

**THE EFFECTIVENESS OF META-COGNITIVE STRATEGY IN LEARNING
SPEAKING AT SENIOR HIGH SCHOOL GRADE ELEVENTH
(STUDENTS WITH LOW ABILITY)**

A THESIS

**Submitted as a Partial Fulfillment of the Requirements to Obtain the Degree of
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LETTER OF RATIFICATION

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DECLARATION OF ORIGINALITY

I, **Fariz Rastriaji** , declare that “*The Effectiveness of Meta-Cognitive Strategy in Learning Speaking at Senior High School Grade Eleventh(Students with Low Ability)*” is my own work, that has not been submitted before for any degree or examination in any other university, and that all the sources I have used or quoted have been indicated and acknowledge as complete references in bibliography.

Jambi, 22 February 2024



FARIZ RASTRIAJI

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MOTTO

Lā yukallifullāhu nafsan illā wus'ahā

“Allah does not place souls beyond His reach”

(Qur'an surah al-baqarah (2:286))

“There is no one as dangerous as he or she who has nothing to lose”

(Rebecca Solnit)

“It is what it is”

(J.E Lawrence)

ABSTRACT

Rastriaji, Fariz(2023).The Effectiveness of Meta-Cognitive Strategy in Learning Speaking at Senior High School Grade Eleventh(Students with Low Ability). Thesis. English Education Study Program. Faculty of Teacher Training and Education of Jambi University in Academic Year 2022/2023. The first supervisor is Dr. Fortunasari, S.S., M.A. The second supervisor is Prof. Hadiyanto, S.Pd., M.Ed., Ph.D.

The purpose of this study is to determine whether meta-cognitive strategy used in learning speaking effective for senior high school students on eleventh grade students with low speaking ability. This study used pre-experimental research method. The population of this study were all students from grade eleventh in the 2022/2023 academic year and used purposive sampling technique. The researcher used the pre-test and post-test. Pre-test activities are carried out to identify students' initial scores or initial problems regarding the level of speaking competency. Furthermore, post-test activities are carried out to measure the results of the knowledge and abilities of students after being given treatment. As for this study, researcher used SPSS to measure the value of the pre-test and post-test. The result showed that meta-cognitive can improve students' speaking skills.. Most of the students achieved high score and there was a significant increase in the students' speaking skills before and after they were taught using a meta-cognitive strategy.

Keywords: *English Language Skill, Speaking Skill, Meta-Cognitive Strategy*

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Jambi, 22 February 2024

A handwritten signature in black ink, appearing to read 'Fariz', with a stylized flourish at the end.

Fariz Rastriaji

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CHAPTER I

INTRODUCTION

This chapter presents an introduction of this research that consist of five sections. They are research background, research questions, research objectives, significances of the research, and limitation of the research.

1.1. Research Background

English as an international language brought a lot of important things especially in education. In the scope of English education, English communication has one of the stakeholders to support the learning process. As verbal communication, it is not easy for foreign language students to master the speaking skill because they were seldom used it in their society. It is necessary for students to find a way on how learning English is important for them especially because they do not use English as their first language. In other words, learning to speak a foreign language will be facilitated when students are active to communicate, because there is a proverb that says we learn to read by reading and we learn to speak by speaking. Speaking is a language skill or means of communication in which one can express his or her idea, feeling and information to others verbally.

English speaking skill is considered to be more complex compared to other skills because it needs direct interactions, in which someone speak to someone directly. In accordance with that statement, students need the right strategy in learning English with the right guidance from the teacher and it needs to be underline that the effect can be either negative or positive.

Speaking as verbal communication can determine how an individual define their self-thought. Speaking basically involves as a productive skill in which a speaker produces and uses the language by expressing ideas. Speaking is a part of daily life that it takes for granted, so it was natural and integral that people forget how they once struggled to achieve this ability, they have to learn how to do it all over again in a foreign language (Thornbury, 2005).

The complexity of learning process that requires professional handling demanded the teachers to master not only skills in teaching but also about what they teach. In the process of learning activities, every student has different efforts in learning English and it would give different progress, because it held in some different ways, facilities and experiences. There is a dilemma about how to conduct teaching and learning activities which are suitable for all students with suitable strategies. The strategies can be done by the students themselves whether it is inside or outside the classroom. (Oxford, 1990) classified language learning strategies into direct and indirect strategy. It also developed a taxonomy which divides language strategies into two main groups which are direct and indirect strategies. Language learning strategies that directly involve the target language are called direct strategies while the strategies that support the language learning process are called indirect strategies.

