

CHAPTER I

INTRODUCTION

This chapter provides the introduction to the present study. It consists of a background of the research, research questions, research purposes, research significances, the framework of thinking, research design, research procedure, research site, research participants, instruments of research, and the data analysis.

A. Background of the Research

As the world develops, spoken English is used in almost every sector of life. As Yang (2014, p. 334) stated, “English is fast becoming the international language of many fields, including politics, business, and education.” For each area, people use spoken English in accordance with their necessities. For example, a businessman or businesswoman uses the spoken English to communicate effectively at sales conferences, or to other purposes related to their works (Hutchinson & Waters, 1995, p. 55).

Furthermore, spoken English is also essential to be mastered by students. For some activities in a foreign language classroom, mastering spoken English is needed to support students in understanding what teachers said, to deliver presentations, to finish other tasks, and to interact with new native English friends. Dolati and Mousavi (2014, p. 37) argued that the primary goal of learning a foreign language is to be able to communicate in that language. In addition, Davis and Pearse (1988) in Tuan and Mai (2015, p. 8) stated that the major goal of

all English language teachings should be to make learners able to use English effectively, accurately in communication. From these statements, it can be said that the main objective of learning a foreign language is to communicate in that language. Thus, the English learners are expected to be able to understand and speak English in order to achieve their language learning goals.

Looking at the importance of speaking ability in communication, it is evident that getting involved in a speaking activity for students in a foreign language class is necessary. However, for some students, it is not easy to get involved actively in speaking activities in their classrooms. For example in an Islamic University in Bandung especially for the English Education Department students, it is found that some of them do not involve with discussions and they prefer to be passive speakers during the lessons.

In research found, “To communicate in another language which is not the mother tongue is a challenge, especially if there is little knowledge of the target language” (Melendez, Zavala, & Mende, 2014, p. 550). A number of researchers stated that several reasons influenced students to not involve in a speaking activity are related to their anxiety. They are fearful of being in public and shyness, fear of negative evaluation, and fear of speaking inaccurately (Zhiping & Paramasivam, 2013, pp. 5-6).

Moreover, in another study it is found, that some problems encountered by students for speaking in a classroom are their anxiety for making mistakes; lack of topical knowledge; low or uneven participation; and the mother-tongue use, when

students tend to use their mother tongue in order to make the speaking process easier (Tuan & Mai, 2015, p. 10).

To cope with the problems in their speaking, students need to apply the appropriate learning strategies to make their learning speaking easier. As stated by Lee (2010, p. 135), “Learners use learning strategies in order to learn something more successfully.” In addition, Oxford (1990, p. 8) defines learning strategies as specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations.

The present study is focused on metacognitive strategies related to English for Foreign Learners’ speaking class at the university level. Metacognitive learning strategies are chosen because they help learners to know what to do when they come across difficulties (Ratebi & Amirian, 2013, p. 142). Oxford (1990, p. 8) also stated, “Metacognitive strategies help learners to regulate their own cognition and to focus, plan, and evaluate their progress as they move toward communicative competence.” Metacognitive strategies help students manage themselves as learners, the general learning process and specific learning tasks (Carter & Nunan, 2001, p. 167). Besides, they help students to arrange and plan their plan language learning in the efficient and effective way (Oxford, 1990, p. 136).

Several researchers had examined language learning strategies related to students’ proficiency in learning English. However, the studies tend to discuss the learning strategies in general, not specific in metacognitive strategies such as a

study by Chand (2014) about language learning strategy use and its impact on proficiency in academic writing of tertiary students. The other study is conducted by Dolati & Mousavi (2014) about non-native speaking learners strategies used by university students in Malaysia that aims to discover the relationship between the variables of gender, frequency and cognitive, metacognitive and affective strategies use. The present study is different from those previous studies in term of the strategy that is more focused on metacognitive strategies. And specifically, the participants are students in their English speaking class as foreign learners.

Based on the problems mentioned above, this research attempts to describe the types of metacognitive strategies commonly applied by English Education Department students of an Islamic University in Bandung in their speaking class. The students here are expected to be good teachers after finishing their study in this university, and of course, they are required to have good ability in speaking. That is why, this research aims to find how the students planning, monitoring, and evaluating their own learning processes to be better speakers. Furthermore, this study also tries to analyze students' learning process in speaking class, and the factors influence them to use certain strategies. Therefore, this research is entitled: "Exploring Students' Metacognitive Strategies in Speaking Class."

B. Research Questions

Based on the background of the study, the statement of research questions is formulated as follows:

1. What are the kinds of metacognitive strategies commonly applied by English Education Students in speaking class?

2. How do the students use certain metacognitive strategies in a different situation in English speaking class?
3. What are the impacts of using metacognitive strategies to improve students' speaking class ability?

