# METACOGNITIVE LEARNING STRATEGIES USED BY THE SIXTH SEMESTER STUDENT OF ENGLISH EDUCATION DEPARTMENT OF UNIVERSITAS CENDRAWASIH PAPUA IN LEARNING SPEAKING SKILL

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## Abstract

*Metacognitive Learning Strategies used by The Sixth Semester Student of English Education Department of Universitas Cendrawasih Jayapura in Learning Speaking Skill. The objective of this research was to find out the metacognitive learning strategies commonly used by the fifth semester students in developing their speaking ability and whether the good students and weak students used the same metacognitive learning strategies in developing their speaking ability. The method used was descriptive, using percentage technique. The samples consisted of 35 fifth semester students of English Education Department of UNCEN Jayapura in 2014/2015 academic year. The data collected through questionnaires. The research concluded that good students approximately always used the all metacognitive learning strategies. The most commonly strategy used by good students is selective attention and the most rarely used is delayed production. The percentages of other strategies were nearly the same. The most commonly strategy used by weak students is delayed production the most rarely used is advance organizer. The percentages of other strategies were nearly the same.*

## INTRODUCTION

### Background

Teachers, teaching materials, and students are three inseperable variables in language learning and teaching process. Success or failure of learning and teaching process are greatly influenced by those factors as well as other aspects such as environment, family background and socio-economic factors. It is a fact that, although some methods have been tried to be applied in language teaching in our country, from grammar-translation method up to communicative and meaningful approach, can not show satisfactory result in learning and teaching process of language.

Huda (1988) reported that only 4,5 % of secondary school learners that can be clarified to have mastered English as prescribed by the curriculum. This problem becomes important issue among language teachers and arise a question that what can be done to help the learners become proficient in English? All English teachers have asked this question and have tried to find answers through a variety of means.

Over the last twenty years, some studies in the field of language learning and teaching put greater emphasis on learners and learning rather than on other aspects. The fact shovel that among language learner, there are some of them can achieve a good progress in their learning. They just need a few time in mastering their second language. Research and theory in second language learning strongly suggest that successful language learners use a variety of strategies to assist them in gaining command over new language skills (O'Malley: 1987).

How learners process new information and what kinds of strategies they employ to understand, learn or remember the information, recently, has been the primary concern of the researcher dealing with the area of foreign language learning. In connection with the assumption mentioned above, in this research, the researcher will study about one of learning strategies that have been defined by the expert, that is metacognitive learning strategy. This

learning strategy can be applied to virtually all types of learning task. The research will concern on how the fifth semester students used metacognitive learning strategy in developing their speaking ability.

## The Concept of Speaking

The purposes of learning language are varying. However, the main purpose is to be able to communicate with that language. One form of communication is that interaction between speakers. Speaking is a means of oral communication by giving ideas or information to others (Yulianah, 1999). As Widowson (1978) states that an act of communication through speaking is commonly performance in face to face interaction and occur as part of dialogue or rather forms of verbal exchange. It is depend on an understanding.

In interaction with others the act of speaking involves not only the production of sound, but also the use of gesture, the movement of the muscles of face and indeed of the whole body. If one thinks of speaking is way in which the language system is manifested through the use of organ of speech, it said to be productive and operates through the aural. If one thinks that speaking is exemplifying 'Use' rather than 'usage' as being a communication activity then this bit productive and receptive, both aural and visual.

Widowson (1985) in also describe that usage as one aspect of performance, which makes evading the extent to which the language user demonstrates his knowledge of linguistic rules. And use is another aspect of performance which makes evident the extent to which the language user demonstrates his ability to use high knowledge of linguistics rules for effective communication.

Likewise Samsidar (1998) states that mastering the art of speaking is the single most important function of learning a second or foreign language. In connection with this opinion, Chasten (1976) states that learning to speak is obviously more difficult than learning to understand the spoken language. Because of its difficult the students are supposed to choose their own way or be more autonomous to achieve the speaking ability whether in the classroom or out side of classroom.

## Some Personal Strategies to Improve Speaking Skills

1. **Conversation**
   Conversation is strategy that can be done by the learners to develop their speaking ability. Relating to this Rivers (1968) put forward that the ability to converse in a foreign language is developed by frequent practice in conversing in that language.

2. **Asking Questions**
   Other types of interaction may produce students' opportunity to think is asking question where they look for correct answer or procedure while the teacher giving "Clues" to lead the students to the answer or line of taught.