Regarding to the current conditions of the learning strategies itself, it is important to investigate the effectiveness of using learning strategies. Meta-cognitive strategy is one of the learning strategies which are familiar term. However, there are also many who are not familiar with this term, even for a number of teachers, even though they may have applied it in the classroom for a long time in their teaching, but they are not familiar with the term. Meta-cognitive refers to a person's ability to think about thinking. (Cross, 1988) defines

meta-cognitive as the knowledge and control that a person has over his or her way of thinking or learning activities. In another sense, meta-cognitive is the learner's ability to plan, control, evaluate, and reflect on how to learn so as to find effective strategies for learning independently and be able to formulate goals and steps to be taken for further learning. A learner with good meta-cognitive abilities will be able to predict the extent to which they can understand what they are learning and what must be done to make their learning more effective. With the explanation of the meaning of meta-cognitive above, what is meant by meta-cognitive strategies are strategies or steps in training someone to get used to learning by prioritizing meta-cognitive. Meta-cognitive strategies train a person in learning by prioritizing Higher Order Thinking Skills in a reflective learning scheme.

Achievement of the students in learning language and how they learn the language can be a real problem for students speaking ability because when students express their thoughts through speaking, their competence will be seen. Basically, students have a lot to say when it comes to the speaking performance section but they cannot show what they get because of the ineffective learning strategies they employ while learning the language. Therefore, these problems must be investigated and identified to build solutions for the effectiveness of the learning strategies used by students. Researcher noticed that this phenomenon actually occurred in English classrooms. Nowadays there are a lot of students struggles to improve their speaking skills. Therefore, this research will investigate learning strategies that can effectively use in students speaking classes, especially when used by high school students.

1.2. Research Question

Based on the background, the research question of this research is:

1. How is the effectiveness of meta-cognitive strategy used in learning speaking at senior high school grade eleventh for students with low speaking ability?

1.3. Research Objective

Based on the background, the research objective is:

1. To determine whether meta-cognitive strategy used in learning speaking effective for senior high school students on eleventh grade with low speaking ability.

1.4. Significance of the research

This research is significance for:

Supporting the meta-cognitive strategy as one of the learning strategies that will be use by the students, while practically the results of this research are expected to give contribution in:

1. Giving consideration for English teachers to apply meta-cognitive strategy in the learning process for students at senior high school with low abilities.
2. Providing information for learners about the effectiveness of meta-cognitive strategy for learning speaking.
3. Providing information about the influence of students in speaking English by using the strategy itself to get equal learning outcomes.

1.5. Limitation of the research

Based on the background of the research, the researcher will focuses on the effectiveness of meta-cognitive strategy in learning speaking. Considering that language learning strategies are important for language learning because they are tools for active competence, self-directed

involvement and also developing communicative competence. This research only focuses on the students at senior high school grade eleventh with low English-speaking ability.

CHAPTER II

LITERATURE REVIEW

This chapter presents a description review of related literature which is based on relevant theories. It covers the definition of the concept of English language skill, speaking skill, meta-cognitive strategy and previous study.

2.1.English Language Skill

Foreign languages are becoming a worldwide major concern. As one of the foreign languages, English is studied by billions of people around the world. Interestingly, since the number of people who speak English as a foreign language (non-native speakers, or NNSs) far outnumbers those who speak it as their mother tongue (native speakers, or NSs), from the global perspective, the position of English as the universal lingua franca-shared language-of today is beyond dispute (Cenoz & Jessner, 2000; Crystal, 1997;Dovring, 1997) (Ritaningrum, 2016). The popularity of English as the most widely spoken language in the world today spread over most of the non-English speaking countries. The improvement of English skills can lead to not only a better social life, but also a better future job opportunity. Have sufficient knowledge of the language and the skills will surely help one well in any field.

English is a universal language that acts as a connector between people from different countries and in different language to make a conversation. In Indonesia, English language is considered to be a foreign language that is not generally used in social life and as an international language, a person should acquire English because it has an essential role in language communication and unconsciously in communicating. A skill is commonly defined as an ability to do something well or with expertise. In education, skill refers to an ability acquired through

planned, deliberate, and systematic effort. Students reach automaticity and become skilled after extensive practice. In general, language skills determined by two skills, it is receptive and productive skills. Receptive skills consist of reading and listening while productive skills consist of speaking and writing. As a medium of communication, language offers several skills to be mastered by its users so that they can be used to produce effective communication between each other. The ability to receive information is called receptive skill, while the ability to provide information is called the productive skill. Each of these abilities is still further divided into two parts. Receptive Skills are divided into listening skills and reading skills and Productive skill is also divided into two parts, speaking skill and writing skill. These four skills determine a person proficiency in mastering one or more languages.

