

CHAPTER I

INTRODUCTION

A. Background of the Study

In recent years, English as a lingua franca has emerged as means of communication between speakers with different first languages, which drives English become increasingly important in non-English speaking countries. At the same time, EFL (English as a Foreign Language) teachers are trying to improve English learners' language competence comprehensively so that English learners can communicate with English speakers effectively based on polite and proper verbal exchanges. Speaking is very important part of studying English. Communication or contact with other person can be happened by speaking. People need to speak in order to communicate and express their idea.

“Speaking is one of productive skill should be learned by students. It makes student active and should be practiced in the classroom. As the result of speaking product the students are able to reduce misunderstanding, share information, and build social interaction.”¹ As stated by Brown “it is very difficult to isolate oral production tasks that do not directly involve the interaction of aural comprehension. Moreover,” in Tarigan ² speaking is one instrument to communicate the ideas which formed and developed in appropriate to speaker and listener.

¹ Brown, H. Douglas. *Language assesment: Principles and classroom practies*. USA.

² Tarigan, Henry Guntur. *Berbicara Sebagai Suatu Keterampilan Berbahasa*.(Bandung: Aksara 2008),21.

Speaking still becomes the problem for most of students. It is difficult for them to speak English or their speaking ability is still low, might be because they are lack of vocabulary, and weak in pronunciation and grammar. In addition, they often feel shy when they are speaking in front of classroom alone and it makes them could not speak up what are in their mind. Moreover in country with English as Foreign Language (EFL) such as Indonesia, English becomes “Haunting Danger” for the students. Indonesian people seldom to use English in their daily conversation, even in the school, specify in English subject even, the students are accustomed to use Bahasa rather than English in speaking class.

The problem also faced by students of SMAN 1 Pamarayan. They tend to avoid to speak up in front of the class, so the class run passively in speaking skill though they were good in writing skill. The students confused about how to make English learning enjoyable though the teacher was kind enough, they still thought that English was a “Haunting Danger”. Their teacher had their own strategy in teaching the class, but some of the students still felt under pressure when they were asked to speak or present something in front of the class. “ The students needed to find the appropriate strategy for themselves in order to make them enjoy in learning speaking English. Language Learning Strategy had a big influence to the students of foreign language in learning. As cited in Oxford”.³ that Language learning styles and strategies are among the main factors that help determine how –and how well– our students learn a second or foreign language.

³ Oxford, R.L. Language Learning Styles And Strategies: an Overview. Available on <http://www.hxy.nankai.edu.cn/jingpinke/buchongyuedu/learning%20strategies%20by%20Oxford.p>

When students begin to understand their own learning processes and can exert some control over these processes, they tend to take more responsibility for their own learning. “From both of the quotations we could conclude that the students could improve their acquisition of foreign language if they found the best strategy of language learning which was appropriate to their model of learning Speaking. Unfortunately, many of Indonesian students had not realized yet what the best strategy in learning English for them was.”⁴

Based on some problems found above, the researcher wanted to observe the metacognitive strategies that were used by the students to increase their speaking ability.

Based on the background of the study description, the researcher identified the following problems The students sometimes lose their words when the teacher asks them to present something in English, The students are passive in the class, The students can't response the teacher's instruction. The students can't speak English fluently, The students have not realized yet about the best strategy that can used by them in learning speaking English.

B. Limitation of the Problem

This research focused on the metacognitive strategies which were used by the students to improve their English speaking skill.

⁴ Chamot, Ana. Uhl. *Issues in Language Learning Strategy Research and Teaching*. Available on <http://www.e-flt.nus.edu.sg/v1n12004/chamot.pdf>

C. The Statements of the Problem

Based on the limitation above, the researcher could put formulation of the problems as follow:

1. How is students' speaking ability at the eleventh grade of SMAN 1 Pamarayan?
2. How is metacognitive strategy applied in teaching speaking ability at the eleventh grade of SMAN 1 Pamarayan?
3. How is the effect of metacognitive learning strategy on students' speaking ability at the eleventh grade of SMAN 1 Pamarayan?

D. Objectives of the Research

This research was aimed to analyze student's strategies in learning speaking at SMAN 1 Pamarayan. This research aimed to:

1. To know student's speaking Ability at the eleventh grade of SMAN 1 Pamarayan.
2. To apply metacognitive strategy in teaching speaking Ability at the eleventh grade of SMAN 1 Pamarayan.
3. To know the effect of metacognitive learning strategy in teaching speaking ability at the eleventh grade of SMAN 1 Pamarayan.

