Mas Salis, Mas Rosid, Mas Rahman, Mas Jamal, Mas Helmi, Mbak Tuti, Mas Iton, Mba Nunung (Almarhumah), Mbak Upik, Mbak Ati, Mbak Ida, Mbak Tuti Rosid, Mbak Sri, Mbak Sri Jamal, Mbak Menik, Mbak ade, Mas Prayit and Pak Suminto
- My nephews and nieces.
- My fabulous friends of batch 2016 of Master of English Education
- My Almamater, Lampung University



## **MOTTO**

*The phrase “So which of the favors of your Lord would you deny?” is written 31 times in the Holy Qur’an. That is a daily reminder from Allah Subhana wa Ta’ala to live everyday being grateful.*

*The writer*

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you to reach higher. I also express my gratitude to all of my brothers and sisters who support and give unconditional help whenever I need to achieve my dream. All of you are the reason I keep fighting my dream.

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.

Bandar Lampung, August 19<sup>th</sup> 2018

The Researcher

Evi Fitri Aglina

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# **CHAPTER I**

## **INTRODUCTION**

This chapter explains the background of the problem which gives the reason for conducting the research about Developing a Metacognition-Based Communication Strategy Training to improve Students' Metacognitive Awareness and Oral Communication Skill. This chapter also describes research questions, objectives of the research, significance of the research, scope of the research, and definition of key terms.

### **1.1 Background of the Problem**

The aim of learning a language is to communicate. Therefore, oral communication skill as one of the critically important skills in the target language needs to be developed. It is necessary to encourage learners to communicate more often and to use a broad range of language learning strategies throughout the learning process. Cohen (2003) states that the learning process can be facilitated by making students aware of the range of strategies from which they can choose and use during language learning.

Communication strategies can help learners to expand the language and to convey what they want or need to say in communication. Tarone (1980) states that even if the communication is not perfect in grammatical or lexical terms, in the process of using the language for communication, the learner will be exposed to language input which may result in learning and which may be considered a learning strategy. The point in Tarone's argument is that in order to be considered a learning strategy rather than a communication strategy, the "basic motivation is not to communicate but to learn". Tarone (1981) adds, in practice, learners may have a dual motivation to both learn and communicate, or that learners may learn the language even when the basic motivation is to communicate. Therefore, by raising learners' awareness of communication strategies will develop the oral proficiency that they might use to solve potential communication problems.

An effective way to introduce and to make learner practice some strategies needed for communication is by giving them a communication strategy training. It can be done in order for more active strategy users which made the learners' study progress faster than those who employed strategies less often. As it is said by Kyungsim and Leavell (2006) that the importance of directing learners toward strategies is that they could use it in order to become more effective in the language learning process. In this process, learners are informed about how, why, and when of communication strategy use. They are also given the opportunity to realize the benefits of strategy use, evaluate its effectiveness and transfer strategies to new situation and tasks (Sarafianou and Gavriilidou, 2015). In addition, Oxford (1990)

cited by Sarafianou and Gavriilidou (2015) stated that strategy training should be an integral part of language education since it helps students gain greater proficiency, confidence, and self-awareness.

In the process of language learning for communication, learners consequently often evaluate their success as well as the effectiveness of their English course on the basis of how well they feel they have improved in their spoken language proficiency (Richards, 1990). The activity in evaluating the success involves metacognition, that is, the ability to think about and control one's own learning. It means that they must be aware of (1) what to study in a particular learning situation, or task awareness; (2) how best to learn it, or strategy awareness; and (3) whether and to what extent they have learned it, or performance awareness (Wade & Reynolds, 1989).

Metacognition or metacognitive awareness can give positive effects on the learning process. Nakatani (2005) points out that many scholars believe that metacognition, not only can focus on raising the learner's awareness of the learning process, but also can enhance L2 skill. He adds that learner's communicative skills can be improved by developing strategies for communication. Moreover, Rahimi & Katal (2011) support that metacognition can improve the level of the students' performance and achieve the desirable goal by implementing metacognitive teaching in an educational process.

Developing these metacognitive abilities is not simply about becoming reflective learners, but about acquiring specific learning strategies as well. Metacognitive beliefs, metacognitive awareness, metacognitive experiences, metacognitive knowledge, metacognitive skills, executive skills, higher-order skills, meta-components, metamemory are some of the terms that often used in association with metacognition (Jaleel and Premachandran, 2016).

Hence, metacognition based-communication strategy training can help learners to move forward from their current base of strategy use by teaching them strategies that are either new to them or which they currently do not use very effectively. In addition, individualization can occur by offering learners a selection of strategies to choose from in different combinations for different types of task, and through the teacher or peer feedback on strategy use. This might allow learners of different proficiency levels to select strategies that suit their particular needs and way of working, as well as including the 'metacognitive dimension' that many researchers view as essential to effective strategy instruction (De Silva and Graham, 2015).

Metacognitive dimension can be distinguished into two major components: Metacognitive Knowledge and Metacognitive Regulation or Metacognitive Strategies (Flavell, 1987). The former refers to knowledge and awareness of one's own cognition which includes three sub-processes that facilitate the reflective aspect of metacognition: Declarative Knowledge (knowledge about self and

strategies), Procedural Knowledge (knowledge about how to use strategies) and Conditional Knowledge (knowledge about when and why to use strategies). The latter refers to the ability to manage one's own thinking process which consists of five sub-processes: Planning, Information Management Strategies, Comprehension Monitoring, Debugging Strategies and Evaluation (Schraw and Dennison, 1994).

According to Brown et al. (1983), metacognitive knowledge and metacognitive strategies are two different components of the term metacognition. Metacognitive knowledge refers to information learners acquire about their learning, while metacognitive strategies are general skill through which learners manage, direct, regulate and guide their learning. Learners with good metacognition not only are able to monitor and direct their own learning process but also they have the ability to master information and apply the learning strategies to solve the problem arise.

Metacognition plays an important role in varying areas of learning such as oral communication of information, oral persuasion, oral comprehension, reading comprehension, writing, language acquisition, attention, memory, problem-solving, social cognition and various types of self-control and self-instruction (Flavell, 1979). Schraw and Dennison (1994) add that metacognitive awareness allows individuals to plan, sequence, and monitor their learning in a way that directly improves performance. Based on these explanations, metacognition can give much benefit to the learner in improving their learning ability, especially the

communication skill which is very crucial for their learning language process. Metacognitively aware students learn more strategically and perform better than unaware students.

Nakatani (2005) states that students' communicative skill can be improved by developing strategies for communication. He adds that raising students' awareness of strategies that might use to solve potential communication problems could develop their oral proficiency. His study on the effect of awareness-raising on oral communication use provides a method of metacognitive strategy training which equips students to use communication strategies appropriately and effectively. Moreover, the method of metacognitive strategy training can equip students to use communication strategies appropriately and effectively. In order to cope with difficulties that arise in oral communication in the foreign language, learners need to use a variety of communication strategies (Nakatani, 2005).

A study by Maleki (2010) states that teaching Communication Strategies (CSs) is useful and feasible and that techniques can be introduced to teach them. The study used the Bottom-Up Approach as the framework within which such techniques can be put to use and create an atmosphere of easy communication and learning. Meanwhile, Sukirlan's study (2014) states that the more communication strategies the students have, the more opportunities they have to solve communication problems. Therefore, explicit instruction on the use of

communication strategies is necessary to help the students communicate their message when target linguistic resources are inadequate.

From the previous studies (Nakatani, 2005; Maleki, 2010; Sukirlan 2014) on Communication Strategy have proved that Strategy Training is beneficial for students, however, they did not investigate the communication strategy training based on metacognition to improve the students' awareness and their oral communication skill. The area of using Communication Strategy Training based on metacognitive awareness to facilitate speaking skill is unexplored. This research aims at filling this gap which might help language practitioners to design their everyday teaching activities with the research's entitled "Developing a Metacognition Based Communication Strategy Training to Improve Students' Awareness and Oral Communication Skill".

## **1.2 Research Questions**

Related to the background stated before, the researcher formulates the question as follows:

1. Is metacognition based communication strategy training effective to improve the students' oral communication skill?
2. Is metacognition based communication strategy training effective to improve the students' metacognitive awareness in their oral communication performance?

3. Which metacognition category is the students mostly used actively in performing the task given?

### **1.3 Objectives of the Research**

Related to the background stated before, the researcher formulates the objectives of the research as follows:

1. To find out whether metacognition based communication strategy training is effective to improve the students' oral communication skill.
2. To find out whether metacognition based communication strategy training is effective to improve the students' metacognitive awareness.
3. To determine which metacognition category the students mostly aware of using the communication strategy.

### **1.4 Significance of the Research**

The result of the study is intended to give a contribution to English language teaching both theoretically and practically as in the following ways:

1. Theoretically, this study supports the theories on language teaching and learning, especially those related to the study of strategy training and metacognitive awareness. It also supports the theories of oral



communication skill improvement, therefore this research can be a reference for future research.

2. Practically, the results of this study are expected to give contribution for English teachers, language researcher and other practitioners to use strategy training based on Metacognitive Awareness to improve students' oral communication skills in classroom activities. For the students, this result can help them to improve their metacognitive awareness in speaking skills by applying the strategies for oral communication in their process of learning English.

### **1.5 Scope of the Research**

The researcher limits the scope of this study with some limitations. The first limitation of this study is restricted to the second year of the English Department Students having a speaking class. However, the result might be applicable to the other levels of students at other different English Department. The second limitation is restricted to the students' oral communication skill and metacognitive awareness identification. While an explicit oral communication strategy training design which is developed from the process of learning strategies as the third limitation of this research.

## **1.6 Definition of the Key Terms**

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

### ***Communication Strategy***

*Communication strategies* (CSs) are defined as an individual's attempt to find a way to fill the gap between their communication effort and immediate available linguistic resources (Maleki, 2007). Meanwhile, Faerch and Kasper (1983a) define CSs as "potentially conscious plans" which are used by an individual to solve a problem in order to reach a specific communication goal. In conclusion, communication strategies are strategies used by foreign/second language learners to overcome their problems occurred in the communication.

### ***Strategy Training***

*Strategy Training* refers to an explicit training which can be used for the purpose as an intervention that set out to train learner to notice and then do something in order to improve an aspect of their ability to learn the language. It can help learners know more about themselves, so they can try out, test and become experts in using the strategies that help them the most (Sarafianou and Gavriilidou, 2015).

