

**METACOGNITIVE STRATEGY USED BY THE SECOND GRADE
STUDENTS OF SMA BATIK 2 SURAKARTA IN DEVELOPING
ENGLISH SPEAKING SKILL**



**Submitted as a Partial Fulfillment of the Requirements for
Getting Bachelor Degree in Department of English Education**

by:

DESTRIA RIZKY RAMADHANI

A320180131

**DEPARTMENT OF ENGLISH EDUCATION
SCHOOL OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH SURAKARTA**

2022

APPROVAL

**METACOGNITIVE STRATEGY USED BY THE SECOND GRADE STUDENTS OF
SMA BATIK 2 SURAKARTA IN DEVELOPING ENGLISH SPEAKING SKILL**

PUBLICATION ARTICLE

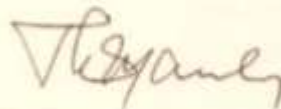
by:

Destria Rizky Ramadhani

A320180131

Approved to be examined by consultant
Faculty of Teacher Training and Education
Muhammadiyah University of Surakarta

Consultant,



MAULY HALWAT HIKMAT, Ph. D

NIDN. 0613066801

ACCEPTANCE

METACOGNITIVE STRATEGY USED BY THE SECOND GRADE STUDENTS OF SMA BATIK 2 SURAKARTA IN DEVELOPING ENGLISH SPEAKING SKILL

by:

Destria Rizky Ramadhani

A320180131

Accepted by Board Examiner of English Education

Faculty of Teacher Training and Education

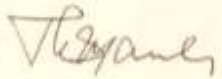
Muhammadiyah University of Surakarta

On Saturday, 11 November 2022

The board Examiners:

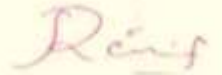
1. Mauly Halwat Hikmat, Ph. D

(Head of Exalmer)

()

2. Dra. Rini Fatmawati, M. Hum

(Member I of Examiner)

()

3. Suharyanto, S. Pd., M. Ed

(Member II of Examiner)

()



Dekan


Dr. Sutarna, M.Pd.

NIDN: 0007016002

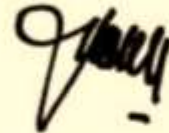
TESTIMONY

I testify that in this publication article there is no plagiarism of previous literary works which been raised to obtain bachelor degree of certain university, nor there are opinions or masterpieces which have been written or published by others, except those in which the writing is referred to the manuscript and mentioned in literary review and bibliography.

Hence later, if it is proven that there are some untrue statements in this testimony, I will fully be responsible.

Surakarta, 2 November 2022

The Researcher



Destria Rizky Ramadhani

A320180131

METACOGNITIVE STRATEGY USED BY THE SECOND GRADE STUDENTS OF SMA BATIK 2 SURAKARTA IN DEVELOPING ENGLISH SPEAKING SKILL

Abstrak

Tujuan dari penelitian ini adalah untuk mengidentifikasi strategi metakognitif yang digunakan siswa kelas dua SMA dalam mengembangkan keterampilan berbicara di SMA Batik 2 Surakarta dan mendeskripsikan penerapan strategi dalam mengembangkan keterampilan berbicara di SMA Batik 2 Surakarta. Data dari penelitian ini memberikan informasi tentang strategi pembelajaran yang digunakan oleh siswa kelas dua SMA untuk mengembangkan keterampilan berbicara mereka. Keabsahan data dalam penelitian ini didasarkan pada teori triangulasi. Hasil penelitian ini menunjukkan bahwa strategi pembelajaran bahasa taksonomi O'Malley digunakan oleh siswa dalam proses pembelajaran berbicara. Strategi metakognitif yang digunakan meliputi self-management, self-monitoring, delay production, dan self-evaluation.

Kata kunci : strategi metakognitif, strategi pembelajaran, keterampilan berbicara.

Abstract

The purpose of this study is to identify the metacognitive strategies used by second graders of senior high school in developing speaking skills at Batik 2 Surakarta High School and to describe the implementation of the strategies in developing speaking skills at Batik 2 Surakarta High School. The data from this study provide information about the learning strategies used by second graders of senior high school to develop their speaking skills. The validity of the data in this study is based on the theory of triangulation. The results of this study indicate that the language learning strategies of O'Malley's taxonomy are used by students in the learning process of speaking. The metacognitive strategies used include self-management, self-monitoring, delay production, and self-evaluation.

Keywords: metacognitive strategies, learning strategies, speaking skills.

1. INTRODUCTION

Speaking is a language skill aimed at the oral expression of ideas, ideas and feelings as a process of communication with others. While speaking, a person goes through a thought process to comprehensively express ideas and ideas. The speaking process is closely related to the development of underlying experiential thinking. This experience is gained through reading, listening, observing and discussing.