2.1.1. Receptive Skill

The receptive skills are listening and reading. It is said as receptive skills because it requires the ability to listen and understand a language. According to (Brown H. D., Teaching by Principles: An Interactive Approach to Language Pedagogy (2nd Edition), 2001)listening is an interactive process that involves different cognitive, psychomotor, and affective mechanisms. (Gebhard, 2006)also defines that listening is a passive skill but an active skill because we in this skill need to be receptive to our interlocutor. While reading is how to understand the meaning in writing (Gebhard, 2006, p. 194)Language learners tend to develop their receptive skills first and then acquire productive capability. It is a complex relationship between the two skills as they all play a supporting role with developing other skills. For example, reading skills can be a supporting factor to the development of writing, whereas listening can improve speaking fluency. The key

difference between listening and reading is that when learners listen to information, they have much less support than when they are working with the written word on the page. Listening requires real time processing of language, and once the message has finished, there is no easy way to go back and check for meaning, as there is during reading.

2.1.2. Productive Skill

The term of productive skills according to (Harmer J. , 2007) is the language skills where the students produce the language themselves. The language skills that are categorized into productive skills are speaking and writing. These skill components are messages delivered through spoken and printed texts that are produced by language learners. The messages produced by students in spoken form are categorized as speaking, while the messages produced by students through written form are writing. (Burns, 1997) maintain that speaking is often spontaneous, open-ended, and evolving.

While in writing, a person needs an experience and understanding of an event that requires creative action. According to (Gie, 2002) writing skills are skills in making letters, numbers, names, and a language sign anything with stationery on a certain page. Whereas composing is the whole series of a person's activities in expressing ideas and conveying them through written language to the readers to be understood.

Writing has a purpose to express feelings, provide information, influence the readers, provide entertainment, and it also can give information about direction or an event. Writing means conveying thought or feelings through written form of language that consists of words, phrases, clauses, sentences, paragraphs, and discourses.

2.2. Speaking Skill

Speaking is a part of productive skill. This is because speaking is the most of the acts which is not directly observable. The ability to speak is owned by all humans. But skill of fluently used English for speaking in public is not necessarily owned by everyone. The speaker must develop techniques for preparation, for composing the structure of speech, to transmit energy and enthusiasm, as well as to capturing and responding to the listener interest. It can be said that speaking is the ability to express an opinion or thoughts and feelings towards a person or group orally, either verbally face to face or at a distance.

There are some definitions and perspectives of speaking proposed by some experts. (Byrne, 1984)describes Oral communication as a two ways process between a speaker and listener and involves the productive skill of speaking and receptive skill of listening. While (Cameron, 2001)states that speaking is the active use of language to express meanings so that other people can make sense of them and she adds that attention to precise details of language is required to speak in foreign language in order to share understandings with other people. A speaker needs to find the most appropriate words and the correct grammar to convey meaning accurately and precisely, and needs to organize the discourse so that the listener will understand. Another definitions of speaking came from (Thornbury, 2005)which considers speaking or oral communication as an activity which includes two or more people in which hearers and speakers have to react to what they hear and make their contribution at speed of high level. Each participant has a purpose or an intention that she/he wants to achieve in the interaction.

Speaking is one of the basic language skills that have to be mastered by English foreign learners due to its significant and its use for communication. It is very important to be able to speak English regarding that it is the most commonly accepted language in the world so that it

will be very beneficial for those who comprehend it not only to improve their knowledge and skills but also easier for them to get a job. Furthermore, (Jones, 1989) defines speaking as a form of communication in which the effective conveyance of what the speaker says is very crucial.

As one aspect of language, speaking plays an important role in social life. (Thornbury, 2005) stated that speaking is such a natural and integral thing that we forget how to first acquire and be able to speak. English is one of the subjects taught in schools in Indonesia from elementary school to college. English is also a second or foreign language that is taught in schools after the first language or Indonesian. Therefore, mastery of language both spoken, written and sign is something that cannot be avoided, including English as an international language, opening world horizons and global community communication.

Speaking is one of the basic language skills that have to be mastered by English foreign learners due to its significant and its use for communication. It is very important to be able to speak English regarding that it is the most commonly accepted language in the world so that it will be very beneficial for those who comprehend it not only to improve their knowledge and skills but also easier for them to get a job. (Jones, 1989) defines speaking as a form of communication in which the effective conveyance of what the speaker says is very crucial.