### ***Metacognitive Awareness***

*Metacognitive awareness* or known as Metacognition means being aware of how someone (particularly learners in the learning language process) thinks and learns, so they are able to reflect upon and monitor their cognitive activities and further develop and employ compensatory and correct strategies to review and regulate the activities if they are aware of their mental activities (Okoza et. all. 2013). Metacognitive awareness also defined as the awareness of one's thinking and the strategies one is using. It enables learners to be more mindful of what they are doing, and why, and how the skills they are learning might be used differently in different situations (Jaleel and Premachandran, 2016).

### ***Oral Communication Skill***

*Oral communication* can be defined as an interactive process in which individuals alternate in their roles as speakers and listeners and employ both verbal and non-verbal means to reach their communicative goals (Dunbar et. all. 2006). Oral communication takes place in face-to-face conversations, group discussions and other circumstances in which the spoken word is used to express meaning. In short, oral communication is an expression of ideas through the spoken word.

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter discusses the review of previous research related to the study, also several concepts related to the research, such as a concept of language learning strategies, a concept of strategy training, a concept of metacognitive awareness, and a concept of communication strategies. This chapter also describes metacognitive awareness in communication strategies, the procedure of strategy training on communication strategies and hypotheses.

#### **2.1 Review of Previous Studies**

Some studies have been done by many experts related to this study. Most studies explain the benefits of strategy training to some specific skill of English and some studies have proved the influence of metacognitive awareness on the learning process.

##### **2.1.1 Research on Strategy Training**

A study conducted by Nakatani (2005) investigates the effects of awareness-raising training on oral communication strategy use. It examines the current patterns

of oral communication strategy (OCS) use, to what degree the strategies can be explicitly taught, and the extent to which strategy use which can lead to improvements in oral communication ability.

The finding shows that the students in the strategy training group significantly improved their oral proficiency test scores as compared to the student who did not have the training. The evidence shows that the students in the strategy training group make longer utterance and use more achievement strategies, such as modified interaction, modified output, time gaining, and maintenance strategies than the control group.

Based on his findings, it can be seen that his study does not reveal whether the students' metacognitive awareness was improved or not by giving the strategy training. There is no explicit explanation for the improvement of specific metacognitive awareness components. So, it can be assumed that the training only focused on the use of communication strategies and the language skill, and also performance.

Meanwhile, a study of metacognitive strategy training was conducted by Sarafianou & Gavriilidou (2015) who investigated the effects of a two-month intervention program based on the application of explicit and integrated strategy instruction with a sample of 192 Greek EFL learners attending the second year of upper secondary school. Strategy use in both in experimental groups and a control

group was evaluated with the use of the adapted Greek version of Oxford's Strategy Inventory of Language Learning which was distributed before and immediately after the intervention.

The result of their study indicates that the use of strategy training to improve the learner metacognitive awareness is significantly higher. The finding also showed new evidence about the teaching ability of strategies for the EFL learning process. In addition, explicit strategy instruction informs learners of the value and purpose of learning strategy and provide them with opportunities to practice and self-evaluation. The study confirms the 'teachability' of learning strategies and suggests that explicit and integrated strategy training should have a role in the EFL classroom.

In other studies, De Silva and Graham (2015) discuss the impact of writing strategy instruction on writing strategy and how far learners of different proficiency levels are able to use the strategies taught in an effective manner. The participants are in the second year of science undergraduates following the English for Academic Purposes course at a state university in Sri Lanka. The study uses stimulated recall to explore whether the impact is different according to the proficiency level of the students, and revealed that for both high and low proficiency learners' strategy use developed as a result of the instruction.

Their study provides evidence of the effectiveness of strategy instruction on learners' strategy use, within the context of a writing strategy intervention, for both high and low attainment learners. By using stimulated recall, it results in the students' used strategies in combinations, orchestrated them to solve problems while writing and finally achieved their goals in writing. Their study also provides evidence of the writers' ability to effectively orchestrate their strategy use through the use of stimulated recall protocols. The study suggests that stimulated recall could also be used by teachers to identify learner problems in writing which would help them in planning lessons or intervention studies to suit the needs of their learners.

**Table 1 Strategy Training to Language Skills**

<b>Study</b>	<b>N</b>	<b>L2</b>	<b>L1</b>	<b>Experiment</b>	<b>Skill</b>
Nakatani (2005)	62	English	Japanese	Yes	Speaking
Gunning and Oxford (2014)	54	English	French and English	Yes	Speaking
Mansoor and Ebrahim (2014)	30	English	Persian	Yes	Listening
Rahimirad (2014)	50	English	Persian	Yes	Listening
De Silva and Graham (2015)	12	English	Sinhalese and Tamil	Yes	Writing
Sarafianou and Gavriilidou (2015)	192	English	Greek	Yes	Reading

### **2.1.2 Research on Metacognitive Awareness**

A study about the correlations between Metacognitive Awareness Inventory (MAI) and academic achievement has been done by Young and Fry (2008). The purpose of their study is to determine how MAI relates to board and singles measures of academic achievement in college students. The participants of the study are undergraduate and graduate education students at a small upper level (junior, senior and graduate level) institution located in Southeast Texas.

The finding shows that there is a correlation between the MAI and cumulative GPA. On their result study, scores on the MAI is significantly different between graduate and undergraduate students. The result of the study shows significant differences are found between graduate and undergraduate students with regard to their scores on the regulation of cognition factor of the MAI but not the knowledge of cognition factor.

Tok, Ozgan, and Dos (2010) also conducted the study of metacognitive awareness and learning strategies as positive predictor for success in distance learning. The aim of the study is to investigate the effects of metacognitive awareness and learning strategies on students' success. The participant of the study is 126 undergraduate students following distance learning. The result shows that (1) Metacognitive awareness and learning strategies have an important role in students' academic success in an online English course; (2) The subscale of metacognitive awareness, evaluation strategy, is the positive predictor of academic success; (3)



The subscales of MSLQ, organization and peer learning strategies are the positive predictors of academic success.

Another study on Metacognitive Awareness also has been done by Jaleel and Premachandran (2016) in India. The aim of their study is to analyze the metacognitive awareness based on Gender, Locality, and Type of Management of school on secondary school students. There are four major findings on their study: (1) The secondary school students are identically distributed among each group in the Metacognitive Awareness; (2) There is no significant difference in the metacognitive awareness of secondary school students based on their locale; (3) There is no significant difference in the metacognitive awareness of secondary school students based on their gender; (4) There is no significant difference in the metacognitive awareness of secondary school students based on the type of management of the school.

Based on the evidence of the studies above, the writer proposes metacognition based communication strategy training for the improvement of the students' oral communication skill and also their metacognitive awareness. The questionnaire of the Metacognitive Awareness Inventory (MAI) proposed by Schraw and Dennison (1994) was delivered to the students, before and after the metacognitive strategy training process. The speaking test has also been conducted to find out whether the students' oral communication skill improve or not, before and after they have the training.

**Table 2 Studies investigating the effects of Metacognitive Awareness to Language Skills/Aspects**

Study	N	L2	L1	Experiment	Skill/Aspect
Young and Fry (2008)	178	-	English	Yes	Academic Achievement
Tok, Ozgan and Dos (2010)	126	English	Turkish	Yes	Learning Strategy
Okoza, Aluede and Owens-Sogolo (2013)	1200	English	Hausa, Igbo	Yes	Learning Strategy
Li, Wenjing (2013)	138	English	Mandarin	Yes	No specific skill
Nosratinia, Saveiy and Zaker (2014)	150	English	Persian	Yes	Self-Efficacy and LLSs
Jaleel and Premachandran (2016)	180	English	Hindi	Yes	Learning Strategy

## 2.2 Language Learning Strategies

Sukirlan (2017) states that second/foreign learners acquire the language through a number of strategies which can be related only to the learners' process of using language known as 'communication strategies' or related to three stages involved in process of learning (i.e. planning to use the language, whilst using the language and after using the language) which is called learning strategy.

Many researchers have defined Language learning strategies (LLS) as any set of steps, operations, plans or routines used by the learner to facilitate the storage, retrieval and use of information, for example, Brown et al., 1983; O'Malley et al., 1985; Ellis, 1999 and Setiyadi, 2001. In other words, LLS are what learners do to learn and to improve their learning. These strategies include cognitive and metacognitive activities.

Cognitive strategies are often specific to distinct learning activities and include steps in learning that require direct analysis, transformation or synthesis of learning materials (Brown, 1987). Metacognitive strategies can generally be used in a variety of learning tasks and include maximizing opportunities to use the language, learning intensively, learning regularly, pushing oneself into using the language and having a concrete need/plan for learning. These strategies are considered vital for successful learning (O'Malley & Chamot, 1990).

Chamot (2004) states that strategic learners have metacognitive knowledge about their own thinking and learning approaches, a good understanding of what a task entails, and the ability to orchestrate the strategies that best meet both the task demands and their own learning strength. She also adds that overseeing the choice and application of learning strategies is the learner's metacognition or understanding of his or her own thinking and learning processes. A metacognitive model has been developed for organizing learning strategy instruction that includes four recursive processes (planning, monitoring, problem-solving, and evaluating).

In this model, teachers select learning strategies to teach depending on the point of a learning task in which the students need the most (Chamot, 2004).

Chamot & Kupper (1989) argues that learning strategies are teachable, i.e., that students can become more aware of strategies through strategy instruction. He also states that awareness of one's own strategies is closely related to metacognition, adding that more successful learners have better and more metacognitive awareness. For learners to take advantage of LLS, they need to be taught how to use the strategies, and at the same, they must be conscious of what they are doing. A learner who is able to choose appropriate language learning strategies will be able to develop his/her communicative competence (Sukirlan, 2017). When foreign language learners are in the process of learning, they are struggling to convey the intended meaning by constructing expression to the best they can when communicating with other learners in the class.

According to Ellis (1999), there are five major aspects of successful language learning: (1) a concern for language form, (2) a concern for communication (functional practice), (3) an active task approach, (4) an awareness of the learning process, and (5) a capacity to use strategies flexibly in accordance with task requirements.

The fourth characteristic of successful language learning – awareness of the learning process – suggests the importance of mentalingual strategies. Successful

learners are thoughtful and aware of themselves in relation to the learning process. They take the conscious decision and they follow their own preferred learning style. These are the learners who are able to talk effectively about their language learning because they have a well-developed meta-language for doing so (Ellis, 1999).

