Metacognitive Strategy Used In English Speaking Performance by Hospitality Students of Vocational High School

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Abstrak

Penelitian ini dilakukan untuk mengetahui bagaimana strategi metakognitif dalam hal pembelajaran keterpusatan digunakan oleh siswa sekolah menengah kejuruan selama proses pembelajaran dan kinerja berbicara mereka. Dalam hal ini strategi metakognitif didasarkan pada teori Oxford (1990) yang telah disebutkan. Selain itu, data dikumpulkan melalui observasi, wawancara, dan rubrik penilaian. Penelitian ini dilakukan secara kualitatif yang digambarkan dalam bentuk kata. Peneliti melibatkan sepuluh siswa jurusan perhotelan sebagai subjek penelitian sejak penelitian kualitatif deskriptif dan penggunaan strategi ini harus dianalisis secara pribadi atau analisis mendalam. Sebagai kesimpulan, hasil pertama menunjukkan bahwa siswa sebagian besar menggunakan strategi pembelajaran keterpusatan dalam strategi metakognitif dalam berbagai cara untuk mengatasi kesulitan mereka selama belajar dan menyampaikan proses presentasi di kelas dan untuk menyelesaikan tugas yang diberikan oleh guru. Para siswa juga menggunakan strategi dengan sengaja dan tidak sengaja dengan berbagai cara yang kemungkinan hampir sama. Para siswa menerapkan tiga poin utama dalam memusatkan pembelajaran untuk mengatasi kesulitan mereka dalam memahami materi dan menyampaikan presentasi agar lebih terorganisir, memahami, dan meningkatkan kepercayaan diri mereka dalam berbicara bahasa Inggris. Hal ini menunjukkan bahwa pembelajaran keterpusatan sedang diperlukan dan telah diterapkan oleh siswa selama proses belajar mengajar dan menyampaikan presentasi. Di sisi lain, ada dua siswa yang tidak menggunakan strategi juga dan mereka mendapat hasil yang kurang dari kinerja mereka. Oleh karena itu, strategi metakognitif dalam hal pembelajaran yang berpusat membantu siswa untuk meningkatkan kepercayaan diri dan pengetahuan mereka. Sedangkan hasil kedua menunjukkan bahwa sebagian besar penampilan berbicara siswa baik selama belajar dan menyampaikan presentasi karena menerapkan strategi pembelajaran yang berpusat. Sebagian besar dari mereka telah memenuhi kriteria penilaian berbicara yang baik. Singkatnya, strategi pemusatan pembelajaran dalam strategi metakognitif dapat membantu mereka meningkatkan kemampuan berbicara mereka dalam menyampaikan presentasi.

Kata kunci: Metakognitif, pengetahuan sebelumnya, menunda berbicara untuk mendengarkan, penampilan berbicara.

Abstract

This study conducted to know how metacognitive strategies in terms of centering learning were used by the students of vocational high school during learning process and their speaking performance. The data were collected through observation, interview and speaking rubric. This study was conducted qualitatively which is described in the form of word. The researcher involved ten students of hospitality mayor as the subject of the study since descriptive qualitative research and the use of this strategy should be analyzed personally or in-depth analysis. In conclusion, the first result showed that the students mostly used the strategy of centering learning in metacognitive strategies in various ways to overcome their difficulties during learning and delivering the presentation processes in the classroom and to accomplish the task given by the teacher. The students applied three main points in centering learning to overcome their difficulties in understanding the materials and delivering the presentation to be more organized, to comprehend, and to enhance their confidence in speaking English. It showed that centering learning are being necessary and had been applied by the students during teaching learning process and delivering the presentation. In other side, there are two students which were not used the strategies as well and they got less result of their performance. Therefore, metacognitive strategies in terms of centering learning help the students to enhance their self-confidence and knowledge. While the second result showed that most of students' speaking performance were good during learning and delivering the presentation since applying centering learning strategies. Most of them had fulfilled the criteria of good speaking performance.

Keywords: Metacognitive strategies, prior knowledge, delaying speech production to listen, speaking performance.