2.2.1. Elements of Speaking Skill

There are two elements needed in speaking. They are language features and social processing. Those elements will be described as below:

A. Language features

Language feature is how we act and arrange the word when we express the language depend on our word. In language features, there are some important elements in using the language, those are:

- Connected speech: effective speakers of English need to be able to use fluent “connected speech” and produce the individual phonemes of English. In connected speech, sounds are modified (assimilation), omitted (elision), added (linking r), or weakened (through contractions and stress patterning).
- Expressive device: the expressive device is pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non-verbal (paralinguistic). These devices are used to show the speakers feel (especially in face-to-face interaction).
- Lexis and grammar: the use of a number of common lexical phrases, especially in the performance of certain language functions.
- Negotiation language: effective speaking benefits from the negotiatory language which use to seek clarification and to show the structure of what speakers are saying.

These elements are for completing the language features when the speakers are speaking.

B. Mental/ social processing

The speakers productive ability involves the knowledge of language skills as discussed above, it also dependent upon the rapid of processing skills. Those are:

- Language processing

Effective speakers need to be able to process language in their own heads and put it into coherent order so that it comes out in forms that are not only comprehensible, but also convey the meanings that are intended.

- Interacting with others

The most speaking involves interactions with one or more participants. This means that effective speaking involves with listening and understanding each other. How the other participants are feeling and knowledge.

- (On-the-spot) information processing

Quite apart from our response to others feelings. It means that the speakers also need to be able to process the information at the specific moment.

These processing skills are also necessary elements in expressing the language because the environment will improve our fluency in speaking skill. If these elements have been mastered, the learners will have perfect speaking skill.

2.2.2. Components of Speaking Skill

According to (Haris, 1974)there are five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, fluency.

1. Comprehension

Comprehension is the ability to understand completely and be familiar with a situation or facts. Moreover, comprehension also mean as the capacity of the main to perceive and understand, power to grasp the ideas, and ability to the idea. In

short, comprehension is important to avoid misunderstanding between a speaker and a listener.

2. Grammar

Grammar is a system of rules governing the conventional arrangement and relationship of words in a sentence (Brown H. D., 1994) which can facilitate the acquisition of a foreign language and is conducive for cultivating comprehensive language competence.

3. Vocabulary

Learning a language cannot be separated from learning a vocabulary. Vocabulary supports the speaker to express their opinions, ideas, and feelings in communication. Vocabulary is the most important component language because it affects the four language skills, there are listening, speaking, reading, and writing. Related in to the importance of vocabulary learning is central to language acquisition, whether the language first, second, or foreign. Generically, vocabulary is the knowledge of meanings of words. Vocabulary is a powerful carrier of meaning. A learner, recognizing the communicative power of vocabulary, might reasonably aim to acquire a working knowledge of a large number of words. Vocabulary is all the words that a person knows or uses. The more words students know well and can use, the more meaning they can communicate in a wide variety of circumstances. The definition about vocabulary is clear enough that in almost cases of human life, they use set of words.

4. Pronunciation

(Hornby, 1995) explained that pronunciation is the way in which a language is spoken, the way in which a word is pronounced or the way a person speaks the words of language. Therefore, in this pronunciation determine how sounds vary and pattern in a language and this component also refers to the way of person in speaking a word that is pronounced. (Harmer J. , 2001) emphasized that if intelligibility is then goal then it suggests that some pronunciation features are more important than others. There are two features of pronunciation; phonemes and supra segmental features.

5. Fluency

According to (Brown H. D., 1980, p. 255) fluency is ready and expressive use of language. It is probably best achieved by allowing the “stream” of speech to “flow” then, assumed of this speech spills over beyond comprehensibility to river bank of instruction or same detail of phonology, grammar and discourse explained that fluency defined as the ability to across communicative intent without too much hesitation and to many pause or breakdown in communication. It refers to how well you communicate in a natural manner.

2.2.3. The Function of Speaking Skill

The mastery of speaking skills in English is a priority for many second and foreign language learners. Several language experts have attempted to categorize the functions of speaking in human interaction. It can use an expanded three parts version of (Brown G. a., 1983) framework talk as interaction, talk as transaction, and talk as

performance. Each of these speech activities is quite distinct in term of form and function and requires different teaching approaches.

A. Talk as Interaction

Speaking as interaction refers to the interaction which serves a primarily social function. When people meet, they exchange greetings, engage in small speaking and chit chat, recount recent experiences because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speaker and how they wish to presents themselves to each other.