### **2.3 Strategy Training**

According to Sarafianou and Gavriilidou (2015), strategy training can be defined for the purpose as an intervention that set out to train learner to notice and then do something in order to improve an aspect of their ability to learn the language. It can help students know more about themselves, so they can try out, test and become experts in using the strategies that help them the most. Some of the most frequently reported from some researchers that benefits of strategy training include skill-specific improvement, increase students' metacognitive awareness as well as increased frequency and variety of strategy use.

Many experts have proved that learners need to develop their metacognitive knowledge about language learning and become aware of and evaluate their own and alternative language learning approaches. They also realize that learners' prior language learning beliefs can impact to the learner's potential learning (Lai and Lin 2014). Nosratinia, Saveiy and Zakers' study (2014) concerning about the efficacy of learner training in changing learner beliefs, explain a learner training program that engaged students in exploring their own beliefs and behaviors in group tasks

was found effective in promoting learners' active participation. In addition, informing students of the learning objectives of tasks has been found to be beneficial in that it helps students figure out what they have to do and how to achieve the intended outcome.

Strategy training helps all learners, regardless of proficiency level, to be needs-based and individualized to a degree, i.e. allow learners to move forward from their current base of strategy use by teaching them strategies that are either new to them or which they currently do not use very effectively. In both cases, some pre-intervention assessment of current strategy use is required. In addition, individualization can occur by offering learners a selection of strategies to choose from in different combinations for different types of task, and through the teacher or peer feedback on strategy use. This might allow learners of different proficiency levels to select strategies that suit their particular needs and way of working, as well as including the 'metacognitive dimension' that many researchers view as essential to effective strategy instruction. As result, student evaluation of which strategies and in which combinations were the most effective for which tasks is essential to ensure uptake of the strategies presented and for further development of metacognition (De Silva and Graham, 2015 citing Macaro, 2010).

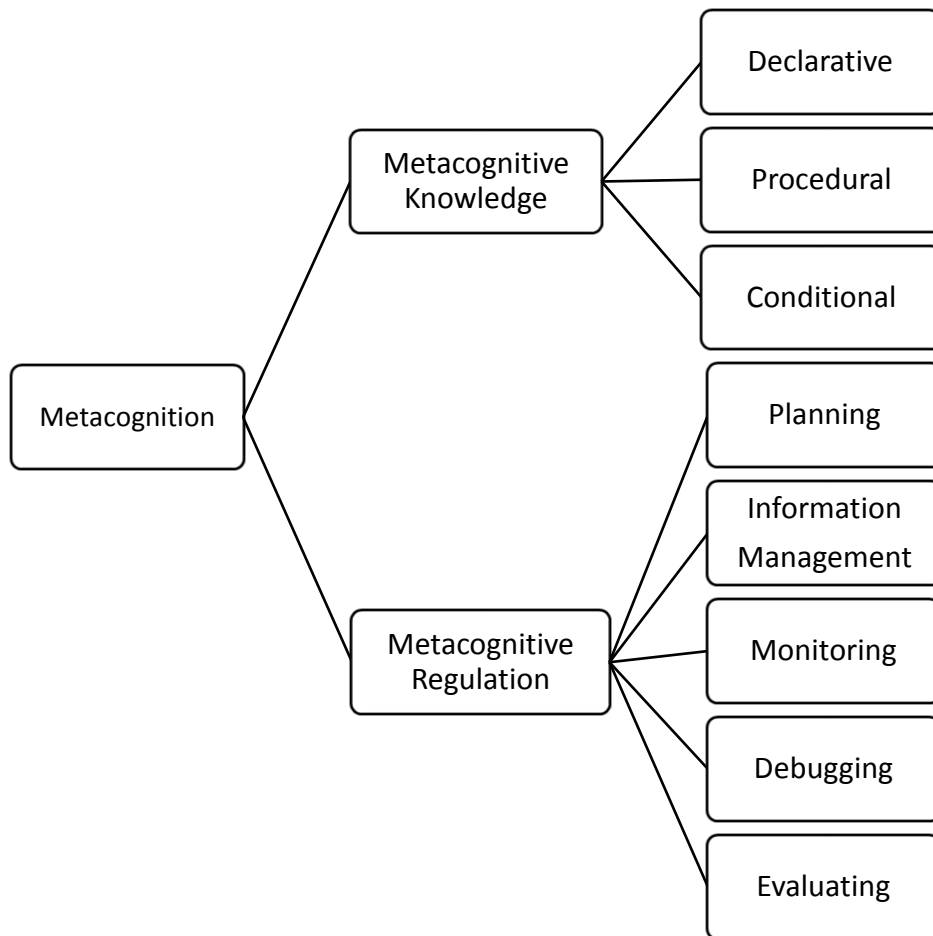
Manchón, cited by Gunning & Oxford (2014) stressed that one option is to conceptualize effective use of strategies in terms of whether or not learners are able to orchestrate their strategy deployment in such a way that their self-imposed or

other imposed language learning use/goals are achieved, thereby engaging in problem-solving rather than problem-avoiding behavior. In order for learners to embrace SI and invest the time needed to learn to orchestrate their strategy use, they need to perceive of strategies as an important component in facilitating their progress toward the attainment of learning goals.

In addition, Cohen (2003) argues that strategy training aims to provide learners with the tool to do some beneficial activities such as self-diagnose their strengths and weakness in language learning; become aware of what helps them to learn the target language most efficiently; develop a broad range of problem-solving skills; experiment with familiar and unfamiliar learning strategies; make decisions about how to approach a language task; monitor and self-evaluate their performance and transfer successful strategies to new learning contexts.

#### **2.4 Metacognitive Awareness**

The term metacognition was firstly introduced by Flavell in the 1970s. He defines it as one's knowledge concerning one's own cognitive processes and product or anything related to them. In another word it is simply defined as "a critical analysis of thought", or "thinking about thinking".



**Figure 1 Metacognition Categories by Schraw and Dennison (1994)**

The concept of metacognition is divided into two subcomponents namely metacognitive knowledge and metacognitive regulation. These two subcomponents have been theorized to be related to one another (Flavell, 1997): The first is **Metacognitive Knowledge** which refers to one's knowledge and awareness about one's own cognition. It also described what we know about our own cognitive processes, person, tasks and strategy variables.



There are three subcomponents of metacognitive knowledge: (1) ***Declarative knowledge*** involves knowledge, skills, and strategies essential for accomplishing a task successfully under various conditions. In other words, it refers to knowing "about things" or "knowing what". Schraw and Moshman (1995) define it as "knowledge about oneself as a learner and what factors influence one's performance, (2) ***Procedural knowledge*** refers to knowledge of how to apply procedures such as learning strategies or actions to make use of declarative knowledge and achieve goals. It pertains to knowing "how to do things" and "procedures" such as learning strategies. Skilled learner possesses more automatic, accurate, and effective procedural knowledge than unskilled learners and (3) ***Conditional knowledge*** is referred to as knowledge of when and why to apply various procedures, skills, and cognitive actions or strategies. Harris et al. (2010) define it as "knowing when, where and why to use declarative knowledge as well as particular procedures or strategies (procedural knowledge), and is critical to effective use of strategies.

Flavell (1979) discriminated between kinds of declarative knowledge along the aspects of self or person, task, and strategies or actions. Three categories of metacognitive knowledge, representing key components in the process of cognitive self-appraisal: Person knowledge, consists of judgments about one's learning abilities and knowledge about internal and external factors that affect the success or failure in one's learning, Task knowledge, knowledge about the purpose, demands, and nature of learning tasks which enables an individual to take into

account factors that might contribute to the difficulty of a task, including the characteristics of the oral text/message and Strategy knowledge is useful for achieving learning goals and appears to have the greatest impact on learning by helping learners to choose the strategies that they use.

**Metacognitive Regulation** as the second major element of metacognition is referred to as executive control, it is a sequence of actions taken by students to control their own thinking or learning. It encompasses five basic components or essential skills of (1) *planning* includes the selection of proper strategies and the provision of resources effective for reaching goals, for instance, making predictions before speaking. It includes goal setting, activating prior knowledge, and budgeting time; (2) *information management* is skills and strategy sequences used online to process information more efficiently (e.g. organizing, elaborating, summarizing, selective focusing); (3) *monitoring* includes the self-testing skills essential to regulate learning. It refers to the critical analysis of the effectiveness of the strategies or plans being implemented; (4) *debugging* is strategies used to correct comprehension and performance errors; and (5) *evaluation* refers to the examination of progress being made toward goals which can trigger further planning, monitoring, and evaluation. A typical example might be re-evaluating one's goal and conclusions (Schraw and Dennison, 1994).

Okoza et al (2013) state that metacognitive awareness and self-regulation are the great importance in learning because learners will be able to reflect upon

and monitor their cognitive activities and further develop and employ compensatory and correct strategies to review and regulate the activities if they are aware of their mental activities. Such awareness and monitoring processes are often referred to in the literature as metacognition, which can be thought of as the knowledge of the learners' cognition and the self-control mechanisms they exercise when monitoring and regulating the language (Mokhtari and Reichard, 2002).

Paris and Winograd (1990) emphasize the important role of metacognition in academic learning and recommend direct instruction as one effective classroom practice that will help students to develop their metacognitive awareness. When students engage in learning academic materials, strategies that will facilitate decoding, comprehension and consequential learning outcomes may not be used because the learners may be oblivious of them. A psychological panacea to enhance good academic learning and positive self-efficacy are perceived through the knowledge and use of metacognitive awareness of learning strategies among students (Okoza et al, 2013).

The importance of learning metacognitive regulation or metacognitive strategies has been emphasized by O'Malley et al. (1985) by stating that students without metacognitive approaches are essentially learners without direction or opportunity to review their progress, accomplishments and future directions. To avoid such condition in learners, metacognitive awareness needs to be developed

which may lead the learners to the development of stronger cognitive skills and much deeper processing (Anderson, 2003).

Oxford (2002) also states that these basic metacognitive strategies include connecting new information to the old one; selecting deliberate thinking strategies; planning, monitoring, and evaluating the thinking process. They help learners regulate and oversee learning activities such as taking conscious control of learning, planning and selecting strategies, monitoring the process of learning, correcting errors, analyzing the effectiveness of learning strategies and changing learning behaviors and strategies when necessary.

Metacognition is characterized by higher-order thinking which involves active control over the cognitive processes in learning, planning how to approach a given learning task, monitoring comprehension and evaluating progress toward the completion of a task (Livingston, 1997). Such activities are metacognitive in nature, and higher-order thinking plays a critical role in successful learning that helps to determine how students can be taught to better apply their cognitive resources through metacognitive control.

