CHAPTER 1
INTRODUCTION

As the opening chapter of the thesis, this chapter presents the background of the study which contains the basic problem of the research. That is followed by the research questions, the theoretical framework, the significance of the study, the scope and limitation, the definition of key terms, and the organisation of the thesis itself.

Background of the Study

A learner who has cognitive capacity leads the whole process of his/her own thinking and action. In the process of learning to perform a particular skill, he/she actually has the ability to direct his/her own thinking process regarding the action he should do to perform the skill well, to have awareness about what should be done in the process when the action takes place, to recall whether what he has done has met his goal, and subsequently to think about what should be done better for the next performance. This whole process covers what metacognitive strategies are (Purpura 1997 in Brown, 2007; Oxford, 1990). Yet, whether it is applied in the process of acquiring things depends on whether that individual is aware of his/her own learning process.

Successful learners are those who takes charge of their own learning in which there is such awareness owned in the learning process, to evaluate the needs, to create strategies to meet their needs, and to take the action (Hacker, Dunloski, and Graesser, 2009). There have been studies done which prove that raising awareness in the learning process owned by the learners benefit to their performance (Brown, 2007). In oral proficiency learning, having such awareness must also benefit the learners. There are some strategies learners can use as their guide in speaking learning. Moreover, when they take control over the strategies they use, they actually succeed to know themselves better, especially their strengths and weaknesses, and how to deal with the weaknesses especially in order to achieve a particular learning goal.

There has been a number of experimental studies conducted in applying the approach of training metacognitive strategies for different purpose of language learning in ESL and EFL in which the results of the researches show positive impacts (Wichadee, 2011; Birjandi, & Rahimi, 2012; Rahimirad, 2014; Cer, 2019). Those studies confirm that when students are trained to regulate over how they should learn to perform a particular language skill well, their awareness increased and it positively impacted to the result of their learning. Considering that having metacognition is important

especially for language learners, this study is directed to explore whether EFL students who prepare themselves to be English teachers have such awareness in their learning particularly in speaking class.

Most of studies which investigated metacognitive strategies in learners' language learning used quantitative design. Typical studies done by Yang (2009); and Alamri (2018) showed the same positive result that there were differences between students' level of performance in the frequency of using metacognitive strategies. However, those studies did not explore which metacognitive strategy specifically deployed by the students since the data of the study were only gathered through close-response questionnaire. The participants only responded to the statement provided, their real strategies based on their own capacity and condition were not investigated. Besides, most of those studies were also conducted to investigate metacognitive strategies in reading and listening, not in Speaking. A qualitative study particularly on metacognitive strategy in speaking so far is still limited. It was stated that lack of research on the use of language learning strategy in speaking skill was noticed (Yunus, 2014).

A more recent study on learning strategy in speaking by Saputra and Subekti in 2017 collected the data through procedures for a more valid data collection. The data were gathered not only by using questionnaire but also by using interview to support the questionnaire. However, the study did not specifically investigate on metacognitive strategy instead of on learning strategies which entail all direct and indirect learning strategies. A more related study done by Lam in 2009 investigated metacognitive strategy used by primary school students by using stimulated recall interview after the students performed their speaking task. The design of the study has also enriched the literature in term of presenting qualitative data.

So far, there has been limited number of studies regarding the deployment of metacognitive studies in speaking class in Indonesia, for example a study by Dewi, Kahfi and Kurniawati (2017). This is quite surprising since having English speaking proficiency can be categorized as one significant readiness to be able to adapt to and grow in globalization. Having that particular skill cultivated help learners to perform well not in their study but also in their future profession. EFL learners who have exposure to English along with the supporting resources for speaking learning are expected to develop their speaking ability to be better in each performance. When such English proficiency owned by EFL learners, it can be assumed that there should have been a good exposure on English or a well organised learning process owned by the learners.

In addition, there is no metacognitive studies in the English department under study. The chosen participants in this study were students in an English department, the second-year students of a Speaking class. Since there was also no clue whether the students of the English Education

department had known or been taught about metacognitive strategies, a preliminary study was conducted to the first-year students in order to investigate to what extent the students in the first year of the English department had such awareness.