E. The Operational Definition

1. Speaking Ability

“Speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by accuracy and effectiveness of a test-taker’s listening skill, which necessarily compromises the reliability and validity of an oral production test”⁵

2. Strategy

“strategies are specific method of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information”.⁶

3. Metacognitive Strategies

Metacognitive is a term to express executive function, strategies which require planning for learning, thinking about the learning process as it is taking place, monitoring one’s production or comprehension, and evaluating learning after an activity is completed.

Metacognition involves “active monitoring and consequent regulation and orchestration of cognitive process to achieve cognitive goals”⁷. Flavell and Wellman, and Flavell included interpretation of ongoing experience, or simply making judgments about what one knows or does not know to

⁵ Brown, H. Douglas. *Language Assessment: Principles and Classroom Practices*. (USA: Pearson Education, Inc.2004)

⁶ Brown, H. Douglas. *Language Assessment: Principles and Classroom Practices*. USA: Pearson Education, Inc.2014.83.

⁷ Flavell, J. H. *Metacognitive aspects of problem solving*. In L.B. Resnick (Ed.), *The nature of intelligence*. (Hillsdale, NJ: Erlbaum1976).

accomplish a task, as other features of metacognition. Along with the notions of active and conscious monitoring, regulation, and orchestration of thought process, Flavell believed through repeated use of metacognition, it might in time become automatized.

Anderson defines metacognition as “thinking about thinking.”⁸ As Anderson states, the use of metacognitive strategies ignites one’s thinking and can lead to higher learning and better performance. Furthermore, understanding and controlling cognitive process may be one of the most essential skills that teachers can help second language learners develop.⁹

F. Previous Study

1. A Descriptive Study of Metacognitive Strategy in the English Language Teaching and Learning Process at SMPN 1 Probolinggo” in 2011

By ; Anik Pratiwi Wijayanti

Several studies were conducted by some experts about analysis of Metacognitive Learning Strategy in learning language. Thus, in this section some research findings of the using of Metacognitive Strategies in learning English will be elaborated briefly to give foundation and support to the study.

⁸ Anderson, N.J. *Using Telescopes, Microscopes, and Kaleidoscopes to Put Metacognition into Perspective*. (TESOL Matters, 12 (4), 2002).

⁹ *Metacognition: An Overview of Its Uses in Language-Learning*. Available on http://Puglia.istruzione.it/portfolio_new/allegati/j_clegg_metacognition_an_ovwervie_w_of_its_uses_in_language-learning.pdf

Anik Pratiwi Wijayanti conducted a research entitled “A Descriptive Study of Metacognitive Strategy in the English Language Teaching and Learning Process at SMPN 1 Probolinggo” in 2011. The researcher used qualitative analysis method. The findings of the research revealed that actually the students used metacognitive strategy. They were aware of their learning strategies that appropriate with them. Almost of learners of her research class were more often applied Metacognitive Strategies in their reading activities rather than speaking, listening, and writing.

Her research aims at presenting a study of the English teacher who teaches the students by applying Metacognitive Strategies in her teaching process and the learners who apply metacognitive strategies in their language learning activities. It was conducted to describe both teacher’s and students’ metacognitive strategies in the English language teaching and learning process at SMPN 1 Probolinggo.

The primary data of her research were collected from the teacher’s and students’ result of questionnaire, observation, and interview. Observation and interview were conducted to both students and teacher, and questionnaire was conducted to the students. The questionnaire was related Metacognitive Strategy that involves planning, monitoring, and evaluating strategies. While in this study, the researcher used observation, interview and documentation.

The similarity of the previous studies with the researcher’s is aimed to find the implication of metacognitive strategies in learning process. However the study that is conducted by Anik

Pratiwi Wijayanti focused on the both students and teacher's metacognitive strategies in whole English skills, while the researcher only focused on the student's metacognitive strategies in speaking skill.

2. Metacognitive Strategy Training for Vocabulary Learning

The result is the major concern of the present study was to explore the effectiveness of explicit metacognitive strategies training on vocabulary learning of the EFL students. As it was shown, the experimental group outperformed the comparison group on the vocabulary achievement test. Thus, the explicit metacognitive strategy training seems to have contributed to the improvement of students' vocabulary learning. In other words, the explicit instruction and practice the experimental group received about how to plan their vocabulary learning, set specific goals within a time frame, select the most appropriate vocabulary learning strategy, monitor strategy use, use a combination of strategies, self-testing degree of mastery of the new vocabulary items after meeting the words for the first time, managing their time by devoting some time during their study hours to vocabulary practice, and finally evaluating the whole process, contributed to this improved and expanded lexical knowledge. The findings of this study indicate that explicit metacognitive strategies instruction has positive impact on the lexical knowledge development of EFL students. It corroborates with studies focused on other types of learning strategies such as cognitive strategies using the two kinds of instruction (explicit and embedded) (Wenden, 1987; Carrel et al., 1989; Kern, 1989; Cohen, Weaver, & Li, 1998; Wenden, 1998)

according to which learning strategy instruction has positive effects on development of skills and components of language.