The lack of awareness of students learning process is one of the main struggles that they face in trying to develop an understanding of metacognition. In an effective classroom, teachers are responsible for helping students develop better

metacognitive skills by incorporating active reflection throughout the learning process (Darling-Hammond et al., 2008).

Based on those explanations, students' metacognitive awareness is very crucial to be improved in order to succeed the language learning goal, especially in oral communication and the use of communication strategies for overcoming the problem arise in the conversation.

## **2.5 Oral Communication Strategies**

As it has been assumed that increasing metacognitive awareness of communication strategies can be effectively used to solve potential communication problems arise in learning a language. As Tarone (1977) states that when communication strategy is considered as an interactional phenomenon, it is seen as an attempt to bridge the gap between the linguistics knowledge of L2 learner and linguistic knowledge of learner's interlocutor in the real communication situation. He also adds that 'negotiation of an agreement on meaning' between interlocutors is one of the characteristic of communication strategy (Tarone, 1981).

There are two main theoretical perspectives of communication strategy, namely interactional and psycholinguistics. For the interactional view focus on the joint negotiation of meaning between interactants. Meanwhile, in psycholinguistic

view, its focus on the cognitive process in relation to the use of communication Strategy (Nakatani 2005, Maleki 2010, and Sukirlan 2014).

Faerch and Kasper (1984) define communication strategies as potentially conscious plans for solving what to individual present itself as a problem in reaching a particular communicative goal. In this definition, communication strategies are being related to the psycholinguistic term mainly in the cognitive process. It means that communication strategy can be identified when a speaker is aware of having a problem and try to overcome it with a strategy.

There are some classifications or taxonomies of communication strategies proposed by some experts. For example Tarone (1977) classified the notion of communication strategies into 5 major strategies: (1) Avoidance consists of topic avoidance and message abandonment; (2) Paraphrase consists of approximation, word coinage, and circumlocution; (3) Borrowing consists of literal translation and language mix; (4) Appeal for assistance and (5) mime.

Meanwhile, Faerch and Kasper (1984) divided the communication strategies into (1) Reduction Strategies consists of formal reduction and functional reduction; (2) Achievement consists of compensatory strategies and retrieval strategies. The compensatory strategies have two sub-divisions: namely non-cooperative strategies and co-operative strategies. The former strategy is divided into L1/L3 Based strategies (e.g. code-switching, foreignizing and literal

translation) and L2 based-strategies (e.g. substitution, paraphrase, word coinage and restructuring and the latter strategy is divided into direct appeal and indirect appeal. Meanwhile, the retrieval strategies only have one strategy, that is, waiting which consists of waiting, using semantic field and using other languages.

Bialystok (1990) points out her communication strategies taxonomy consisting of 3 main categories: (1) avoidance or reduction strategies consist of message abandonment and topic avoidance; (2) achievement or compensatory strategies consist of circumlocution, approximation, use of all-purpose word, word coinage, use of non-linguistic means, literal translation, foreignizing, code-switching, appeal for assistance; and (3) stalling or time-gaining strategies consist of use of filler/hesitation device.

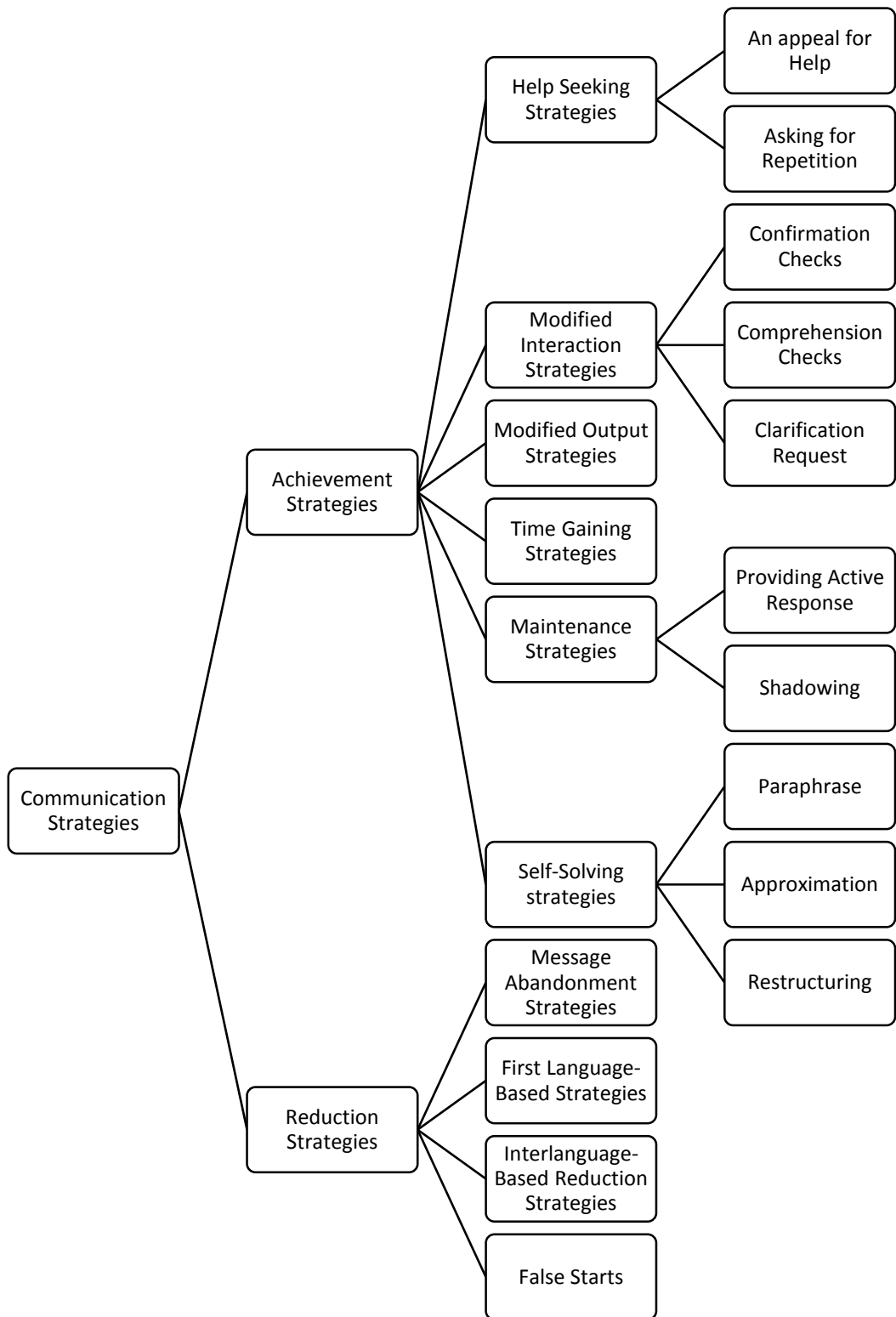
Another taxonomy of communication strategy proposed by Sukirlan (2014) basically divided into two main categories, namely reduction strategies, and achievement strategies. They consist of 12 strategies: approximation, circumlocution, exemplification, comparison, word coinage, borrowing/code-switching, foreignizing, repetition, non-verbal, avoidance, time-stalling device, and appeal for assistance.

For this research, the writer will use the communication strategies taxonomy proposed by Nakatani (2005) since it specifically focuses on oral interaction and interlocutors' negotiation behavior for coping with communication breakdown.

Nakatani (2005) classifies the communication strategies into 2 main categories. The first is Achievement Strategies, which presents learners' active behavior in repairing and maintaining interaction and they consists of help-seeking strategies (e.g. an appeal for help and asking for repetition); modified interaction strategies (e.g. confirmation checks, comprehension checks, clarification request); modified output strategies; time gaining strategies; maintenance strategies (e.g. providing active response and shadowing; and self-solving strategies (e.g. paraphrase, approximation and restructuring). The second categories are Reduction Strategies, which reflect learners' negative behavior as they try to avoid solving communication difficulties and they consist of message abandonment; first language-based strategies; interlanguage-based reduction strategies and false starts.

The summarized version of the taxonomy of communication strategies proposed by Nakatani (2005) can be seen in figure 2 below.





**Figure 2 Communication Strategies Classification by Nakatani (2005)**

The table below shows the description of each type and example dialogue of communication strategies from Nakatani's study (2005).

**Table 3 Description and Example of Communication Strategies**

No.	Communication Strategies	Example Dialogue
1.	<p><i>Achievement Strategies</i>, some categories include:</p> <p>1) <i>Help-Seeking Strategies</i>, with two types of strategies</p> <p>a. <i>An appeal for help</i> It is used when seeking an interlocutor's assistance in solving problems caused by the lack of target language knowledge.</p> <p>b. <i>Asking for repetition</i> It is used when the participant did not hear or understand what the partner had said.</p>	<p><i>"I'm sorry, I don't understand"</i></p> <p><i>"I beg you pardon?"</i></p>
	<p>2) <i>Modified Interaction Strategies</i>:</p> <p>It is the process whereby the students sent signal for negotiation in order to overcome communication difficulties. This process included:</p> <p>a. <i>Confirmation checks</i> They are used to confirm that the speaker has understood something correctly.</p> <p>b. <i>Comprehension checks</i> They are used to see if the listener has understood correctly.</p> <p>c. <i>Clarification requests</i> They are used to ask for an explanation when the speaker does not entirely comprehend something</p>	<p><i>"My reservation no? No bargain?"</i></p> <p><i>"I have little money, so change to double room. Do you see?"</i></p> <p><i>"Why? What kinds of tour?"</i></p>
	<p>3) <i>Modified Output Strategies</i></p>	

<p>When using this strategy, the participants rephrased an utterance in response to their conversation partners' signals for negotiation. The students were given opportunities to produce specific grammar points in creative and complex ways when speaking in target language, which could lead them to improve their interlanguage.</p>	<p>Customer (student):  <i>"10 o'clock? I heard 9 o'clock."</i></p> <p>Travel agent (Interviewer):  <i>"Which one? Pardon?"</i></p> <p>Customer: <i>"I heard the flight time is 9 o'clock"</i></p> <p>Travel agent (interviewer):  <i>"When will you start?"</i></p> <p>Customer (student): <i>"Let me see... tomorrow"</i>.</p>
<p>4) <i>Time-Gaining Strategies</i></p> <p>When the speakers had difficulties expressing an idea, they use these strategies to give themselves time to think and to keep the communication channel open.</p>	<p>The conscious use of fillers such as <i>"Well, let me see..."</i> and filled pauses such as <i>"Oh.."</i></p>
<p>5) <i>Maintenance strategies</i>, consisted of two types:</p> <p>a. <i>Providing active response</i>  It entails making positive comments or using other conversation gambit</p> <p>b. <i>Shadowing</i>  It presents exact, partial, or expand repetitions of interlocutor's preceding utterance in order to show the listener's understanding of important issues.</p>	<p>Customer (student): <i>"Really?"</i>  Customer (student): <i>"I see, OK."</i></p> <p>Travel agent (interviewer):  <i>"We have a bargain tour for four days"</i>.</p> <p>Customer (student): <i>"Four days. Ah...OK"</i>.</p>
<p>6) <i>Self-Solving Strategies</i>,</p> <p>These strategies used to solve the problems without their interlocutor's help when the learners encountered difficulties caused by their own insufficient linguistic resources. There are five strategies include in self-solving strategies:</p> <p>a. <i>Paraphrase</i></p>	<p>Trying to explain the word 'harbor'</p>