C. Research Purposes

Based on the questions formulated above, the purposes of this research are:

1. To describe the kinds of metacognitive strategies commonly applied by English Education Students in speaking class.
2. To analyze the different situation that influenced students to use certain metacognitive strategies in their English speaking class.
3. To describe the impact of using metacognitive strategies to improve students' speaking class ability.

D. Research Significances

This research is expected to give significances to others, in particular for students and teachers; and the other researchers. This research is attempted to give the theoretical and practical significances.

1. Theoretical Significances

This research is expected to provide more information about students' learning speaking process, metacognitive strategy in their learning speaking, and how they understand the spoken language that is useful for researcher, English Education Department students of State Islamic University of Sunan Gunung Djati Bandung where the researcher study, the lecturers, English teachers and their students, and all readers.

2. Practical Significances

Moreover, for the practical significances, this research is expected to help students to learn speaking better by making a decision what to do to improve their learning process. For the lecturers and teachers, this research is expected to improve and reflect their teaching style to provide more chances for every student to speak and motivate them to be more active in speaking.

E. Framework of Thinking

It is already stated that metacognitive strategies can help learners focus, plan, and evaluate their learning progress. Besides, they help learners arrange and plan their learning in the efficient and effective way. Oxford (1990, p. 136) highlighted that metacognitive strategies consist of three strategies sets that provide a way for learners to coordinate their learning process. The three sets are *Centering Learning*, *Arranging and Planning Learning*, and *Evaluating Learning*.

According to Oxford (1990, p. 138), the first set strategy-*Centering Learning*-helps learners to converge their attention and energies on certain language tasks, activities, skills, or materials. In *Arranging and Planning Learning*, there are some strategies that help learners to organize and plan so as to get the most out of language learning. In the last strategy-*Evaluating Learning*-aiding learners in checking their language performance.

From Rahimia & Katala (2012, p. 78) in their research, it is shown that “the use of metacognitive strategies allows students to plan, control, and evaluate their learning that eventually helps them gain higher achievement and

better learning outcome in both face to face and virtual learning environments.” This statement reinforces researcher’s main objective to conduct a study of metacognitive strategies that is considered as the appropriate strategies to help learners in their learning process.

A number of experts had examined the importance of metacognitive strategies in language learning and its good implications. The first is research by Ratebi and Zahra (2013) about the use of metacognitive strategies in listening comprehension among Iranian university students. The second research is about metacognitive strategy use and academic reading achievement by Zhang and Seepho (2013) found that metacognitive strategies and English reading achievement were closely related to each other. Moreover, research by Kisac & Budak (2014) found that students who have higher self-confidence use more effective metacognitive skills (Kisac & Budak, 2014, p. 3338).

Related to speaking, especially for foreign learners it is necessary for them to regulate their learning process. Speaking can be said as the central skill for successful communication. It is in accordance with Derakhshan et al. (2016, p. 177) that stated, “Speaking is a part of daily life that everyone should develop in subtle and detailed language.” Therefore, speaking is really needed for human nowadays especially students of foreign language.

Although speaking skill is really important to be mastered, not all students can speak a new language easily. Yet, they need to facilitate their

learning process by applying the proper learning strategies to make the learning speaking easier. The strategy of learning that is analyzed comprehensively in this research is metacognitive strategies.

Metacognitive strategies, according to Oxford (1990, p. 137) consist of several sub strategies, some of them are overviewing and linking with the already known material, finding out about language learning, organizing, setting goals and objectives, self-monitoring, and self-evaluating. These strategies give good contributions to someone's learning speaking process. For example, when a learner has a presentation in speaking class, he/she may prepare what will be delivered by connecting his/her prior knowledge about certain topic. Before that, he/she will also organize the speech, then after the presentation, he/she will make an evaluation of his/her performance when speaking.

As one of learning strategy types, metacognitive has important roles for learners to help them learn better. Metacognitive strategies help learners manage themselves as learners, the general learning process and specific learning tasks (Carter & Nunan, 2001, p. 167). Besides, they help learners to arrange and plan their plan language learning in an efficient and effective way (Oxford, 1990, p. 136). In short, metacognitive strategies can be said as a tool that will help learners to learn better by regulating, planning, monitoring, and evaluating their learning process to achieve their goals effectively.

Looking at those important roles of metacognitive strategies in learning, this research is aimed to describe metacognitive strategies that commonly used by English Education Department students of an Islamic University in Bandung in their speaking class. Speaking class is chosen because as a foreign learner and future teacher, the students are expected to be able to speak English well. In this case, metacognitive strategies are assumed as the right strategy to improve students' speaking proficiency that will help them to learn speaking better.