The findings of this study support the foreign language research literature on strategy training of other components and skills of the language such as reading comprehension (Kern, 1989; Carrell, 1998). Moreover, it can be asserted that the model used to teach metacognitive strategies was a practical and useful one.

The findings of the present study have implications for learners, teachers, and teacher educators in the realm of TEFL in particular and education in general. It helps teachers in accomplishing their challenging task of teaching English in EFL contexts where learners have less exposure to language compared to ESL contexts. Teachers can help learners use different metacognitive strategies to facilitate their vocabulary learning. Textbook writers, especially in the context of EFL, do not include a sufficient amount of information on learning strategies. A need for the inclusion of and emphasis on learning strategies is obvious.

Both learners and teachers need to become aware of learning styles and strategies through strategy instruction. Attempts to teach students to use learning strategies have produced good results (Rubin & Thompson, 1994). The main objective of such attempts is to allow students to become more aware of their preferred learning strategies and to help them become more responsible for meeting their own objectives. Such objectives can be only achieved when students are trained in strategy use so that they become more independent and effective.

However, before teaching students how to use strategies effectively, teachers should be trained in strategy instruction and assessment. They should also be trained on how to implement strategy instruction inside their classrooms. The Strategy-Based Instruction (SBI) approach adopted by Cohen, Weaver, and Li, (1998) emphasizes the role of SBI in the foreign language classrooms. In addition, Cohen, Weaver, and Li advise teachers to systematically introduce and reinforce learning strategies that help students use the target language more effectively and thus improve their performance. Oxford (1990a) suggests that strategy training can be achieved after familiarizing the students with the language learning strategies and providing them with opportunities for practicing these strategies through integrating them into the classroom instructional plan and embedding them into regular class activities.

There is a need for more comprehensive research on a wide range of variables affecting language learning strategies use. Variables such as cultural background, beliefs, learning style, motivation, and attitude that may have a bearing on language learning strategy use should be studied with students of different language backgrounds and proficiency levels. Moreover, research on the frequency of use of the social and affective strategies and choice of given strategies is recommended since it is helpful for both learners and teachers.

Finally, the idea of self-regulation and empowerment with strategic instruction will possibly prove more effective in certain contexts. Where learners of EFL have been educated in a more teacher-

centered, top-down curriculum rather than one that promotes learners' autonomy and independence, strategy instruction could prove most effective.¹⁰

3. Developing Metacognitive Skills As A Foundation Of Learning A Foreign Language

By : Ramona Henter University of Bucharest,

This research aimed at highlighting the effects of using metacognitive strategies on performance in learning English. These methods and techniques have been presented during the intervention program in order get students more familiar with metacognitive strategies that can be transferred to other subject matters, mainly the strategies aimed at metacognition during reading and writing. We cannot rule out that some students were already using metacognitive strategies intuitively, but the overall level of metacognition rose in all students. The results obtained in the analysed group show that metacognitive skills in language learning can be successfully developed in students. The experimental approach of this topic offered the possibility to identify the most appropriate modalities for intervention in terms of duration of the program, of the strategies presented and used actively during English classes. For the population of students who major in Humanities, an intervention programme lasting 14 weeks, with weekly meetings focused on strategies to improve their knowledge about cognition and the strategies of regulating their cognitive activity has proven effective. Particular attention should be paid to how the proven effectiveness of this programme

¹⁰ Available on URL: <http://dx.doi.org/10.5430/wje.v2n4p64>

could be implemented in teaching, by presenting these didactic strategies combined (both purely theoretical presentation of the strategies and practical use during English language courses of those presented in the theoretical part). But metacognition can be taught only ¹¹by teachers who practice metacognition and only if it is supported by those who decide on the curriculum of various subjects. Thus, we believe that metacognition is the essential skill that teachers should develop both in themselves and their students (Anderson, 2005). Therefore, metacognition should be first learned and used by teachers and applied in teaching and learning methods and in writing textbooks and practiced every day, in all subjects.

¹¹ Available on*Autor corespondent: Ramona Henter Email: ramona.henter@unitbv.ro