	<p>Paraphrasing took the form of exemplification or circumlocution for describing characteristic properties or functions of the intended term.</p> <p>b. <i>Approximation</i> In using approximation the learners used an alternative expression that had semantic features similar to those of the intended term.</p> <p>c. <i>Restructuring</i> In restructuring, the learners changed to another expression in order to communicate the intended message when they realized their problem in completing a sentence.</p>	<p>Customer (student): “<i>the place for ships ...like bay</i>”. (instead of <i>harbor</i> )</p> <p>Trying to explain the word ‘<i>accept</i>’ Customer (student): “<i>Do you available travelers’ check?</i>”</p> <p><u>Trying to request</u> Customer (student): <i>May I see ...sorry, can I use travelers’ check?</i></p>
2.	<p><i>Reduction Strategies</i>, which reflect learners’ negative behavior as they try to avoid solving communication difficulties. Some strategies were categories as reduction strategies:</p> <p>1) <i>Message Abandonment Strategies</i> These strategies used to avoid engaging in communication when they faced problems in the target language.</p> <p>When they were not able to find appropriate forms or rules, they stopped speaking in midsentence and left a message unfinished. They sometimes paused for a long time without appealing to the interlocutor to help finish the utterance. In the worst case, they kept silent without any response.</p> <p>2) <i>First Language-Based Strategies</i> These strategies consisted of interjections in first language for a lexical item when the learner experienced communication difficulties. The students occasionally</p>	<p>Travel agent (interviewer): “<i>...Also we request our customer to pay before hand</i>”.</p> <p>Customer (student) : “<i>...before ...</i>” [long pause]</p> <p>Hotel clerk (interviewer): “<i>...Anything else?</i>”</p> <p>Customer (student): “<i>How can I go...[pause] minato (harbor)...yotto (yacht) ...</i>”</p>

	used their first language either intentionally or unintentionally.	
	<p>3) <i>Interlanguage-Based Reduction Strategies</i> Learners sometimes coped by using their interlanguage system to reduce intended utterances and avoided using certain language structures or specific topics when they faced communication problems due to a lack of linguistic resources.</p>	<p>Travel agent (interviewer) : “...and a standard 3-day tour costs \$200”.</p> <p>Customer (student) : “More more cheaply”.</p> <p>Travel agent (interviewer) : “The flight arrives at L.A. at 10 o'clock”.</p> <p>Customer (student) : “I ...I heard leaves L.A. at 9 o'clock”.</p>
	<p>4) <i>False Starts</i>, referred to occasions in the conversational discourse when learners ran into difficulties in executing their utterance and repeated one or more of the preceding words. The learners sometimes used false starts with pauses, and occasionally they used them when they realized that there were problems with the expression they were using.</p>	<p>“I ...I don't...I don't breakfast ...I have ...I don't have ...”</p>

Adopted from Nakatani (2005)

## 2.6 Oral Communication Skill

Oral communication can be described as an interactive process in which individuals alternate in their roles as speakers and listeners and employ both verbal and non-verbal means to reach their communicative goals. As Dunbar et. all. (2006) state that one critically important skill is the ability to communicate. Therefore, communication skills are now taught not only in the communication department but also in a wide range of general education courses.

According to Thornbury (2005), one of the basic features of oral communication is that it takes place in real time. Due to the time constraints that allow speakers only limited planning time, speech production requires 'real-time processing'. This is one of the main reasons why language learners tend to find speaking difficult. Strategies used to 'buy planning-time' significantly shape the nature of speaking and distinguish it from writing. He also mentions time as 'the main factor which distinguishes written from spoken language'. Consequently, instances of disfluency like hesitations, word repetitions, false starts, unfinished utterances and repairs make speaking look less neat and tidy than writing when transcribed.

A basic communication course can offer students' knowledge of effective communication techniques and provide a safe arena for developing and practicing skills, which can create positive feelings about communicating in the future. Even though learners are to a certain extent responsible for their own learning success, teachers can greatly influence their learning experience and language acquisition. After all, teachers are the key players in the way lessons are organized and what skills are taught, down to the individual tasks that students deal with. Therefore, it is the teacher who determines what actually happens in the classroom (Thornbury, 2005).

According to Simon (2014), in order to make the students more autonomous during the Oral communication skills classes, the information contained by the

selected teaching materials has to be introduced gradually, starting with controlled practice and ending with free expression exercises. The teacher may choose some pair-activities such as role-plays, in which each participant is given a role to conceive and play or a group activity in which a topic is discussed pointing to advantages and disadvantages. During these activities, the participants have to negotiate meanings and sequences of meanings until they get a final version of a certain assignment. In the end, a whole class discussion activity could be done in order to summarize the students' pair or group work.

From the explanation above, it can be inferred that one solution to improve students oral communication skill is by giving them strategy training which involves the students actively in the learning process. Moreover, strategy training gives the students a lot of opportunities to use some communication strategies in oral interaction and practice to overcome the problems arise in the communication.

## **2.7 Metacognitive Awareness and Communication Strategies**

Metacognition plays an important role in varying areas of learning such as oral communication of information, oral persuasion, writing, language acquisition, attention, memory, problem solving, social cognition, and various types of self-control and self-instruction (Flavell, 1979, p.906, cited by Mahdavi, 2014, p.532).

Nakatani (2005) points out that many scholars believe that metacognitive strategies, which focus on raising the learner's awareness of the learning process, can enhance L2 skill. He continues that learner's communicative skills can be improved by developing strategies for communication. Therefore, by raising learners' awareness of strategies that they might use to solve potential communication problems will develop their oral proficiency.

There have been positive evidences showing that strategy training can work: explicit strategy training can enhance learners' strategic behaviors and learning outcomes (Lai & Lin 2012). Macaro (2009) cited by Lai & Lin (2012) pointed out, 'on the whole, there is some evidence that L2 learners who undergo some sort of intervention into their strategic behavior make more or faster progress than those that do not'. Realizing that learners' prior language learning beliefs can impact on their potential to learn from a given teaching context, Lai & Lin (2012) have argued that learners need to develop their metacognitive knowledge about language learning and become aware of and evaluate their own and alternative language learning approaches.

In Nakatani's study (2004), it has been explained that a learner training program that engaged students in exploring their own beliefs and behaviors in group tasks is found effective in promoting learners' active participation. In addition, informing students of the learning objectives of tasks has been found to be beneficial in that it helps students figure out what they have to do and how to achieve



the intended outcome. Training students on the negotiation of meaning have also proven to help with task performance; learners demonstrated richer quantity and quality of negotiation after training, and learners who were trained to focus on both form and meaning developed their grammatical competence more from a conversation than those who were trained to focus on meaning alone. Explicit instruction on socio-affective language learning strategies, meanwhile, helped reduce learner anxiety and enhance participation in communication and learning.

## **2.8 Metacognitive Strategy Training and Communication Strategies**

A method of metacognitive strategy training can equip students to use communication strategies appropriately and effectively. Learners are heavily engaged in conscious internal mental activity because when they are learning a foreign language, they involve their complex cognitive skills. The production of unfamiliar foreign language speech is particularly difficult. In order to cope with difficulties that arise in oral communication in the foreign language, learners need to use a variety of communication strategies (Nakatani, 2005).

According to Sukirlan (2014) there are some reasons why Communication Strategy Training deserves a place in the classroom: (1) Communication strategy training may promote learners' awareness to use their linguistic resources to minimize communication problems; (2) Strategic competence is a part of learner's communicative competence; (3) Communication strategy training bridges the gap

between classroom and real-life; and (4) Communication strategy training contributes to the students' security, self-confidence, and motivation to communicate.

In the process of the training, the teacher can start with a set of strategies that he/she wishes to focus on and designs activities to introduce and/or reinforce the students, starts with the established course materials and then determines which strategies might be inserted, or insert strategies spontaneously into the lessons whenever it seems appropriate. The goal of this kind of instruction is to help the students become more aware of the ways in which they learn most effectively, ways in which they can enhance their own comprehension and production of the target language, and ways in which they can continue to learn on their own and communicate in the target language after they leave the language classroom. In other words, strategies training aims to assist learners in becoming more responsible for their efforts in learning and using strategies in the target language. It also aims to assist them in becoming more effective learners by allowing them to individualize the language learning experience.

## **2.9 Procedure of Metacognition based Communication Strategies Strategy Training**

In developing some activities for the training, the researcher combines Sukirlans' method (2014), Nakatanis' activities (2005) in his study about

communication strategy training and also Schraw and Dennison's metacognitive awareness classification (1994).