B. Talk as Performance

Speaking as performance refers to public speaking; it is talk which transmits information before and audience such as public announcements and speeches. Speaking as performance tends to be in form of monolog rather than dialogue, often follow a recognizable format and it is closer to written language than conversational language.

C. Talk as transaction

Speaking as transaction refers to situation where the focus is on the message about what is said or achieved in order to make people understood clearly and accurately.

2.3.Meta-Cognitive Strategy

The ability to speaking in English which is a foreign language is influenced by several factors, including environmental differences, individual characteristics, and learning strategies used by students. One of the learning strategies that probably used by students is a meta-cognitive strategy that is related to the student knowledge in thinking about the learning

process for planning, ongoing monitoring and self-evaluation which conducted by students to deal with difficulties encountered in speaking English.

The term metacognitive (metacognition) was first introduced by John Flavell in 1976. Metacognition consists of the suffixes “meta” and “cognition”. Meta is a prefix for cognition which means “after” cognition. The addition of the prefix "meta" to cognition to reflect the idea that metacognition is defined as cognition about cognition, knowledge about knowledge or thinking about thinking.

(Flavell, 1979) defines metacognition as thinking about one's own thinking (thinking about thinking) or one's knowledge of one's thought processes. (O’Neil, H. F. Jr., & Brown, R. S., 1997) state that metacognition is a process in which a person thinks about thinking in order to build strategies to solve problems. Along with the development of cognitive psychology, then the way teachers evaluate the achievement of learning outcomes is also developing, especially for the cognitive domain. Currently, teachers in evaluating the achievement of learning outcomes only emphasizes cognitive goals without paying attention to dimensions cognitive processes, particularly metacognitive knowledge and metacognitive skills.

(Livingston, 1997) states that Metacognition refers to higher order thinking which involves active control over the cognitive processes engaged in learning. Activities such as planning how to approach a given learning task, monitoring comprehension, and evaluating progress toward the completion of a task are metacognitive in nature.

Meanwhile (Anderson, 2001) stated that metacognitive knowledge is knowledge about cognition, in general the same with awareness and knowledge of one's self-cognition. It is said that metacognition is awareness of what is known and what is the unknown. While

metacognitive strategies refer to ways to increase awareness of the prevailing thinking and learning processes so that when this awareness is realized, one can control one's mind by designing, monitoring and assessing what is learned.

Starting from the things stated above, it can be said that Metacognition has an important role in regulating and controlling these processes a person's cognitive in learning and thinking, so that learning and thinking done by someone to be more effective and efficient.

Conceptually, the term metacognition refers to a person ability to think about thinking or learning (thinking about thinking). (Cross, 1988)define metacognition as the knowledge and control a person has over his or her way of thinking or learning activities. In another sense, metacognition is the learner's ability to plan, control, evaluate, and reflect on how to learn so as to find effective strategies for learning independently and be able to formulate goals and steps to be taken for further learning. A learner with good metacognitive abilities will be able to predict the extent to which they can understand what they are learning and what must be done to make their learning more effective. With the explanation of the meaning of metacognition above, what is meant by metacognitive strategies are strategies or steps in training someone to get used to learning by prioritizing metacognition. Metacognitive strategies train a person in learning by prioritizing Higher Order Thinking Skills in a reflective learning scheme.

Meta-cognitive strategies related to tactics or ways of learning and learners feelings in dealing with the learning process. Regarding to that, the learning system fosters awareness of students about the process of thinking by understanding its meaning when speaking English. This awareness is needed in the learning process, especially English which is a foreign

language because the teacher has more role as a facilitator and the learning process is more oriented towards students. Students are also required to always have independence in learning. This strategy is a way to foster and increase awareness of students thinking processes. Awareness about things that are understood or not understood and at the same time they can answers the questions that arise from the thought process. This process automatically arouses curiosity, because someone uses their own cognitive processes to think about or reflect on the cognitive processes themselves.

Meta-cognitive strategies are general learning strategies that reflect our own thinking in learning. While students begin to think about their learning, these students are using their meta-cognitive strategies unconsciously. Through analysis of this strategy, the teachers can see how the students learn more effectively. A meta-cognitive strategy is a self-organizing strategy, it considered that students can make plans, control plans, and even evaluate plans for what is planned.

2.3.1. Components of Meta-Cognitive Strategy

(Anderson, 2001)suggest three aspects of knowledge metacognition, they are strategic knowledge, knowledge of cognitive skills tasks, including contextual and conditional knowledge, and self-knowledge.