A learning strategy is the overall general pattern of activity by educators and students in conducting effective learning events to achieve a goal; It is effectively and efficiently formed by the combination of the time spent by the faculty and students. In learning activities (Wahyudin, 2017). Learning strategies consist of methods, techniques, and procedures to ensure that students achieve their learning objectives.

In carrying out their duties, educators are also required to be able to develop effective and efficient learning strategies that can facilitate students to achieve learning objectives optimally. Therefore, in the national education standard, it is stated that one of the competencies that educators must possess is pedagogic competence, namely the ability of educators to manage to learn effectively and efficiently. To be able to manage to learn effectively and efficiently, an educator needs knowledge of learning strategies.

This case is based on findings that an author who had previously completed a two-month internship at a school had problems with metacognitive strategies in English development. Therefore, the author would like to know more about the learning strategies that SMA Batik 2 Surakarta students use to develop their English skills.

In the initial research, the writer used observations, questionnaires, and interviews to find out what strategies students used most in developing their speaking skills. In the questionnaire there are statements on several strategies, namely socio-affective, cognitive, and metacognitive, but the more dominant or the most widely used by students is the metacognitive strategy. Metacognition is a person's skill in regulating and controlling his way of thinking. According to metacognitive theory, learning students have certain abilities to coordinate and control what they learn. Therefore, the author would like to know more about the metacognitive strategies that SMA Batik 2 Surakarta students use to develop their English skills.

2. METHODS

This type of research is qualitative research with a descriptive research design. Qualitative research is a research process that is carried out fairly and naturally by the objective conditions of the field without manipulating the type of data collected, especially qualitative data. A related research process involves observing people in their daily lives, interacting with them, and trying to understand their language and interpretation of the world around them. It is to describe (to describe) in detail, understand (to understand), explain (to explain), and complete with special procedures and methods according to the characteristics of qualitative research. This study describes metacognitive strategies used by SMA Batik 2 Surakarta students to develop their English language skills. The subject of this study is the metacognitive strategies used by second grade students SMA Batik 2 Surakarta to develop their English skills. The subject of this study is second grade students at SMA Batik 2 Surakarta. Data from this study are information on metacognitive strategies used by second grade students of SMA Batik 2 Surakarta. Information The data source is second grade English students at SMA Batik 2

Surakarta. Observations, interviews, and questionnaires are the techniques researchers use to collect research data.

3. FINDING AND DISCUSSION

3.1 Finding

Based on data from observations, questionnaires, and interviews, researchers discovered the metacognitive strategy steps used by SMA Batik 2nd Surakarta students: self-management, self-monitoring, delayed production and self-evaluation.

The first is self-management. This strategy involves submitting a data source, defined as the process of using reference material in the target language. Self-management is the ability to regulate one's own behavior, thoughts, and emotions. Based on the results of the research, the teacher gave the students the task of conversing with their classmates, and the students were able to understand the correct pronunciation of the words using translation applications such as Google Translate and Indonesian-English dictionary applications. It is known, Self-management during steps is used to allow students to check their vocabulary, pronunciation and grammar while speaking English.

Based on the observation, during the process of learning to speak, the researcher found the strategies students used when they wanted to develop their speaking skills. In asking questions and giving opinions, students are asked to have conversations with their classmates, then before appearing in front of the class, students practice conversations with their friends first, it is seen that students use their cellphones to check English vocabulary or sentences using a dictionary or google translate application.

Based on the results of a questionnaire consisting of 20 statements distributed to students, there is one statement "I summarize a story to improve speaking skills in English", the statement is included in the Metacognitive Self management. 8 out of 30 students strongly agreed with the statement, then I rechecked the statement by conducting interviews.

Interview results show that reviewing the pronunciation of student-made dialogues and then summarizing the stories and words that students make up helps them learn English, especially when they speak. I opened the Google Translate app and the dictionary and checked word by word to find the correct pronunciation. The following statements result in:

“I try to check the words one by one by opening Google translate” (Student Interview 1, 2022)

“I use a dictionary application to find out the correct grammar” (Student Interview 2, 2022).

This strategy means that students can improve their pronunciation, grammar and vocabulary accuracy. Self-assessment is defined as the process of checking self-study results for internal measures of completeness and accuracy. Students review the results of their work to ensure that the meaning they have created is correct. This strategy refers to repetitions that are processed to mimic the language model. Includes clear exercises. Based on research, we know that teachers give grades to students and comment on the results of their work after giving them assignments. Students try to solicit opinions from their teachers. the form die Students try to use the correct words in their sentences so that they can speak English well and correctly.