3. **Discussion**
   Some discussion can be conducted with role-play, which helps many learners to overcome their inhibition in speaking. Others and the most natural ones take in small face to face groups in which everyone can express their opinion or choice.

4. **Correction**
   When students are experimenting with the new language they have just been taught and beginning to use it for themselves. It would be psychologically unsound to interrupt correct them unless they were completely struck or obviously in a hopeless modulo and feeling unhappy. Teacher should, therefore, not correct them, but merely take a not of common errors and plan to ideal with them at later stage.

5. **Imitation**
   In classroom interaction, lecturers possess a great deal to use a variety of verbal

activities. Rayed (1993) says the variety of verbal activities done by lecturers in the classroom interaction give the students a great opportunity to get input, spoken English.

6. **Paying Attention**
   Full participation in spoken communication demands directing attention to particular elements of the speech acts, such as pronunciation, register, style, physical distance from other speakers, grammar and vocabulary.

7. **Translating**
   Translating can be a helpful strategies early in language learning as long as in used with care. It allows learners to use their language as the basic for understanding what they hear or read in the new language. It also helps produce the new languages in speech or writing, however, word for word translation, though a frequent occurrence among beginners, can also become a crutch or provide the wrong interpretation of target language material. Furthermore, translating sometimes can slow learners down considerably. Forcing them to go back and fourth constantly between languages (Lasunra:1994).



**Theoritical Framework**
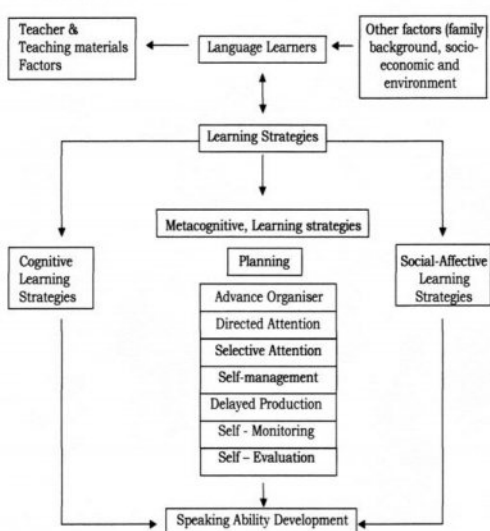
## DISCUSSION

This section presents brief discussion about the description of each metacognitive learning strategy commonly used by good students and weak students in developing their speaking ability.

### Planning

This strategy commonly used by all students' classification in developing their speaking ability. This is proved by the fact that more than half of good students and weak students said always used the two items that indicate this strategy. This is understandable that all students usually plan attending activity that will improve their speaking ability.

### Advance Organizer

This strategy commonly used by good students but rarely used by weak students in developing their speaking ability. This is proved by the fact that more than half of good students (76,9 & 73,1%) said always used the two items that indicate this strategy but very few of weak students (22,2 & 11,1%) said always use it. That is to say that good students will be better organizers than the weak students did. As a good students, they always want to perform everything in a good order. So that they always make preparation for their activity in advance.

### Directed Attention

This strategy commonly used by good students as well as weak students. This is proved by the fact that the percentage of each item for each student's classification was nearly the same. Therefore no much to be discussed further.

### Selective Attention

This strategy commonly used by good students as well as weak students. The data analysis shows that the percentage of each item for each student's classification was nearly the same. Therefore no much to be discussed further.

**Self Management**

This strategy commonly used by good students but rarely used by weak students in developing their speaking ability. The fact shows that more than half of good students (76,9%) said always used the two items that indicate this strategy but very few of weak students (22,2 & 33,3%) said always use it. This is understandable that both Good students and weak students have very different competence and self confidence in managing themselves particularly in the classroom.

**Delayed Production**

This strategy commonly used by weak students but rarely used by good students in developing their speaking ability. More than half of Weak students (66,7 &, 88,9%) said always repeat their utterance and postpone their conversation to recall forgot words. This is to say that weak students usually unsure with their utterance and lack of vocabulary. Otherwise good students may have enough self confidence and also have good command in English to converse with others.

**Self Monitoring**

This strategy commonly used by good students but rarely used by weak students in developing their speaking ability. The fact shows that more than half of good students (61,598, 53,8%) said always

## 1. CONCLUSION

1. Good students approximately always used the all metacognitive learning strategies. The most commonly strategy used by good students is selective attention and the most rarely used is delayed production. The percentages of other strategies were nearly the same.

2. The most commonly strategy used by weak students is delayed production the most rarely used is advance organizer. The percentages of other strategies were nearly the same.

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