The result of the preliminary study showed that in planning, they had careful consideration of things as trying to understand the main ideas of a speaking topic of a task before it was conducted, practicing uttering words or sentences correctly, and thinking of what should be their attention when they performed a speaking task. In monitoring, when they performed the task, they also had good consideration of what they should do in the middle of the performance to get a maximal outcome. After the speaking task took place, in the stage of evaluating the performance, most of the participants also evaluated it for the next better performance.

The result of the preliminary study gave general conclusion that English teaching department students have awareness of the metacognitive studies. However, the real metacognitive strategies deployed in the real class were not fully depicted. This present study investigated how students taking Speaking C course deployed their metacognitive strategies in the learning process during taking the course either in classroom or virtual class. In addition, the nature of Speaking C class presently which uses virtual learning fully might create different strategies compared to conventional classes. The present study also came to investigate the how the students of different level of Speaking achievement based on their performance in the final test deployed their metacognitive strategies in facing the final test.

Research Questions

Related to the background of the study, this study is done to answer the following questions:

1. How did the students taking Speaking C course deploy their metacognitive strategies in conventional learning?
2. How did the students taking Speaking C course deploy their metacognitive strategies in virtual learning?
3. How did students of different speaking achievement deploy their metacognitive strategies in the final test of Speaking C course?

Significance of the Study

There are three significance of this study which are for the students, the lecturers, and the English teachers for any level.

- For students, they can be more aware of their own learning process that learning is not only matter of comprehending material, rather it is applying best strategies to achieve the learning goal which are suitable with their self-ability and capacity. This is actually not applicable for learning a particular English skill, but for all of the skills and components and also other learning subjects.

- For students especially, who are English teachers to be, they can learn that having awareness in learning is needed for a better outcome. They can prepare themselves to be teachers who introduce metacognitive strategies to their future students.

- By knowing the students' metacognitive strategies in their speaking learning process, teachers/ lecturers can get to know their students much better. Further, the lecturers can guide the students on what they should do in planning, monitoring, and evaluating their language performance for a better upcoming performance.

- English teachers get to know the benefit of having metacognitive strategies so it can be introduced to their students in their English teaching. The students can later be familiar with the strategies which can later be applied into their own learning process.

Theoretical Framework

Theories of metacognitive strategies have been robust in the last two decades in language learning. Since there are three settings of research, namely conventional class, virtual class and examination, this reseach combined the theories of metacognitive strategies by Schraw, Crippen, & Hartley (2006); Sperling, Howard, Miller, & Murphy (2002) as cited in Sugiharto, Corebima, & Susilo (2018) and the theory of O'Molley and Chamot (1990) as the framework of the study.

In the settings of learning, both conventional and virtual, declarative knowledge, procedural knowledge and conditional knowledge (Schraw, Crippen, & Hartley, 2006; Sperling, Howard, Miller, & Murphy, 2002 as cited in Sugiharto, Corebima, & Susilo, 2018) are a group of a number of related strategies which are used to regulate learning. These strategies are classified into strategies of cognition that exist when the learners are in the process of learning something.

In term of metaconitive strategies for language assessment, metacognitive strategies proposed by O'Molley and Chamot (1990) were employed. O'Molley and Chamot (1990) classify metacognitive strategies into three main strategies which are planning, monitoring and evaluation (pp. 119).

- Planning
  - *Advance organizers*: Previewing the main ideas and concepts of the material to be learned, often by skimming the text for the organizing principle.
  - *Directed attention*: Deciding in advance to attend in general to a learning task and to ignore irrelevant distractors.
  - *Functional Planning*: Planning for and rehearsing linguistic components necessary to carry out an upcoming language task.
  - *Selective attention*: Deciding in advance to attend to specific aspects of input, often by scanning for key words, concepts, and or linguistics markers.
  - *Self-management*: Understanding the conditions that one help one learn and arranging for the presence of those conditions.
- Monitoring
  Self-monitoring: Checking one's comprehension during listening or reading or checking the accuracy and/ or appropriateness of one's oral or written production while it is taking place.
- Evaluation
  Self-evaluation: Checking the outcome of one's own language learning against a standard after it has been completed.