F. Research Methodology

1. Research Design

A research design contains directions to answer the research problem. It stipulates the parts of the research project, how they are arranged, and how they function (Griffie, 2012, p. 44). This research uses qualitative research method in order to explore metacognitive strategy used by students in their speaking class. Qualitative method is chosen because it can help the researcher to explore a concept, idea, or process (Creswell, 2015, p. 16)

Specifically, this research can be said as a case study for two reasons. First, the research site and participants are limited. They are fifteen students in a speaking class of an Islamic university in Bandung. The second reason is its objective that is to “explore and investigate contemporary real-life phenomenon through detailed contextual analysis of a limited number of events or conditions, and their relationships” (Zainal, 2007, p. 1). This research is aimed to investigate how students in university level regulate their learning

process in speaking class. It is in accordance with Creswell that stated, “A case study is an in-depth exploration of a bounded system based on extensive data collection” (Creswell, 2015, p. 465). Moreover, according to Khan (2013, p. 14457), “The case-study approach is particularly appropriate for individual researchers because it gives an opportunity for one aspect of a problem to be studied in some depth and within a limited timescale.”



2. Research Procedure

This research is conducted by taking this procedure:

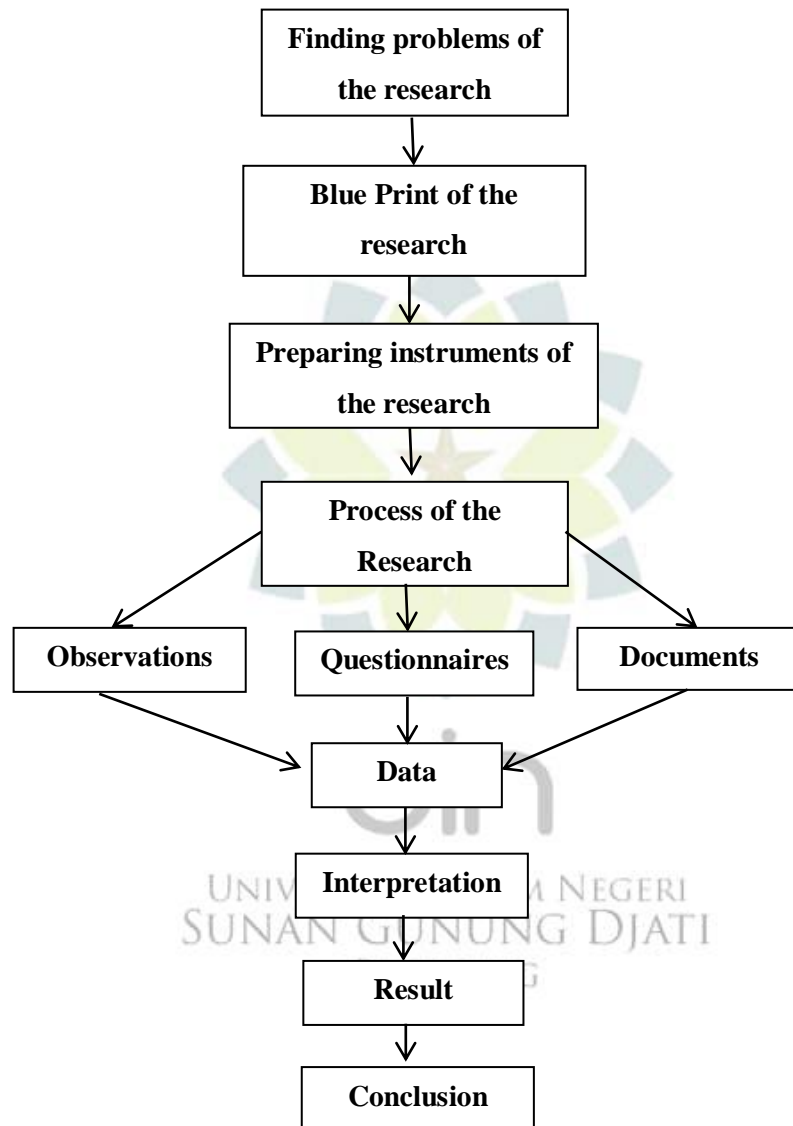


Figure 1.1 Blue Print of the Research

To conduct this study, five steps are employed. The first is finding the problems of research. The problems here are problems encountered by students to

learn speaking better and easier. The second step is making a blue print of the research that is useful for the researcher as a guideline for collecting the accurate data from participants. The next step is preparing instruments of the research. The instruments of this research consist of observations, questionnaires, and documents. Through these methods, necessary information about students' metacognitive strategies in speaking class is expected to be obtained. After that, processing the research that consists of interpreting the data from the three instruments. Finally, the conclusion is expected to be obtained.

3. Research Site

This research was conducted at an Islamic University in Bandung, West Java. This location was chosen because the result of this research is expected to help the students and the lecturers of this university to improve their competence in learning and teaching, especially in speaking class. The other reason why this location was chosen is its easy access. It helps the researcher to collect the data easier and faster since the campus is not too far from where the researcher lives.