The training phase which is based on Sukirlan's (2014) method of his study in teaching communication strategies, are presented in 3 stages (orientation, exposure and practice) and combine with Nakatani' (2005) training activities which aimed to activate Schraw and Dennison's metacognitive awareness (1994) and the training is described as followed:

Method	Metacognition Aspects	Training Activities
<p><b>1. Orientation</b></p>	<p><i>Metacognitive Knowledge:</i></p> <ul style="list-style-type: none"> <li>- Declarative Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>- The students recognizes the goals of the communication strategy training.</li> <li>- The students are introduced with the types of communication strategies (CSs).</li> <li>- The students are taught how to use CSs to solve communication problems.</li> <li>- The students are given a CSs sheet for helping them to recognize and to memorize the strategies which will be used in their performance.</li> <li>- The teacher describes, models, and gives examples of potentially useful strategies.</li> </ul>

		<ul style="list-style-type: none"> <li>- The teacher can elicit additional examples from students based on the students' own learning experiences.</li> </ul>
<b>2. Exposition</b>	<p><i>Metacognitive Knowledge:</i></p> <ul style="list-style-type: none"> <li>- Procedural Knowledge</li> <li>- Conditional Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>- The students are exposed with CSs dialogue of listening material</li> <li>- The students are asked to identify particular communication strategies the speakers used in the dialogue.</li> </ul>
<b>3. Practice</b>	<p><i>Metacognitive Regulation:</i></p> <ul style="list-style-type: none"> <li>- Planning</li> <li>- Management Information</li> </ul>	<ul style="list-style-type: none"> <li>- The students do some specific tasks to be performed in peers and use the CSs strategy diary.</li> </ul> <p>3 phases instructional sequence in the process of doing the tasks (adopted from Nakatani, 2015):</p> <p>1) <i>Review:</i></p> <ul style="list-style-type: none"> <li>- The students reflect on the previous lesson.</li> <li>- The students select the proper strategies they are going to use.</li> <li>- The students use the diaries to make plans for using specific CSs.</li> </ul>

	<ul style="list-style-type: none"> <li>- Monitoring</li> <li>- Debugging</li> </ul>	<ul style="list-style-type: none"> <li>- The students make prediction of CSs before do the performance</li> <li>- The students activate CSs knowledge</li> <li>- The students repeat the simulation task.</li> </ul> <p>2) <i>Presentation:</i></p> <ul style="list-style-type: none"> <li>- The students recognize the goals and procedures of the new task.</li> <li>- The students discuss through brainstorming sessions basic dialogues.</li> <li>- The students create the possible CSs.</li> <li>-The students perform the tasks.</li> <li>- The students monitor their own performance according to the guidelines of the strategy diary.</li> </ul> <p>3) <i>Rehearse;</i></p> <ul style="list-style-type: none"> <li>- The students rehearse with their peers.</li> <li>- The students analyze their performance.</li> <li>- The students check list the strategies used in the performance</li> </ul>
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	<ul style="list-style-type: none"> <li>- Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>- The students correct the comprehension and performance errors.</li> <li>- The students check their own learning.</li> <li>- They reflect on their strategy use.</li> <li>- The students analyze their self-assessment of their performance assessment by using the strategy diary.</li> </ul>
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For further explanation about the table above are:

**1. Orientation:** On this stages, some types of communication strategies will be introduced to the students. They will also be taught how to use communication strategies to solve communication problems. Meanwhile, the teacher describes, models, and gives examples of potentially useful strategies and he/she can elicit additional examples from students based on the students' own learning experiences. An oral communication strategy sheet will also be delivered to the students for helping them to recognize and to memorize the strategies which will be used in their performance. The metacognition category active in this phase is Declarative Knowledge.

**2. Exposition:** On the next stage, some dialogues of listening material will be exposed to the students as the brainstorming sessions. After that, the teacher ask

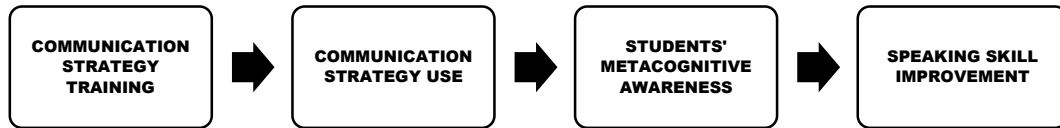
them to identify particular communication strategies the speaker used in the dialogue. The metacognition category active in this phase are Procedural Knowledge and Conditional Knowledge.

**3. Practice:** The last stage focuses on integrating and embedding strategies into classroom language tasks. Some specific tasks will be done by the students which will be performed in pairs. A strategy diary for self-reflective training (see Appendix A) will also be used to make plans, manage information, monitor, debug and evaluate their performance. At the end of the process, they will be asked to review their performance of the tasks by listening to the audiotape recording made during the test. The metacognition aspect active in this phase is *Metacognitive Regulation* which includes categories such as: Planning, Management Information, Monitoring, Debugging and Evaluation. 3 phases instructional sequence of activities adopted from Nakatani (2015) in the process of doing the tasks in this phase (review, presentation and rehearse).

## **2.10 Theoretical Assumption**

In the line with the previous discussion, it is assumed that strategy training can develop students' metacognitive awareness in learning language, particularly in communication.

The following picture describes thinking frame about how communication strategy training can develop students' metacognitive awareness:



**Figure 3 Communication Strategy Training based on Metacognition Process**

### **2.11 Hypotheses**

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

H<sub>0</sub> = there is no significant improvement in students' metacognitive awareness and oral communication skill before and after metacognition based communication strategy training is given.

H<sub>1</sub> = there is a significant improvement in students' metacognitive awareness and oral communication skill before and after metacognition based communication strategy training is given.



## **CHAPTER III**

### **RESEARCH METHOD**

This chapter elaborates the design of the research, to verify the hypothesis empirically, to transform the data, how to collect the data from the subject, and how to analyze the data. The research procedure, validity, and reliability of the instrument, data treatment, and hypothesis testing are also explained in this chapter.

#### **3.1 Research Design**

In this present study, the design of the research is a quantitative study with a true-experimental design. The three criteria of true experimental design which have been used in this research are: 1) A control group as the other participant of the research; 2) The subject of the experiment group and control group are chosen by using random sampling technique; and 3) Pre-test is given to both groups to measure the students' ability before the treatment for the experiment group and before regular method for the control group (Setiyadi, 2006).

This study is aimed to determine whether the students' oral communication skill improved after they are trained in communication strategies. In addition to this, this study not only aimed to find out whether the students' metacognitive awareness developed after the training but also aimed to determine which metacognition category the students mostly aware in using the communication strategy.

The research which is a pretest-posttest control group or well known as the classic controlled experimental design was conducted as follows:

**G1 (random) T1 X T2**

**G2 (random) T1 O T2**

Note:

G1 : Experimental Class

G2 : Control Class

T1 : Pretest

T2 : Posttest

X : Treatment (Communication Strategies Training)

O : Regular Method

(Setiyadi, 2006:131)

In quantitative design, the researcher obtained information whether metacognition based communication strategy training was significantly effective to improve the students' oral communication skill and their metacognitive awareness after the training and which categories of metacognition the students mostly aware in using communication strategies on their oral communication performance.

After the students' metacognitive awareness and oral communication ability had been identified, the researcher designed an explicit learning strategy training, namely metacognition based communication strategy training, in form of classroom instruction. The design of classroom instructions had been employed in the class. By having the metacognition based communication strategy training in the class, students get a better knowledge of communication strategies.

### **3.2 Subject of the research**

The participants of this study were the second year students of English Education Program in UIN Raden Intan Lampung. Their ages ranged between 18 and 20. The researcher chose them as the subject of the study because they had a speaking class which made it easier to deliver the communication strategy training.

There were two classes of the population sample. The first training group, consisted of 31 students, received metacognition based communication strategy training. The control group consisted of 30 students, received only a regular communicative course. A simple random sampling technique has been used to choose the participant class for this study.

### **3.3 Variables**

This research consisted of the following variables:

1. Metacognition based communication strategy training as Independent Variable (X).
2. The students' oral communication performance as Dependent Variable (Y).
3. The students' metacognitive awareness as Attribute Variable (Z)

### **3.3 Data Collection Techniques**

To collect the data, the techniques employed were as follows:

#### *1. Conducting Oral Communication Test*

For answering the first research question, Oral Communication Test was conducted before and after the training. The tests were scored based on Nakatani's Oral Communication Assessment Scale (2002) to identify the level of students' oral communication ability.

#### *2. Administering the Metacognitive Awareness Inventory (MAI) Questionnaire*

To answer the second and the third research questions, researcher administered the MAI questionnaire to the students before and after conducting the treatment. It was aimed to know the students' metacognitive awareness before and after they have the treatment for the experiment group and regular method for the control group.

### **3.5 Instruments**

There were two instruments used in the present study as follows:

#### **3.5.1 Oral Communication Test**

In this study, the oral communication test was conducted for answering the first research question. It aimed to measure the students' ability of communication before and after they were trained with communication strategies. Pre-test and post-test were conducted before and after the training. It was used to know if there was any improvement in students' oral communication ability. Oral communication tasks procedures (adopted from Nakatani's 2002) was used as the instrument for answering question number 1. All participants were asked to complete simulated authentic conversation tasks on both a pretest and posttest to determine whether they were able to improve their oral communication ability for over 3 weeks. Different tasks (see Appendix B) were used for the pretest and the posttest to avoid improvement of scores through familiarization with the test content. Students were given a card describing a hypothetical situation that they might encounter while traveling alone in a foreign country. They were given 5 minutes to prepare a role-play in which the student test takers assumed the role of a customer and the interviewer was a clerk.

The student and interviewer engaged in a simulated conversation derived from a situation described on a card. The interviewer in the role-play tasks did not carry out any assessment during the conversation; instead, the interaction was

recorded on videotape. Two independent assessors were asked to watch the video of the tasks and score the first 5 minutes of each participant's conversation. The scoring scale was based on Nakatani's Oral Communication Assessment Scale (Nakatani, 2002), consisted of seven different levels and focus on the learner's fluency, ability to interact with the interlocutor, and flexibility in developing dialogue. The table below is criteria level of the oral communication skill assessed by the inter-rater:

**Table 4 Criteria level of the oral communication skill**

Scoring Level	Criterion
Level 7	Almost always communicates effectively in the task Speech is generally natural and continuous. Can interact in a real-life way with the interlocutor. Can generally develop the dialogue spontaneously with few errors.
Level 6	Generally communicates effectively in the task Is not quite fluent but interacts effectively. Can generally react flexibly. Makes a positive contribution to the dialogue.
Level 5	Communicates reasonably effectively in the task Is sometimes fluent but with hesitations. Can interact fairly comfortably and gain flexibility. Makes some contribution to the dialogue.
Level 4	Communicates moderately effectively in the task Makes some pauses but fairly intelligible. Shows some flexibility. Is somewhat independent of the interlocutor in the dialogue.