Flavell in (Livingston, 1997)states that metacognition consists of metacognitive knowledge and metacognitive experiences or regulation. A similar opinion was also expressed by (Huitt, 1997)that there are two components included in metacognition, which are what we know or do not know, and the regulation of how we learn

Based on the opinions of experts regarding the metacognitive components above, the metacognitive components referred to in this study are metacognitive knowledge and metacognitive experience.

A. Metacognitive knowledge

(Flavell, 1979) states that metacognitive knowledge refers to acquired knowledge about cognitive processes, knowledge that can be used to control cognitive processes. Metacognitive knowledge according to (Flavell, 1979) refers to the knowledge obtained about cognitive processes, which is knowledge that can be used to control cognitive processes. (Flavell, 1979) divided metacognitive knowledge into three variables:

1. Individual Variables

Knowledge of individual variables refers to knowledge about persons or humans (self and others) have limitations in the amount of information that can be processed. In this individual variable includes the knowledge that we are more understanding in one area and weak in another.

2. Task Variables

Knowledge of task variables contains of insight that some conditions often make a person more difficult or easier to solve a problem or complete a task. For example, the more time I spend solving a problem, the better I will at it. If the learning material delivered by the teacher is difficult and not will be repeated again, then I have to concentrate more and listen to the teacher's explanation carefully.

3. Strategy Variables

Strategy variables include knowledge of strategy, knowledge of how to do something or how to deal with its difficulty.

Metacognitive knowledge is knowledge that is owned by a person and stored in long-term memory which means that knowledge can be activated or recalled as a result of a memory search that is carried out consciously and intentionally, or activated accidentally or automatically appears when someone is faced with certain problems. Metacognition “has the potential to empower students to take charge of their own learning and to increase the meaningfulness of students’ learning” (Gama, 2005)it also encourages learners to “learn what to do when they don’t know what to do” (Wade, 1990); (Claxton, 2002). Similarly, (Chamot et. al., 1999) stated that “metacognition or reflecting on one’s own thinking and learning is the hallmark of the successful learner”.

(Peirce, 2003) argued that in order to increase the metacognition ability, students should be aware of three types of knowledge, they are:

1. Declarative knowledge is factual information that understood by a person and expressed orally or in writing.
2. Procedural knowledge is knowledge of how to do something and how to perform the steps in a process.
3. Conditional knowledge is knowledge of when should use a procedure, skill, or strategy and when not use it, why the procedure can be used and in under what conditions, and why a procedure is better than the other.

It can be concluded that metacognition is related to The three types of knowledge which are declarative knowledge which refers to knowledge of facts and concepts possessed a person or factors that influence his thinking and his attention in solving problems, procedural knowledge which is a knowledge of how to do something, how to do steps or strategies in a process of solving problem, conditional knowledge which refers to awareness

someone about the conditions that affect a person in solving the problem about when a strategy should be implemented, why does this strategy should be implement and when it is used in solve the problem.

Based on several opinions of experts about knowledge metacognition, then the metacognitive knowledge refers in this research is knowledge about oneself, including awareness of a person thinking about their own thought process as well as consciousness about the thinking strategies used in solving problems.

B. Metacognitive experiences

(Flavell, 1979)proposed that the experience or regulation of metacognition is the regulation of one's cognition and learning experience that includes a range of activities that can assist in controlling learning activities. Metacognitive experiences involve metacognitive strategies or metacognitive regulation. Metacognitive strategies is a sequential process that is used to control cognitive activities and ensure that cognitive goals have been achieved. These processes consist of planning and monitoring cognitive activities and evaluating results ofthe activities.

Metacognitive regulates thinking and learning. There are three essential skills: planning, monitoring and evaluating (Woolfolk, 2010); (Schraw, 1998).To be more detail the three process in the metacognitive strategy is as follows:

1. Planning Process

Planning is a stage where students' put their attention by conducting a review of the topic being discussed and understanding the conditions that can help the student. The planning process is a decision about how much the time used to solve the problems,

strategy what to use, what resources to collect, how to start, and which one to follow or not implemented first.

2. Monitoring Process

Monitoring is a stage such as checking understanding of what was said and heard, or checking the accuracy of pronunciation or how to express opinions when the discussion is ongoing. The monitoring process is direct awareness of how we perform a cognitive activity. Process monitoring requires questions such as: is this give meaning? or can I to do it faster?

3. Evaluation Process

Evaluation is a stage where the students' done something due to check the results achieved by students if the students' have completed their assignments. The evaluation process includes making decisions about the processes that generated based on the results of thinking and learning. For example, can I change the strategy used? or do I need help?