Scope and Limitation

Students' metacognitive strategies in language learning can be deployed in any learning phase and circumstances. The learning phase can be elaborated as teaching learning activities from the introduction of a particular speaking topic by the teachers/ lecturer, the teaching learning activities in which students also get involved in the discussion and practices, and the assessment that is usually done in the final term of the class learning. The metacognitive strategies also happen outside the class where the students finish the class tasks and prepare themselves of a speaking performance in the class.

For the investigation of the first research question, the data was limited only on the students' responses of the questionnaire about the learning process they went through during taking Speaking C course in the 1st half of the term where the class discussion took place in the classroom. There is no other investigation such as from observation or interview about the learning process the students had during the half of this term.

While for the investigation of the second research question, the data was limited only on the responses of the questionnaire about the learning process the students went through during taking Speaking C course in the 2nd half of the term where the class discussion took place in virtual class.

There is no other investigation such as from observation or interview about the learning process the students had during the half of this term.

For the third purpose of the study, the investigation is limited only on the students' answers in the stimulated recall interview based on their strategies done in facing, monitoring, and evaluating their performance of the final test. There is no other investigation from such as from questionnaire or observation to answer this question.

Definition of Key Terms

Metacegnitive strategies. Metacognitive strategies are strategies which involve planning for learning, thinking about the learning process as it is taking place, monitoring of one's production or comprehension, and evaluating the learning after an activity is completed (Purpura, 1997 in Brown, 2007). Metacognitive strategy in this research is defined as all the strategies the students had in their learning process during taking Speaking C course in the 1st half of the term, in the 2nd half of the term, and in the planning of what should be done to perform a persuasive speech as the final project, in monitoring the performance when the task takes place, and in evaluating performance after it is done.

Learning Process. Learning is "acquiring knowledge of a subject or a skill by study, experience or instruction (Brown, 2007)". Closely related to that statement, learning process in this study is defined as the acquisition process the students had in understanding the learning materials, tasks, self-performance, and as well as to act during taking the Speaking C course when the discussion happen either in the classroom or in the virtual class.

Stimulated Recall. According to Gass and Mackey (2000), "stimulated recall is one subset of a range of introspective methods that represent a means of eliciting data about thought processes involved in carrying out a task or activity" (p.1). In this study, stimulated recall means the approach done by the researcher to dig out what is in the students' mind when they plan for, monitor, and evaluate their persuasive speech after it is conducted.

Organisation of the Thesis

This Thesis is divided into five chapters with a bibliography, and appedices as the closing. They are:

Chapter 1. This chapter is the introduction which contains background of the study, research questions, theoretical framework, significance of the study, scope and limitation of the study, definition of key terms, and organization of the study itself.

Chapter 2. This chapter delivers the review about metacognitive strategies which also consists of the regulation of choosing learning strategies, students' participation in classroom learning in relation to having metacognitive strategies, metacognitive strategies in virtual learning, and metacognitive strategies in oral-proficiency assessment. Then it is followed by the Speaking skill which consist of aspects of speaking skill and aspects required for a speaking assessment, and the last by not least, there are review of the related studies.

Chapter 3. This chapter presents the research methods of the study: design, setting, participant, data collection which consists of Questionnaire, responses of the questionnaire, the review of Stimulated recall interview, the interview protocol, and also the interview transcript, and also the students' final test score. After that, it presents the data analysis which is described to analyse the data for research question 1 & 2, and for research question 3.

Chapter 4. This chapter presents the findings and discussion for each of the research questions: how the students taking Speaking C course deployed their metacognitive strategies in conventional learning; how they deployed their metacognitive strategies in virtual learning; and, how they deployed their metacognitive strategies in the final test.

Chapter 5. This chapter displays the conclusion of the study and the suggestions for English teachers, students, regulator of education policy and also for further study. After presenting all of the five chapters, there is a bibliography which presents the sources of the related literatures and studies of this research.

Appendices. The appendices attached are related files needed in the study. Those are: the original course outline, problem sheet of the student's final test and the grading rubric, *kuesioner* A and *kuesioner* B, stimulated recall (SR) interview protocol, students' responses of *kuesioner* A and B, and the 11 interview transcripts of the SR interview.