Level 3	<p>Communicates modestly in the task</p> <p>Makes frequent pauses but somewhat intelligible.</p> <p>Shows little flexibility.</p> <p>Can maintain dialogue but in a rather passive way.</p>
Level 2	<p>Communicates marginally in the task</p> <p>Makes numerous pauses, at times long ones.</p> <p>Still depends on the interlocutor but begins to interact a little with him/her.</p> <p>Given help, communicates quite basically.</p> <p>Requires some tolerance from the interlocutor.</p>
Level 1	<p>Communicates extremely restrictedly in the task</p> <p>Can answer simple questions but with numerous long pauses.</p> <p>Depends on interlocutor with only partial contribution to dialogue.</p> <p>Some questions have to be repeated or rephrased.</p>

Adopted from Nakatani (2002)

Since the test was a subjective test, the students' oral communication performances were scored by two raters. The scores from them were combined and the average score was taken as the final score. To help the raters in scoring the students' score, the arrangement of the score could be seen in Table 2 below:

**Table 5 Scoring System**

No	Ss' Code	Proficiency Level					
		Pre Test			Post Test		
		Rater 1	Rater 2	Mean	Rater 1	Rater 2	Mean

In addition, the following statistical data presents the reliability of inter-rater scoring. It was measured by using SPSS systematic measures.

**Table 6 Symmetric Measures of Inter-rater Reliability Oral  
Communication Performance Pre-Test**

		Value	Asymp. Std. Error <sup>a</sup>	Approx. T <sup>b</sup>	Approx. Sig.
Measure of Agreement	Kappa	.863	.065	6.806	.000
N of Valid Cases		61			

From systematic measures of inter-rater reliability oral communication performance pre-test table, we can see the coefficient kappa value is 0.863 which is  $> 0.6$  and the significance is 0.000 which is  $< 0.05$ . It means the inter-rater pre-test scoring was reliable.

**Table 7 Symmetric Measures of Inter-rater Reliability Oral  
Communication Performance Post-Test**

		Value	Asymp. Std. Error <sup>a</sup>	Approx. T <sup>b</sup>	Approx. Sig.
Measure of Agreement	Kappa	.899	.049	10.711	.000
N of Valid Cases		61			

From systematic measures of inter-rater reliability speaking performance post-test table, we can see the coefficient kappa value is 0.899 which is  $> 0.6$  and the significance is 0.000 which is  $< 0.05$ . It means the inter-rater post-test scoring was reliable.



### **3.5.2 Metacognitive Awareness Inventory**

The second instrument used to answer research question number 2 and number 3 in for this study is Metacognitive Awareness Inventory (MAI) which has been developed in a predefined questionnaire of metacognitive awareness by Schraw and Dennison (1994). The questionnaire has been used for the purpose of collecting quantitative data to measure the students' awareness on metacognition in language learning and to classify which metacognition component mostly use by the students.

Since the study conducted in the Indonesian context, the writer decided that MAI was translated into Bahasa Indonesia (See Appendix D). The students' metacognition or metacognitive awareness was divided into two aspects, namely Metacognitive Knowledge and Metacognitive Regulation. The former included three components that facilitate the reflective categories of metacognition: declarative knowledge (8 items), procedural knowledge (4 items), and conditional knowledge (5 items), meanwhile the latter included a number of components that facilitated the control aspect of learning such as planning (7 items), information management strategies (10 items), comprehension monitoring (7 items), debugging strategies (5 items), and evaluation (6 items). The total questionnaire was 52 items, for identifying metacognitive awareness possessed by English learners by using a five-point of Likert scale ranging from "never or almost never true of me" as 1, "usually not true of me" as 2, "somewhat true of me" as 3, "usually true of me" as 4 and last "always or almost never true of me" to 5 and provides choices ranging

from "never" to "always" for metacognitive knowledge component of metacognition and a five-point of Likert scale ranging from "never" as 1, "seldom" as 2, "sometimes" as 3, "often" as 4 and last "always" to 5 and provided choices ranging from "never" to "always" for metacognitive regulation component of metacognition. Below was the questionnaire distributed to the students.

**Table 8 Questionnaire of Metacognitive Awareness Inventory (MAI)**

A. Metacognitive Knowledge							
No.	Metacognition Component	Activity	1	2	3	4	5
1.	Declarative knowledge	I understand my intellectual strengths and weaknesses.					
2.		I know what kind of information is most important to learn.					
3.		I am good at organizing information.					
4.		I know what the teacher expects me to learn.					
5.		I am good at remembering information.					
6.		I have a control over how well I learn.					
7.		I am good in judging of how well I understand something.					
8.		I learn more when I am interested in the topic.					
	Total						
1.	Procedural knowledge	I try to use strategies that have worked in the past.					
2.		I have specific purpose for each strategy I use.					
3.		I am aware of what strategies I use when I study.					
4.		I find myself using helpful learning strategy automatically.					
	Total						
1.	Conditional knowledge	I learn best when I know something about the topic.					
2.		I use different learning strategies depending on the situation.					

3.		I can motivate myself to learn when I need to.					
4.		I use my intellectual strengths to compensate for my weaknesses.					
5.		I know when each strategy I use will be most effective.					
	Total						

### B. Metacognitive Regulation

No.	Metacognition Component	Activity	1	2	3	4	5
1.	Planning	I pace myself while learning in order to have enough time.					
2.		I think about what I really need to learn before I begin a task.					
3.		I set specific goals before I begin a task.					
4.		I ask myself questions about the material before I begin.					
5.		I think of several ways to solve a problem and choose the best one.					
6.		I read instructions carefully before I begin a task.					
7.		I organize my time to best accomplish my goals.					
	Total						
1.	Information Management Strategies	I slow down when I encounter important information.					
2.		I consciously focus my attention on important information.					
3.		I focus on the meaning and significance of new information.					
4.		I create my own examples to make information more meaningful.					
5.		I draw a pictures or diagrams to help me understand while learning.					
6.		I try to translate new information into my own words.					
7.		I try to break studying down into smaller steps.					
8.		I focus on overall meaning rather than specifics.					
	Total						

1.	Monitoring	I ask myself periodically if I am meeting my goals.					
2.		I consider several alternatives to a problem before I answer.					
3.		I ask myself if I have considered all options when solving a problem.					
4.		I periodically review to help me to understand important relationships.					
5.		I find myself pausing regularly to check my comprehension.					
6.		I ask myself questions about how well I am doing while I am learning something new.					
Total							
1.	Debugging Strategies	I ask others for help when I don't understand something.					
2.		I change strategies when I fail to understand.					
3.		I reevaluate my assumptions when I get confused.					
4.		I stop and go back over new information that is not clear.					
5.		I stop and reread when I get confused.					
Total							
1.	Evaluation	I know how well I did once I finish a test.					
2.		I ask myself if there was an easier way to do things after I finish a task.					
3.		I summarize what I've learned after I finish.					
4.		I ask myself how well I accomplished my goals once I finished.					
5.		I ask myself if I have considered all options after I solve a problem.					
6.		I ask myself if I learned as much as I could have once I finish a task.					
Total							

Adopted from Schraw & Dennison, 1994

In order to test the reliability of the instrument, a try out was conducted in non-experimental class and the Cronbach's Alpha Coefficient was calculated in SPSS. The questionnaire was considered reliable if the coefficient alpha > 0.600.

**Table 9 Reliability of MAI Questionnaire**

<b>Cronbach's Alpha</b>	<b>Cronbach's Alpha Based on Standardized Items</b>	<b>N of Items</b>
,874	,876	52

From the reliability result, it shows that the coefficient alpha of the questionnaire is 0.876 ( $\alpha > 0.600$ ), it means that all items in the questionnaire are reliable to apply. All validity of the items in the questionnaire was analyzed by comparing between r-value with r table (r table = 0.412). All of the items in the questionnaire are valid since the r value > r table.

### **3.6 Criteria of Test**

A good test must be valid and reliable. The following things were the criteria of a good test.

### **3.6.1. Validity**

Validity refers to the extent to which the test measures what is intended to measure. A test can be said valid if the test measures the object to be measured and suitable for the criteria. In this case, the object of the test in this study is oral communication performance. Thus, the test was conducted by asking the students to communicate in a pair.

In addition, the researcher used to face, content, and construct validity. To get face validity, the instruction of the test was previously examined by the advisors to checks whether it has been clear and understandable to do by the students or not.

Content validity emphasizes the equivalent between the training given and also the test. Simply, the test represented the training practices that have been done before. In short, the test represented the material that has been discussed in the class. In order to get the content validity of the oral communication test, the material and the test was based on Nakatani (2002) theory of communication strategies.

For construct validity, it concerned with whether the test is actually in line with the theory of communication strategies or not. It means that the test measured certain aspects based on the indicator. The researcher examined it by referring to the theories of aspects of oral communication proposed by Nakatani (2002) which were the learner's fluency, ability to interact with the interlocutor, and flexibility in developing dialogue.

### **3.6.2. Reliability**

Reliability refers to the extent to which the test is consistent in its score and gives us an indication of how accurate the test score is. In this study, inter-rater reliability was used. It refers to the concern that students' score may vary from rater to rater. Besides, in order to find the coefficient of the correlation between two raters, the data were calculated by using SPSS with the detail interpretation as follows:

0.0000 – 0.2000 = Very Low

0.2000 – 0.4000 = Low

0.4000 – 0.6000 = Medium

0.6000 – 0.8000 = High

0.8000 – 1.000 = Very High

### **3.7 Data Analysis**

Analysis means categorizing, ordering, manipulating, and summarizing data obtained to answer the research question. Independent group T-test was used as the data analysis when the data is used to compare two types of data or mean from the different subject. Meanwhile, Repeated Measure T-test was used to compare two data types from the same subject. Test Analysis of Variance (ANOVA) was also used to analyze the differences between the data (Setiyadi, 2006). Therefore, the data was collected and analyzed to see the implementation of metacognition-based

communication strategy training on students' metacognitive awareness and their oral communication and whether there was a significant improvement after being trained. The data was also analyzed to classify the metacognition components.

### **3.7.1 Data analysis of Students' Oral Communication Skill**

In order to analyze the effect of metacognition based communication strategy training in oral communication (Research Question 1), the data were analyzed by these following:

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 result of pre-test and post-test, then the data was analyzed by using an Independent Group T-test of SPSS 22 for windows. It was conducted to test how significant the improvement of students' oral communication skill before and after the training, in which the significance is determined by  $p < 0.05$  (Hatch and Farhady, 1982).
4. Interpreting the obtained data.

### **3.7.2 Data analysis of Students' Metacognitive Awareness**

In order to answer research question 2 (the effect of communication strategy training to the students' metacognitive awareness in oral communication), the data were analyzed by these following procedures:



1. Separating data of metacognitive awareness before and after the training.
2. Tabulating the result of students' metacognitive awareness questionnaires
3. Drawing a conclusion from tabulated result of pre-questionnaires and post-questionnaires, the analyzed by using Repeated Measure T-test of SPSS 22 for windows. It was conducted to test how significant the effect before and after the training, in which the significance is determined by r squared ( $r^2$ ) with the interval -1 until 1 (Setiyadi, 2006).
4. Interpreting the obtained data.