Each stage has indicators in order to see how the meta-cognitive strategy is implemented, namely the learning objectives to be achieved. Besides meta-cognitive skills is the ability to think about how someone thinks. The key behavior forms a person's meta-cognitive strategy is reflected in self-monitoring skills and learning abilities.

Metacognitive strategy is very useful in providing assessment and correction of all student learning activities. Students do not feel pressured, do not feel cornered when making mistakes or not optimal in learning and more importantly students know and realize weaknesses and errors when speaking.

(NCREL, 1995)proposed three basic elements of meta-cognition in particular in dealing with tasks, which are developing an action plan, organize/monitor the plan, and evaluate the plan. (NCREL, 1995)provided instructions in carrying out the three components of meta-cognition as follows:

1. Before students develop an action plan, it is necessary to ask to theirself about the following:

- a. What prior knowledge helps in solving the task this?
- b. What clues are used in thinking?
- c. What do I do first?
- d. Why did I read the options (this section)?
- e. How long will it take me to complete this task?

2. While students plan actions, they need to regulate/monitor by asking theirselfis as the following:

- a. How do I do it?
- b. Am I on the right track?
- c. How do I proceed?
- d. What information is important to remember?
- e. Should I move to another guide?
- f. Should I arrange the steps according to difficulty?
- g. What should I do if I don't understand?

3. After the student finish carrying out the task plan, students will conduct an evaluation, which are:

- a. How well did I do?

- b. Will this particular discourse of thinking result in more or less than I expected?
- c. Can I do it a different way?
- d. How to apply this process to other problems?
- e. Do I have to return to the original task to fulfill what part of my understanding is lacking?

Therefore, it can be concluded that the experience of metacognitive in this research is an experience and an attitude thinking that occurs before, after and during the activity of thinking that involves a metacognitive strategy which includes the process of developing the plans, monitoring the implementation of the plan itself and evaluate the thinking process in problem solving.

Although there are various opinions about the components of metacognition, but in essence the experts are of the opinion that the components or indicators of metacognitive consists of three elements, they are:

1. develop a strategy or action plan
2. monitor actions
3. evaluate actions

2.4.Previous Studies

In this research, the researcher has read some relevant research studies. The first study is titled “Relationship between Students’ Meta-cognitive Strategy and Self-Efficacy in Speaking” (Adam, 2016). This study aimed at finding out the relationship between student meta-cognitive strategy and their self-efficacy in their speaking skills and this study also aimed at finding out the

overall level of student use of meta-cognitive strategy and the level of their self-efficacy in speaking skills. By using total sampling method, this study employed 32 students and the researcher took the whole number of the students in order to make a good and strong generalization of the finding of the research to the eight grade students of a junior high school in Batam. Data was collected using questionnaire and then were analyzed by using a Likert scale. The research result showed that there is a significant correlation between students meta-cognitive strategy and their self-efficacy in speaking skills as indicated by the correlation coefficient of 0.54, and there is a positive direction of the correlation as indicated by the correlation coefficient above zero and near to 1, while the students' overall meta-cognitive strategy use in speaking skill is a medium level as indicated by the mean score of 3.3, and the last finding showed the students' overall self-efficacy in their speaking skills is a medium level as indicated by the mean score of 3.27.

The second related study is written by Ridwan Nafiulfaqih(2018) entitled “Meta-cognitive Strategy Use In English Speaking Performance by Hospitality Students of Vocational High School”. This study conducted to find out about how meta-cognitive strategies in terms of centering learning were used by students of vocational high school during learning process and their speaking performance. This study was going to be descriptive research and qualitative as the approach which is described in the form of word. The data were collected through observation, interview and speaking rubric. The researcher involved ten students of hospitality mayor as the subject of the study since descriptive qualitative research and the use of the strategy should be analyzed personally or in-depth analysis. The result shows that the students mostly used strategy of centering learning in meta-cognitive strategies in various ways to overcome their difficulties during learning and presentation processes in the classroom and to accomplish the

task given by teacher, meta-cognitive strategies help the students in terms of centering learning to enhance their self-confidence and knowledge. Therefore, by using the meta-cognitive strategies in centering learning most of the students had fulfilled the criteria of good speaking performance.