Based on the observation during the speaking learning process, the researcher found the strategies students used when they wanted to develop their speaking skills. In asking questions and giving opinions, students were asked to have conversations with their classmates, then before appearing in front of the class students practice conversations with their friends, which can be seen that students use their cell phones to check pronunciation, grammar, and vocabulary, some students also use their cell phones to check their pronunciation, grammar, and vocabulary. Some students are also seen using a dictionary or google translate application to find out the pronunciation of a sentence correctly, then they seem to repeat the sentence until the pronunciation is correct.

Based on the results of a questionnaire consisting of 20 statements distributed to students, there is one statement "I try to use the words used by the teacher when the teacher speaks English well." This statement is included in the category of Metacognitive Self Monitoring. 13 out of 30 students strongly agreed with the statement, then I rechecked my statement by conducting an interview.

Based on the results of an interview with one of the students, one student self-monitoring strategy is to use a portion of the teacher's spoken vocabulary when explaining material or giving comments to students. I know it is. The following statement results in:

"I pay a lot of attention when the teacher gives me an assessment or input because the vocabulary or sentence suggestions can develop my English skills", (Student Interview 3, 2022).

Understanding conversations in English helps students delay speaking. This strategy is defined as a strategy in which a student makes a decision to consciously postpone speaking until early learning through oral comprehension of English. Before interpreting the English vocabulary such as pronunciation and understanding the classification of the required words. Knowing the classification of words makes it easier to understand the vocabulary.

This strategy refers to translation described as the basis for understanding a first language to create a second language.

Based on research findings, a basic understanding of pronunciation and word classification is required before interpreting English vocabulary. Knowing the classification of words makes it easier to understand the vocabulary. It has been found that when teachers instruct students to converse with their classmates, students use the method of first writing down the words and phrases they utter while speaking to their classmates. It is used to correctly understand the pronunciation of words and phrases.

Based on observations during the language learning process, researchers discovered what strategies students used when they wanted to develop their speaking skills. You will be asked to converse with your classmates. Students then write down their conversations with their friends before they show up in front of the class. Students seem to remember the text they read before class and repeat the vocabulary and phrases they read. Based on the results of a questionnaire consisting of 20 statements distributed to students, there is the statement 'I write sentences in English before speaking' and this statement falls into the category of metacognitive. 10 out of 30 students fully agreed with this statement and confirmed it through interviews.

Interview results show that students' strategy when learning to speak is to write down English words or phrases first. This helps students retain their English vocabulary better, so if a teacher asks them to speak in front of the class, they will learn to speak using strategies they find easy. So mistakes can be minimized. The statement was quoted in an interview as follows:

“Before I say a word, I first memorize the text and then look up the meaning of the vocabulary.” (Student Interview 4, 2022).

This strategy relates to resource delivery defined as the process of using reference material in the target language. Self-evaluation is the evaluation of one's own performance. According to research, students are known to understand and improve their correct pronunciation of words and vocabulary using translation applications such as her Google Translate and Indonesian-English Dictionary. You can see it when teachers give students assignments to chat with their classmates. Upon completion of the assignment, students first use a dictionary or Google Translate application to correct their pronunciation or vocabulary, then students present their conversations to the front of the class with corrected and corrected sentences. It is used to correctly understand the pronunciation of words and phrases.

Based on the observation during the speaking learning process, the researcher found the strategies students used when they wanted to develop their speaking skills. In asking questions

and giving opinions, students are asked to have conversations with their classmates, then before appearing in front of students to correct or correct pronunciation, vocabulary, and sentences in English first.

Based on the results of a questionnaire consisting of 20 statements distributed to students, there is one statement "I correct myself when I make mistakes in speaking English", the statement is included in the category of metacognitive Self Evaluation, 5 out of 30 students strongly agree with the statement, and I rechecked the statement by conducting interviews.

From the interview results, we learned that one of the students constantly corrects his work to check if his pronunciation and vocabulary are correct. The statement was quoted in an interview as:

"When I realize that I have made a mistake in pronunciation or vocabulary, I try to correct it with good and correct pronunciation or vocabulary." (Student Interview 5, 2022)

3.2 Discussion

Based on data from observations, questionnaires, and interviews, researchers found that second grade students of SMA Batik 2 Surakarta possessed metacognitive strategies to improve their English language skills. Students use metacognitive strategies to develop their English skills in a variety of ways. Specifically, (1) review English vocabulary and sentences using a dictionary or the Google Translate application, (2) practice conversations with friends, and (3) repeat pronunciations each time. Words are spoken words using the dictionary, Google Translate application. (4) Memorize before setting the text.

