

ANALYSIS OF ENGLISH TEACHER IN APPLYING METACOGNITIVE LEARNING STRATEGIES IN STUDENTS' SPEAKING SKILL

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Abstract

The purpose of this research to know is the English teacher able to implement metacognitive learning strategies in students' speaking skill. The subject of this research is an English teacher at Vocational High School Muhammadiyah Batam. The qualitative research method has been used with an analysis technique in this research. Observation and documentation were used as data collection techniques. The English teacher's activities while teaching is observed using the observation approach. Lesson plan and learning material documents are used for documentation. Based on the instrument, the researcher found that the teacher is able to implement metacognitive learning strategies by using three aspects of metacognitive strategies.

Keywords: metacognitive learning strategies, speaking skill, learning strategy

I. Introduction

Education is one of the important things in our daily lives. Education is very important because education is the gate for us to learn new things that we don't know. In Sisdiknas (2003) state that "Education is a conscious and planned effort to create a context of learning and the learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state". Nurkholis (2013) state Education is more than just teaching, which can be said to be a process of knowledge transfer, value transformation, and personality formation with all the aspects it covers.

Language learning, especially English learning, is a topic in education. According to Ratih (2013) research, students only listen to the teacher's explanation when learning the theories, structures, and principles of a subject, instead of practicing on their own about learning and teacher activities in the learning process. A metacognitive strategy is one of the learning strategies that is focused with students' knowledge of the learning process. Flavell (1979) introduced the term "metacognitive" to describe a metacognition. He described metacognition as "thinking about thinking," and how a person thinks with his or her own way.

According to Gregory Schraw & Moshman (1995), regulation of cognition refers to metacognitive activities that help control one's thinking or learning. Even though a several of regulatory skills have been described in the literature, three essential skills are included in all statements: planning, monitoring, and evaluation. Learning using metacognitive strategies approach that put the awareness how to plan, monitor and evaluate what they need to do and how they to do. By using this strategy, it can expect that students can keep the conversation going. The use of

metacognitive learning is believed to make learning more meaningful and students' understanding becomes deeper.

Several previous studies have shown that metacognitive learning strategies can help students improve their speaking skills. According to Jamilah (2021) metacognitive methods used to determine the effectiveness of teaching online descriptive text. The findings of the study showed that when metacognitive strategies are used for the learning process, students' reading skills increase. According to Meinawati et al., (2021), students are using a variety of learning strategies, especially in writing activities. Students can consciously control their learning activities and greatly guide students when they are using metacognitive learning strategies in their writing activities. Metacognitive strategies, according to Heuzeroth & Budke (2021), can contribute significantly in the planning and teaching of geography lessons.

The differences between previous study and this research are from subject of the research and the purpose of the research. The subject of this research is an English teacher that implement metacognitive learning strategies. Then the similarities of this research with the previous study are the use of metacognitive strategy that in learning activities. The purpose of the research to know is the English teacher able to implement the metacognitive learning strategies in speaking skill for students.

In this study, researcher found problems that related to metacognitive learning strategies. The problem are the teacher was difficult to monitor the students when the learning activity was on processed, The teacher was difficult to evaluate the students because there are some students do not collected the task that the teacher has given, teacher was not know the characteristics of students, and Some student were less enthusiasm on learning english. After looking the problem, the researcher determines the purpose of the problem, is the English teacher able to implement the metacognitive learning strategies in speaking skill for students at Vocational High School Muhammadiyah Batam.

II. Research Method

In this research, the researcher used qualitative research (Creswell 2013). In this study, researcher used observation and documentation techniques. Observation is used to observe the teacher's activities in implementing metacognitive learning strategies on students' speaking skill. Documentation technique was used to took the data that relate with metacognitive learning strategies such as learning material, lesson plan and picture of lerning activities in class. This research used technique analysis data with several step that is, data reduction, data display, and conclusion.