INTRODUCTION

In the 21st century, communication is one of the essential basis of human existence. It is one of important aspect that all people need to fulfill and increase their quality of life (Naeem, 2010). Language is the process or set of processes used to ensure that there is the agreement between the sender and receiver due to meanings assigned to the symbol and schema used for communication (Wilson, 1941). Meanwhile, English is a global language. It is the primary language of several countries and a second language in multilingual countries (Richard, 2017). Generally, most of people use English as an international language for communication. Considering the importance of English for communication, people need to learn it properly. , the most common problem that the students do not realize is their learning Strategy. The students are able to use different learning Strategy when they speak English. It helps the students understanding of the language based on their own way of learning (Cohen at al; 2003). It means that learning Strategy can help the students based on their needs and also make the students feel comfortable and confident in teaching learning process. Due to the fact above, two types of learning Strategy can be applied for the students. They are cognitive and metacognitive Strategy (O'Malley et al. , 1985; Wenden, 1985). According to Oxford (1990), Metacognitive Strategy helps the students to manage and control their own learning. It has three Strategy sets: centering, arranging and planning, and evaluating the learning Strategy.

Based on those previous studies, the researcher wants to conduct further research. In this present study, the researcher would like to investigate the metacognitive strategy that used by hospitality students. Moreover, the researcher wants to describe how the students use the Strategy through their performances and this strategy might help students to overcome their difficulties in speaking so they are able to learn effectively and enhance their speaking ability. Those two previous studies might proves that the use of Metacognitive are necessary for the students in learning language especially English speaking skill.

RESEARCH METHODOLOGY

Hospitality Students of Vocational High School conducted this study to explore the Use of Metacognitive Strategies in speaking skills. Therefore, this study have some other purpose which are to describe Metacognitive Strategies through their speaking performance in telling story in terms of past experience in recount text. The researcher use non-participant observation since the researcher was not involves in learning process. The data were gathered from observation, field notes, interview and speaking rubric. Furthermore, the result of this study would be interpreted in the form of words or description. Means, this study was going to be descriptive research and qualitative as the approach.

It focusses on small number of individuals, groups or settings in naturally, means in the context of ordinary or daily life. It is also to understand meanings and significance action from the perspective of those characteristic. This research would be done to Vocational High School students as the subject of this study. The researcher choose ten students as participant based on the portfolio from the teacher. The researcher was conduct the research in Vocational High School area.

This study was going to be conducted in order to answer two research question that has been mentioned in the first chapter. They have the same data use to answer both of questions, the different of the question stated in the strategies used by the students through their speaking performance. According Ary et. al. (2010) noticed that documents, notes, and interview were used to collect the data by analyze and represent the finding of the study. The researcher also gathered the research data from field note, audiotape or video recording, and students speaking performance result.

The researcher did the observation for 3 meetings to collect the data on how the learners used metacognitive strategies in their speaking performance and learning process. The researcher also write on field note to describe brief information and description relate students learning activities in each meetings and also record all the activities in the classroom during speaking performance. Then the researcher could analyze the learner's strategies during their speaking performance in before, during and after their speaking. the researcher also conduct interview section as additional instrument to support the main instrument of this study so the researcher could know well about the way the students apply metacognitive strategies in terms of centering learning. It was going to apply to the students around in the third or last days of observation. Moreover, speaking rubric of speaking used to know the student's speaking ability during the use of metacognitive strategies through their performance. This study conducted qualitatively in analyzing the data. According to Ary et.al. (2010), there are three stages in analyzing qualitative data. They are Familiarizing and organizing, coding and reducing, interpreting and representing.

RESULT AND DATA ANALYSIS
Result of Observation

Based on the observation that the researcher did. The researcher obtained the data when the students used metacognitive strategies in terms of centering learning in mastering speaking skill. The observation held three meetings and the last meeting is used for interviewing the students after the class done. The interview is conducted to be an additional instrument to support field note observation. In this time, the teacher thought about Recount text relate past experience and biography.

In the first meetings, in the beginning of teaching learning process, the teacher thought recount text to the students as well by using pictures and short video. Then he explained it and gave the students task directly. Then he also gave homework to make recount text relate past unforgettable experience correctly minimally one minutes with any kinds of experience topic. Ten students were chosen by the teacher to perform in the second and third meetings.

In the second meeting the teacher used book as guidance to teach the students relate general structure of recount text. Then the teacher ask the students to fill up the book before he asked the students to perform in front of the classroom accomplishing the homework given by the teacher last meeting.

And the third meeting the teacher talked more to review the lesson about recount text and its general structure before the last fifth students perform.