For answering research question 3 about metacognition category that the students mostly aware, these following procedures have been done:

1. Tabulating the result of the students' metacognitive awareness post-questionnaire.
2. Analyzing the result of the students' metacognitive awareness post-questionnaire by using analysis of variance (ANOVA) to analyze the differences of metacognition categories (Setiyadi, 2006).
3. Drawing a conclusion from tabulated result of the students' metacognitive awareness post-questionnaire.
4. Interpreting the obtained data.

### **3.8 Research Procedures**

The researcher used the following procedures in order to collect the data:

*1. Determining the research problems*

The main concern of this research was the implementation of metacognition-based communication strategy training in the classroom, whether the training effects the students' oral communication skill and the students' metacognitive awareness and which metacognition category the students mostly aware in using the communication strategies.

*2. Determining the subject of the research*

The subject of the research was chosen randomly by using a random sampling technique among the seven classes of second-year English Department students in UIN Raden Inten Lampung who have speaking class on their fourth semester in 2017/2018 academic year. They were 2C class as the treatment class and 2D as the control class. These two classes were homogenous. There were two considerations in determining the samples homogeneity, which is the students' oral communication skill similarity and the students' metacognitive awareness.

The students' oral communication skill similarities were described based on their major of study. The samples were students of English Department of Teacher Training Faculty. They were in the fourth semester or in the same level of study. In addition, the samples were homogeneous in term of oral

communication skill performance and metacognitive awareness level. The data of samples' homogeneity is presented as follow:

***Table 10 Test of Homogeneity of Oral Communication Skill Level***

PreTest

<b>Levene Statistic</b>	<b>df1</b>	<b>df2</b>	<b>Sig.</b>
2.193	1	59	.144

The significant level of the sample is more than 0.05 which is 0.144. The table draws a conclusion that the samples in term of oral communication performance are homogeneous. All the classes have the same level of oral communication performance.

The homogeneous of students' metacognitive awareness is presented at the following table:

***Table 11 Test of Homogeneity of Metacognitive Awareness***

PreTest

<b>Levene Statistic</b>	<b>df1</b>	<b>df2</b>	<b>Sig.</b>
.830	1	59	.366

The significant level of the sample is more than 0.05 which is 0.366. The table draws a conclusion that the samples in term of oral metacognitive awareness are homogeneous. All the classes have the same level of metacognition.

### *3. Administering Oral Communication Test before the training*

Before conducting the training, there was a pretest. Oral Communication Test was delivered to the students to identify the students' oral communication ability before the training was conducted in the treatment class. The students were asked to perform a role play of the topics given and presented in a pair.

### *4. Administering Metacognitive Awareness Inventory (MAI) Questionnaires*

The Indonesian version of the Metacognitive Awareness Inventory (MAI) Questionnaires was administered to the students to identify their metacognitive awareness before the training. The students were required to respond to the statement items in about 45 minutes. To increase the credibility of the responses the researcher informed the students that they should be sincere in their answers and they should not spend too much time on any of the items. The students were also asked to give an immediate response and that they should not be hesitated and change their answers. The questionnaires were collected and the responses were computed for data analyses.

### 5. Conducting the Metacognition based-Communication Strategy Training

In this research, the training conducted in 5 meetings which took 150 minutes for every meeting. The elaboration of the training as follows:

**Table 12 Metacognition based-Communication Strategy Training Schedule**

WEEK	MATERIAL	NOTE
1 <sup>st</sup> Week (90 minutes/ 1 meeting)	<ul style="list-style-type: none"> <li>• Explain the research project to the students</li> <li>• Determine their involvement in the research</li> <li>• Introduce the idea of communication strategy training based on metacognitive awareness</li> <li>• Administer the MAI questionnaires</li> <li>• Administer role play task (pretest)</li> </ul>	Pre Training Session
2 <sup>nd</sup> Week (90 minutes/ 1 meeting)	<ul style="list-style-type: none"> <li>• Introduce the communication strategies and the classifications</li> <li>• Discuss the types of communication strategies and their examples</li> <li>• Make other examples from the students' opinion</li> </ul>	Training Session 1
3 <sup>rd</sup> Week (90 minutes/ 1 meeting)	<ul style="list-style-type: none"> <li>• Make in pair work and group work</li> <li>• Practice in using the communication strategies in the tasks</li> </ul>	Training Session 2
4 <sup>th</sup> Week (90 minutes/ 1 meeting)	<ul style="list-style-type: none"> <li>• Perform the role play task in front of the class</li> <li>• Classroom monitoring</li> </ul>	Training Session 3
5 <sup>th</sup> Week (90 minutes/ 1 meeting)	<ul style="list-style-type: none"> <li>• Administer speaking test</li> <li>• Administer the MAI questionnaires</li> </ul>	Post Training Session

In the training, the researcher told the students that they were going to have communication strategy training to improve their oral communication skill in the first meeting. The researcher who also became the trainer in communication strategy training has explicitly explained the design of

Communication Strategy Training based on Nakatani's (2005) classification. The training was modified between Sukirlan's (2014) and Nakatani's (2005) method and was also designed based on Metacognitive Awareness developed by Schraw and Dennison, 1994.

The table 8 below explains further about the relation of metacognitive awareness and the specific students' activities in communication strategies training.

**Table 13 Metacognition based-Communication Strategy Training Method**

Method	Metacognition Aspects	Training Activities
<b>1. Orientation</b>	<i>Metacognitive Knowledge:</i> - Declarative Knowledge	<ul style="list-style-type: none"> <li>- The students recognizes the goals of the communication strategy training.</li> <li>- The students are introduced with the types of oral communication strategies (OCSs).</li> <li>- The students are taught how to use CSs to solve communication problems.</li> <li>- The students are given a CSs sheet for helping them</li> </ul>

		<p>to recognize and to memorize the strategies which will be used in their performance.</p> <ul style="list-style-type: none"> <li>- The teacher describes, models, and gives examples of potentially useful strategies.</li> <li>- The teacher can elicit additional examples from students based on the students' own learning experiences.</li> </ul>
<b>2. Exposition</b>	<p><i>Metacognitive Knowledge:</i></p> <ul style="list-style-type: none"> <li>- Procedural Knowledge</li> <li>- Conditional Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>- The students are exposed with CSs dialogue of listening material</li> <li>- The students are asked to identify particular communication strategies the speakers used in the dialogue.</li> </ul>
<b>3. Practice</b>	<p><i>Metacognitive Regulation:</i></p> <ul style="list-style-type: none"> <li>- Planning</li> </ul>	<ul style="list-style-type: none"> <li>- The students reflect on the previous lesson.</li> <li>- The students select the proper strategies they are going to use.</li> </ul>

	<ul style="list-style-type: none"> <li>- Management Information</li> <li>- Monitoring</li> <li>- Debugging</li> </ul>	<ul style="list-style-type: none"> <li>- The students use the diaries to make plans for using specific CSs.</li> <li>- The students make prediction of CSs before do the performance</li> <li>- The students activate CSs knowledge</li> <li>- The students repeat the simulation task.</li> </ul> <p>2) <i>Presentation:</i></p> <ul style="list-style-type: none"> <li>- The students recognize the goals and procedures of the new task.</li> <li>- The students discuss through brainstorming sessions basic dialogues.</li> <li>- The students create the possible CSs.</li> <li>-The students perform the tasks.</li> <li>- The students monitor their own performance according to the guidelines of the strategy diary.</li> </ul> <p>3) <i>Rehearse;</i></p>
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	<p>- Evaluation</p>	<ul style="list-style-type: none"> <li>- The students rehearse with their peers.</li> <li>- The students analyzing their performance.</li> <li>- The students check list the strategies used in the performance</li> <li>- The students correct the comprehension and performance errors.</li>   <li>- The students check their own learning.</li> <li>- They reflected on their strategy use.</li> <li>- The students analyze their self-assessment of their performance assessment by using the strategy diary.</li> </ul>
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*6. Administering oral communication posttest*

After the explicit strategy training had been employed, oral communication test was administered to the students as the posttest. This test was done with the purpose of finding the effect of the training on the students' ability in oral communication achievement.

*7. Metacognitive Awareness Inventory (MAI) Questionnaires*

The researcher administered MAI after the treatment to the students. The data taken from the students' metacognitive awareness identification was used for the purpose of finding the effect of the training on the students' metacognitive awareness.

#### *8. Analyzing the overall data taken from the previous procedures*

The last steps of the research were analyzing the data. In this step, the researcher drew a conclusion from the tabulated results of the tests that had been administered. Two independent inter-raters were asked to watch the video of the students performing the tasks and to score the first 5 minutes of each participant's conversation based on the Nakatani's (2002) Oral Communication Assessment Scale.

Those were the eight procedures done by the researcher in conducting the present research.

### **3.9 Hypothesis Testing**

In line with the research questions proposed in the first chapter, the hypotheses are stated as follows:

- 1) There was a significant difference between students' oral communication skill before and after the metacognition based communication strategy training.

2) There was a significant difference in students' metacognitive awareness before and after the metacognition based communication strategy training.

3) Planning was the most students' used actively in their metacognitive awareness aspect in doing the task.

To prove the quantitative data of the first hypothesis, IBM SPSS Statistics 22 was used. The hypothesis was analyzed at a significance level of 0.05 in which the hypothesis was approved if  $\text{Sig} < \alpha$ . It means that the probability of error in the hypothesis was only about 5%. The hypothesis of oral communication skill was drawn as follows:

- $H_0$  = there is no significant difference between students' oral communication skill before and after metacognition based communication strategy training.
- $H_1$  = there is a significant difference between students' oral communication skill before and after metacognition based communication strategy training.

The criteria for accepting the hypothesis were as follows:

1.  $H_0$  is accepted if the t-value is lower than T-table.
2.  $H_1$  is accepted if the t-value is higher than T-table.

The hypothesis of metacognitive awareness was drawn as follows:

H<sub>0</sub> = There is no significant difference in students' metacognitive awareness before and after metacognition based communication strategy training.

H<sub>1</sub> = There is a significant difference between students' metacognitive awareness before and after the metacognition based communication strategy training.

The criteria for accepting the hypothesis were as follows:

1. H<sub>0</sub> is accepted if sig. (p) value is lower than the sig. level.
2. H<sub>1</sub> is accepted if sig. (p) value is higher than the sig. level.

Those are the methods of this research which have been discussed and elaborated in this chapter.

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