III. Findings and Discussion

This indicator contained three aspects from Schraw (1995) approach, namely planning, monitoring, and evaluation. The first is planning, which includes selecting appropriate methods and classifying resources that influence performance. Second monitoring are task performance that concerned with one's on-line awareness of comprehension and performance. Third, evaluation relates to evaluating one's learning products and regulatory processes.

Here are the results of research from indicators that have been made and taken using observation methods :

Table 1. the results of indicators from each stage of the learning strategy

Category of metacognitive skills	Indicator	The use of indicator	
		Yes	No
Planning	1. State the goals	✓	
	2. Teaching step	✓	
	3. Problem solving	✓	

Monitoring	1. Checking the suitability of planning in learning process	✓
	2. Analyzing students' activity during learning process	✓
	3. Problem solving difficulties	✓
	4. Applying teaching procedure	✓
	5. Overcoming the problem of learning process	✓
Evaluation	1. Evaluate the goals	✓
	2. Learning results	✓
	3. Evaluating teaching procedure	✓

This research has

been taken with analysis data. Data reduction has been taken from observation table that have been made that related to the problem. The result of observation got from the teacher's teaching activities from the beginning to the end only those related to indicators of metacognitive learning strategies. Then the data display is taken from a result and explanation from the observation data that have been took. For presenting data display, the researcher created an indicator table and documentation should be obtained from the lesson plan, photos of teaching activities, and learning material. Last step is conclusion that has been took from observation notes that according to the indicators of each aspect.

From the table of metacognitive research strategy that have been use, researcher have found the conclusion. From the presentation of the data that has been done, researcher found that the teacher has fulfilled the indicator in every aspect of metacognitive. It means that the teacher was able to implement metacognitive learning strategies well. These results can be seen from observation notes that according to the indicators of each aspect. In the planning aspect, there are three indicators, namely state the goals, teaching step, and problem solving. Start from State the goals "the purposes of learning that teacher has made before doing the learning process is written in learning material / learning module. In the module contains the intended purpose of learning". On Teaching step indicator that is the teacher also apply it accordance with the learning material / module that has been made". On Problem solving indicator that is "The problem solving made by the teacher from the module".

In the monitoring aspect, there are five indicators, namely (1) checking the suitability of planning in learning process, (2) analyzing students' activity during learning process, (3) problem solving difficulties, (4) applying teaching procedure, and (5) overcoming the problem of learning process. In this aspect, the teacher is able to fulfill the indicator. But in the problem-solving difficulties indicator, the teacher does not find any problems at all in overcoming the problem. The teacher was able to handle the problem well.

Then in the evaluation aspect there are three indicators, namely evaluate the goals, learning results, and teaching procedure. In this indicator, the teacher was able to implement the strategies accordance with the indicator. On the evaluate the goals indicator, the teacher evaluate the learning that have been taught to students. Then on learning results, the teacher took the student's assessment using a summative assessment. Last indicator is evaluating teaching procedure, The teacher evaluated whether the techniques, media, learning methods used match the material he or she used earlier.

IV. Conclusion

Based on the results of data that researcher has been taken used two methods, that is observation and documentation techniquess. The observation method in the study can be concluded that the teacher was able to impelement metacognitive learning strategies in students' speaking skill. Metacognitive learning strategies are very beneficial for students and teacher. From the

teacher's side, teacher is more likely to free students to find their own ideas and be independent but teacher also provide input related to learning, especially on student's speaking skills. So that in learning was able to help students to speak English, especially developed the process of thinking, control during speaking activities and be able to evaluate all activities that have been done.

Of the three stages, each stage has indicators that better explain the use of good metacognitive learning strategies. In the results of observations, that has been done to get results that the teacher was able and good in applied metacognitive learning strategies to student learning activities for students' speaking skills. In the learning process, the teacher invited students to be able do conversations in pairs and practice it with friends. The teacher only gave a quiet explanation of the compliment and congratulation material, gave examples of questions and a little practice. Then for the next stage students who learn themselves about compliment and congratulation.

V. References

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