Table 1. Students' sample dialogue of Metacognitive Strategies

Strategies	Pre	While	Post
Paying attention	"No. I am fine thank you sir. And you?."	"Finish sir."	"Ok Sir."
Keep silent and listen to the teacher's instruction and explanation	Keep silent and listen to the teacher's instruction while opening the book.	"Sssssttt. Silent guys. Do not be noise. Look at the teacher"	Listen to the teacher Instruction and review
Overviewing	"Fine thanks. All right then. In the first meeting we have learn about recount text. Is there anyone who can explain to me shortly about it."	"Don't forget to use it properly. Try to practice it before you present it. It will help you to get better presentation. Then your story will be easy to listen and understand."	"So we have learnt about the general structure of Recount text."
Linking with prior knowledge	"Yes, I am. Recount text is a text that talked about past experience and it uses past tenses. Almost all the verb using verb II."	"Yes, I am. Recount text is a text that talked about past experience and it uses past tenses. There are three aspect in sequence of event. They are orientation, events, and re-orientation."	–

Furthermore, it was found as shown from the observation that the students applied metacognitive strategies in terms of centering learning as a solution during teaching learning process, accomplish the task better and performing (speaking) recount text in front of the class. The metacognitive learning strategies in terms of centering learning analyzed by the theory of Rebecca Oxford (1990) about the classification of metacognitive learning strategies (see table 1).

In short, based on the data that had been collected by the researcher from the observation, most of ten students applied metacognitive strategies in terms of centering learning. They did it due to on purpose. They kept silent and paid attention to be more focus on what the teacher explained and instructed. In order to understand the materials well, they delayed their speech and respond the question from the teacher by linking with their previous knowledge which has been thought by teacher in previous meeting. In the other side, the teacher also do remind the task to the students by recalling their memory relate the task. The teacher also explain shortly relate previous lesson in the beginning of teaching learning process to the students. He also gave overviewing and reviewing on what the students would learn and discuss. The teacher might be keep silent to control and manage the class while it was crowded. Furthermore, the students prepared various ways to support and help them delivering the presentation.

The Result of Interview

This result of interview is additional instrument which help and support the main instrument of this study to answer the first research question. The interview aim to know how well metacognitive strategies in terms of centering learning were applied by the students by asking to them one by one.

Based on the data which has been collected by the researcher, it was shown that the students applied and implemented metacognitive strategies in terms of centering learning in various ways. The researcher interviewed the students after they had watched their videos of speaking performance recorded by the researcher. The first and fourth student said that they hardly ever used the strategies. They were crowded and often play gadget because sleepy when the teacher deliver the material. They need a quite place to learn. They were afraid of mistake, unconfident self and nervous during their performance. Meanwhile, they did impromptu in it. Then, the second and the third said that they sometimes prefer to use the strategies for certain purposes. When they forget the topic they delivered, find the easiest word to say. They tried to be more focus and understand by listen carefully and took a note on what the teacher explain. Then, reduce nervous and misspelling in their pronunciation. They also delay their speech in order to get attention and control the class when it was crowded during their presentation.

The fifth and sixth student said that the strategies could be used in some purposes. It was necessary in order to make them being more relax or reducing nervous, being more focus and understand about the material and task which was delivered by the teacher and took a note the important point, then to get attention from other students when they were crowded during the presentation. They also use the strategies to listen the teacher and ask if there was difficulties, then they keep silent while using their phone due to find out a lot of other knowledge or information relate with the teachers' explanation. They would prefer to delay their speech when they had difficulties in pronunciation. Next, the seventh and eighth student said that the strategies could be intentionally or not. They did it due to reduce nervous and unconfident self. They tried to be focus and understood on what the teachers' explain. During the presentation, they would keep silent and delay their speech when they had difficulties in pronunciation and vocabulary. If they forgot the topic, they would try to remember it by read the note they made in order to make them to be more fluent.

They also did the strategies in order to get the attention from other friends and control the class when it was crowded. Lastly, the ninth and tenth student said that they also used the strategies intentionally or sometimes not. They did it in order to be more focus, relax, and understand about the teachers' explanation. During the presentation, they would keep silent and delay speech when they had problem in their pronunciation and confident self. They would try to remember and link the previous knowledge and note when they forgot the

material they deliver. It also be used to control and manage the class when it was noisy, then they might got attention from all students. Besides that, they also speak slowly and delay their speech frequently due to make the other students were easy to be able to listen and understand what the presenter deliver. In short, metacognitive strategies could be applied by the students to help them learning new materials and delivering the presentation. In conclusion, metacognitive strategies could help them to overcome their difficulties in delivering the presentation especially learning speaking skills.

The Result of Student's Speaking Performance

The researcher has found the data relate the student's speaking performance during the observation.