Several strategies are used in metacognitive strategies. The first strategy is self-management. In this case, the student tries to do something to improve his or her speaking skills after realizing that their abilities are limited. Students are actively engaged in activities, such as consulting with friends and trying to create an atmosphere. There are similarities with previous work by Imit (2019). In learning to speak, students are influenced by both factors in addition to the development of metacognitive awareness. One of them is self-management. Self-management helps students measure their own abilities and encourages them to create activities to develop their speaking skills. Self-management helps students measure their own abilities and encourages them to create activities to develop their speaking skills.

The second strategy is self-monitoring. In this case, you need to understand that accuracy of pronunciation, vocabulary and expressions are important for mastering speaking skills. This strategy refers to repetitions that are processed to mimic the language model. Includes clear exercises. Students do a variety of activities that help measure their accuracy of pronunciation,

vocabulary and expressions using a variety of activities such as: B. Ask your teacher, look it up in a dictionary or her Google Translate, and talk to your friends.

The third strategy is to delay production. In this case, the student can delay speaking by understanding the conversation in English. Use the method of writing down the words and phrases you say when you stand in front of the class with your classmates to get the correct pronunciation of the words and phrases. Minimize mistakes by memorizing English vocabulary created by students.

The final strategy is self-management. Here, students should evaluate their speaking skills. They are evaluated by teachers, peers, or self-evaluation. After the student has finished, the teacher will assess the student's mistakes and make appropriate suggestions for correcting them. The strategy written is the same as the previous research, namely Sudharni (2018). In learning to speak students use a lot of representative strategies, the first is selective attention, planning, then asking people's perspectives about self-performance, reviewing how assignments are going, and detecting errors that occur in the classpath. Then the last is evaluation, these things are important because it can be seen that the strategy works and changes the way of performing depending on other speakers. According to Wallace (1978) speaking is a meaningful oral practice, so people must understand every word because it uses a foreign language.

According to Dick and Carey (1990), learning strategies include all the elements of learning materials and procedures or stages of learning activity that teachers use to help students achieve specific learning goals. Learning strategies are not limited to steps or stages of learning activities. Also includes recruitment materials and tutorials her package that will be sent to students.

Brown (2001: 267) states that being able to speak a language means being able to carry on a conversation fairly competently. Furthermore, he found that measures of success in acquiring a language most often indicated the ability to achieve practical goals through interactive conversations with speakers of other languages. Metacognitive strategies used by second grade students of SMA Batik 2 Surakarta help them know more about speaking English. Students can speak English more confidently and apply their knowledge in everyday activities.

4. CLOSING

Based on the research, the O'Malley taxonomy language learning strategy is known to be used by second graders in SMA Batik 2 Surakarta. So, the Learning Process of Speaking: Metacognitive Strategies. The steps used in metacognitive learning strategies are self-

management, self-monitoring, delayed production, and self-evaluation. Note that based on the results of the survey, the implementation of strategies for developing students' speaking skills in SMA Batik 2 Surakarta are: Self-management in submission of resources, Self-monitoring in repetition, Delayed production in translation, Self-evaluation when submitting resources.

REFERENCES

- Brown, J.D. (2001). *Language Tasting. a Practical Guide to Proficiency, Placement, Diagnostic and Achievement Testing*. MS. Honolulu, Hawai'i : Department of ESL, University of Hawai'i at Manoa.
- Brown, H.D. (2002). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. London: Longman.
- Brown, J.D. (2007). *Language Program Evaluation. A synthesis of Existing Possibilities*. In R. K. Johnson (Ed.). *The Second Language Curriculum*. Cambridge: Cambridge University Press.
- Karim, Ismit Hi. (2019). *Enhancing the Speaking Skill Using Metacognitive Strategy*. Department of English, Faculty of letters, Universitas Negeri Malang (3), 1.
- Nasution, Wahyudin Nur. (2017). *Strategi Pembelajaran*. Medan: Perdana Publishing.
- O'Malley. (1987). *Authentic Assessment for English Language Learners*. United State of Amerika. Longman.
- O'Malley, J. M. & Chamot, A. U. (1990). *Learning Strategies in Second language Acquisition*. United States of America: Cambridge University Press.
- Oxford, R. (1990). *Language Learning Strategies : What Every Teacher Should Know*: Boston: Heinle&Heinle.
- Sudharni, NFN. (2018). *Students Language Learning Strategies in Speaking*. Universitas Tanjungpura.
- Wael, A., Asnur, M. N. A, & Ibrahim, I. (2018). *Exploring Students' Learning Strategies in Speaking Performance*. *International Journal of Language Education*, 2, 65-71.