4. Research Participants

The participants of this research were the students of an Islamic University in Bandung in the academic year 2016/2017. They were chosen based on the reason that they had learned Speaking for Social Interaction in their previous semester. Besides, they were chosen because the researcher wants to know how they use metacognitive strategy for learning speaking in the classroom.

Specifically, this research used purposeful sampling method, where the researcher intentionally selected individuals and sites to learn or understand the

central phenomenon (Creswell, 2015, p. 206). The researcher selected the participants who can give more information about metacognitive strategies they used in learning speaking. Therefore, the researcher decided to choose 15 students of this speaking class who represented the researcher's need based on the data got from the classroom observation.

5. Instruments of Research

According to Fraenkel (1993, p. 384), "There are three techniques commonly used by qualitative researchers: observation, interviewing, and document analysis." Therefore, the instruments that used in this study to obtain the accurate data are classroom observations, questionnaires, and document analysis.

a. Classroom Observation

To gain information about students' learning process, this qualitative inquiry used classroom observations. An observation, according to Creswell (2015, p. 213) is the process of gathering open-ended, firsthand information by observing people and places at a research site. Moreover, Griffiee (2012, p. 178) concluded that observation could be said as the systematic, intentional, and principled looking, recording, and analysis of the results of our observation for the purpose of research. Therefore, the researcher recorded the learning processes to know how the students involved in speaking activities in the classroom.

According to Griffiee (2012, p. 191), there are eleven techniques of observation. One of those techniques is video. The purpose of recording video

in a class is to provide data to answer a research or evaluation question. This video technique is used to help the researcher obtaining more detail data from learning process in the classroom and enable the researcher to analyze the video later. It is stated by Griffiee (2012, p. 191) that “Video data can reveal things we might not otherwise notice.” Alwasilah (2015, p. 202) in Van Lier (1988) also argued, “It is intended to the researcher to watch the classroom observations repeatedly when it is necessary.”

b. Questionnaires

To conduct the data about students’ metacognitive strategy, the researcher also used questionnaires. A questionnaire is a form used in a survey design that participants in a study complete and returns to the researcher (Creswell, 2015, p. 382). A questionnaire is an appropriate instrument for collecting data on what your students think or believe about certain issues (Griffiee, 2012, p. 137).

The questionnaires used by researcher consist of several questions to gain the detail information about students’ metacognitive strategies in their speaking. The researcher used open-ended questions so that the participants could answer based on their own experiences related to learning English speaking. It is in accordance with what Creswell (2015, p. 218) stated, “Open-ended questions allow participants to deliver their experiences unconstrained by any perspectives of the researcher or past research findings and allows them to create the options for responding.”

The instrument used in this study was adapted from Strategy Inventory for language Learning (SILL) Version 7.0 (1989) and the theory about metacognitive strategy in speaking by Oxford (1990). The questionnaires are translated into Bahasa Indonesia, so the participants could understand the questions easier.

c. Documents

According to Creswell (2015, p. 223) documents provide valuable information in helping researchers understand central phenomena in qualitative studies. In this study, the researcher also used documents as the instrument of research to analyze the impact of using certain strategies to students' proficiency in speaking. The document was students' achievement record in speaking class in their 2nd semester.

Specifically, this research used students' achievement record in Academic Spoken English subject to help the researcher in gaining deeper information about their speaking proficiency. The documents were analyzed in order to answer the last research question about the impact of using certain metacognitive strategies to students' speaking proficiency.

6. Data Analysis

According to Yin (2003, p. 109), data analysis consists of examining, categorizing, tabulating, testing, or otherwise recombining both qualitative and quantitative evidence to address the initial propositions of a study. In conducting this research, the researcher collected the data from observations, questionnaires,

and documents analysis. For analyzing the data, the researcher used four steps of qualitative data analysis such as organizing and preparing the data, reading through all the data, beginning the detailed analysis, and interpreting the data like what stated by Creswell (2009, p. 185). The following section is the steps taken by the researcher to analyze the data.

1. Organizing and preparing the data

In this step, the researcher organized all the data from observation, questionnaires, and documents.

2. Reading through all the data

After organizing and preparing the data, the author read through all the data to obtain general information about students' metacognitive strategies, their reason for using certain strategies, situation affected them to use the strategies, and how certain strategies could help them in learning.

3. Beginning the detailed analysis

The next step was beginning the detailed analysis of the data. In this step, the researcher analyzed the data deeper about students' metacognitive strategies, their reason for using certain strategies, situation affect them to use the strategies, and how certain strategies reflected them in learning from the three instruments.

4. Interpreting the data

In this final step, the researcher got the interpretation or the information showed by all the data. After that, the conclusions can be obtained.