Table 2. The Students' Speaking Performance Result

Stud ents	Criteria						Result
	Ta Com	Com pre	Flue nt	Pron	Voc ab	Gra m	
2	4	4	4	3	4	3	Excell ent
3	3	3	2	2	3	2	Good
5	3	3	3	3	3	2	Good
6	3	2	3	2	2	2	Good
7	3	3	4	3	2	2	Good
8	2	3	3	1	2	2	Good
9	3	3	3	3	2	3	Good
10	3	3	2	3	3	3	Good
1	2	2	2	1	1	2	Poor
4	1	3	2	2	1	2	Poor

Ta Com : Task Completion   Flue : Fluency
Vocab : Vocabulary   Comp : Comprehensibility
Pron : Pronunciation   Gram : Grammar

Based on the table above, the researcher found different result of students' performance through their speaking skills in English using metacognitive strategies in terms of centering learning. Student 2 had already to fulfill the speaking rubric very well. Student 1 often prefer to use the strategy due to be more focus and pay attention on what the teacher explained and gave the task. Then student 3 and 5 applied almost fulfill the criteria well enough since they listened and kept silent to the teacher explanation. The different were the way how student 3 and 5 answered the question from the teacher about recount text. Moreover, student 6 and 7 quite fulfill most of the criteria well enough. They used the strategy appropriately. Next, student 8, 9, and 10 did the presentation well and fulfilled the criteria good enough. They applied the strategy by paid attention, listen, and took note on the teacher explained and asked. The

different were stated on the way they made the note and asked. While student 1 and 4 did not fulfill the most of the criteria in speaking rubric because they did not pay attention and focus on the teacher explanation during teaching learning process. They were busy with their gadget and cannot answer the teachers' question. In short, they did not use the strategy appropriately**.**

The result of students' speaking performance were described. The students used metacognitive strategies to overcome the difficulties which appeared during their preparation and delivering the presentation. The researcher used the speaking rubric which adapted from Royal Decree (2006) and Brown (2001) which consist of 5 point criteria. They are Task Completion, Comprehensibility, Fluency, Pronunciation, Vocabulary, and Grammar which have 4 point of each criteria. While the number of all the criteria will be considered as Excellent, Good, and Poor. The result of students' speaking performance were described. The students used metacognitive strategies to overcome the difficulties which appeared during their preparation and delivering the presentation. The researcher used the speaking rubric which adapted from Royal Decree (2006) and Brown (2001) which consist of 5 point criteria. They are Task Completion, Comprehensibility, Fluency, Pronunciation, Vocabulary, and Grammar which have 4 point of each criteria. While the number of all the criteria will be considered as Excellent, Good, and Poor.

Conclusion

The conclusion includes the analysis result that had been made in the previous chapter. Several suggestions will be given to the teacher and especially to the students who are learning Speaking English at the vocational high school level and also the next researcher who are going to conduct similar studies.

1. The use of metacognitive strategies by the students showed that they applied metacognitive strategies in terms of centering learning intentionally and unintentionally in various ways which were likely almost the same. Centering learning strategies in metacognitive strategies can be used in two sections. It was during teaching learning and delivering or accomplishing the task processes. The students applied three main points in centering learning to overcome their difficulties in understanding the materials and delivering the presentation to be more organized, comprehend, and enhanced their confidence in speaking English. It showed that centering learning was necessary and had been applied by the students during teaching learning process and delivering the presentation.

2. In the other hand, the teacher was also used the centering learning strategies in specific case such as overviewing the materials and help the teacher to control and manage the class well. It makes the students remember and comprehend more about the materials and tasks given by him in teaching learning process.

3. The students' speaking performance showed satisfying and good result in their presentation. It could be seen from the students who used centering learning strategies well during teaching learning process. They could receive knowledge and information from the teacher better than others. Most of them has fulfilled the criteria of the speaking performance since they could deliver the presentation and master the material well. They also applied and used the strategies in delivering their presentation to help them to overcome their difficulties.

Suggestion

Some suggestions will be given by the researcher to the students and might teacher and also the other researchers based on the data interpretation and previous conclusion. The suggestions are explained as follows:

1. The students should know their own needs and characteristics in learning process in order to help them to execute the material given by the teacher well. They need to know their ways to learn and apply the knowledge and information they got. In this level of vocational high school, primary they have to learn and use speaking skills in their daily activity since they are going to use it as essential communication in workplace.

2. In the other side, the teacher also provide them self as facilitator for the students. It is necessary for them to have strategies of ways of learning in order to make sure that the students comprehend and understand well about the lesson they learn. The strategies might lead them to be wise in controlling and managing the class.

3. The researcher also would like to suggest the next researchers to conduct the similar studies in different and various case or fields. In order to improve and enhance this study. In other words, they might have a research that relate metacognitive strategies in arranging and planning and evaluating with its certain points or aspect. For instance, the use of metacognitive strategies in terms of identifying purpose of language task and self-monitoring in speaking skills of senior high school level.

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