

**METACOGNITIVE STRATEGIES OF STUDENTS TAKING  
SPEAKING C COURSE IN ENGLISH EDUCATION DEPARTMENT**

**A THESIS**



**By**

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GRADUATE SCHOOL  
WIDYA MANDALA SURABAYA CATHOLIC UNIVERSITY  
2020**

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## **A THESIS**

Presented to Widya Mandala Surabaya Catholic University  
in partial fulfillment of the requirement for the Degree of  
Master in Teaching English as a Foreign Language



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2020**

## **Advisor's Approval**

This thesis entitled **Metacognitive Strategies of Students Taking Speaking C Course in English Education Department** prepared and submitted by Christina Waso Odung (8212718003) has been approved to be examined by the Thesis Board of Examiners.

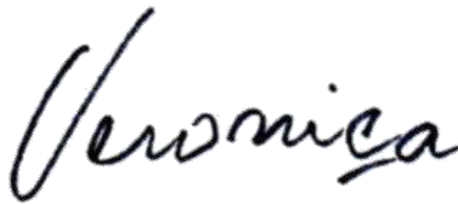
A handwritten signature in blue ink, consisting of a large, stylized 'Y' shape with several horizontal strokes across the top and a long, curved line extending downwards.

**Yohanes Nugroho Widiyanto, Ph.D.**

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## **Thesis Examination Board's Approval**

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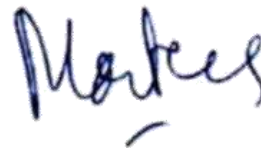
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## Statement of Authenticity

I declare that this thesis is my own writing, and it is true and correct that I did not take any scholarly ideas or work from others dishonestly. That all the cited works were quoted in accordance with the ethical code of academic writing.

Surabaya, 17 August 2020



Christina Waso Odung

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## Statement of Thesis Publication Approval

For the sake of the knowledge development, as a student of Master of Teaching English as a Foreign Language, The Graduate Program, Widya Mandala Surabaya Catholic University:

**Name : Christina Waso Odung**

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I hereby approve my thesis entitled:

**Metacognitive Strategies of Students Taking Speaking C Course in English Education Department**

to be published or viewed in the internet or other media (Digital Library of Widya Mandala Surabaya Catholic University) for academic purposes in the compliance of *Undang-undang Hak Cipta*.

I hereby declare that this statement of the thesis publication approval is correct.

Surabaya, 28 August 2020

The undersign,



Christina Waso Odung

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# **Metacognitive Strategies of Students Taking Speaking C Course in English Education Department**

**Christina Waso Odung**

## **Abstract**

Metacognitive strategies are strategies to regulate over one's cognitive processes in learning. Most of the previous study shows there are difference in the frequency of using metacognitive strategies among the high, middle, and low performers without fully explained how the students of different levels of achievement deployed their metacognitive strategies. The present study aimed to investigate the metacognitive strategies deployed by students of an English department who learned public speaking in conventional learning and virtual learning atmospheres, and during final test. There were 21 participants taking part in the study. Ten of them gave their responses on conventional class context, and the rest on virtual learning. In addition, eleven of students of different levels of achievement from the class took part in the investigation about how the different levels of students deployed their metacognitive strategies in facing the final test. Based on the data gathered through questionnaire, the study revealed that all the students had declarative knowledge about the class discussions, lecturer's teaching, learning tasks, materials; procedural knowledge about how to understand the materials and finish the tasks; and also, the conditional knowledge about when and why they needed to do special strategies based on their condition and also to develop their speaking skills. Based on the investigation done through stimulated recall interview, the study revealed that there were differences between high, middle, and low achievers in preparing for the final test and in executing it, in which the high achievers prepared more comprehensively so that it affected their performances. The study confirms that high achievers have more responsibilities and confidence compared to the low achievers in preparing for their task performances.

Key words: metacognitive strategies, learning process, stimulated recall.

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The Writer's Biodata