The third related study is about “The effectiveness of using meta-cognitive strategy to teach online reading comprehension for English Young Learners” written by (Jamilah, 2021). This study aimed to identify the effectiveness of using meta-cognitive strategy in teaching online descriptive text. This study was One Group Pretest-Posttest Design or well known as Pre-Experimental Design. The participant of this study was 52 students from the three classes of all. The research uses test as the instrument to get the data. The result showed that the students who were trained with the meta-cognitive strategies turned into more riveted on the reading stuff and more interested in comprehending the passage fully. There was an increasing on the mean of students score after applying the meta-cognitive strategies. At the pretest set, the students mean score was below the minimum passing score by the mean score of 71.96. Whilst at the posttest, the student average score was above minimum passing score by the mean score of 84.12. It can then be concluded that there is a significant improvement of the students reading comprehension skills of an online descriptive text when implementing meta-cognitive strategy on their learning process.

Other related study is about “The Students Learning Strategy and Motivation in Developing Their Speaking Ability at Sixth Semester of English Department (IAIN Parepare)” written by Era Dahlan, Abd. Haris Sunubi, Ahdar. The aims of this study are to know the student learning strategy and motivation in developing the student speaking ability at sixth semester of

English department. This study is a descriptive qualitative research involving sixth semester students from English department in IAIN Parepare. This study used simple random sampling as the sampling technique with total number of students was around twenty-five students of English department. Three kinds of instrument used in this study to get the data which are interview, questionnaire, and test. The results showed that there were 7 students in the low speaking category and 18 students in the high speaking category. High speaking performance students usually used all five strategy aspects which are memory, cognitive, meta-cognitive, affective, and social strategy to enhance their speaking skills more equally. Meanwhile, the low performance students tended to focus more on employing social strategies than on memory, cognitive, meta-cognitive, and affective strategies to enhance their speaking skill. In other word, the students with low speaking performance need to focus on improving other learning speaking strategies.

2.5 Hypothesis

In this research, the researcher includes the Null hypothesis and alternative hypothesis.

Here is the description:

Null Hypothesis (H_0): There is no significant improvement of the students' English-speaking skills before and after the meta-cognitive strategy is implemented.

Alternative hypothesis (H_1): There is a significant increase in the students' English-speaking skills before and after they were taught using meta-cognitive.

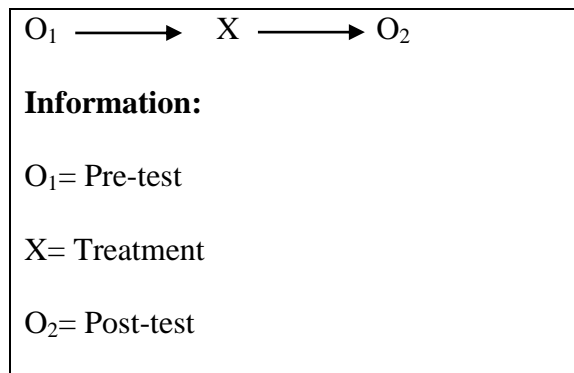
CHAPTER III
RESEARCH METHODOLOGY

This chapter has several discussions which include the research design, subject of the research, research variable, research population and sample, data sources and types, research instruments, the data collection technique, and the data analysis technique.

3.1. Research Design

In this pre-experimental research, researcher only use one group which will later take a series of tests such as: pre-test and post-test. The series of tests were used for the purpose of seeing the effectiveness of using meta-cognitive strategies on students' speaking skills. For this reason, the following is an overview of a series of activities carried out in this study that researcher adapted from Gay & Hartina (2015):

Table 1.1



- a. Pre-test

The pre-test activity is a procedure for testing the abilities of the research targets/subjects. This aims to measure the participants' initial abilities before being given treatment. At this stage the pre-test given is in the form of a speaking skill test.

- b. Treatment

At the treatment stage, the researcher held two meetings. At each meeting the researcher implemented a meta-cognitive learning strategy to improve students' speaking skills. There are several activities that researcher carry out during the process of implementing the treatment stages. Here is an explanation:

1. First Meeting

At this stage the first thing the researcher did was provide opportunities for students to form pairs. At this stage the researcher gives freedom to the participants to determine with whom they will group. Next, the researcher gave 5 speaking topics and asked participants to choose randomly from the speaking topics offered. The topics given consist of: 1) breakfast is the most important meal of the day, 2) smoking should be illegal, 3) television is the leading cause of the violence in today's society, 4) video games bring negative effect for children, and 5) students are not allowed to bring gadget to school.

Then the next step is to provide opportunities for participants to brainstorm and discuss with their pairs related to the topics they have chosen. At the brain-storming stage, participants are given the freedom to look for sources of information on the internet, books and other sources for 5 minutes. After that they were asked to present their arguments clearly for 1-2 minutes. During that stage the researcher also carried out an assessment process of the percentage results of the participants. The final stage is to provide opportunities for pairs to assess and provide opinions on their friends' presentations and speaking skills. This activity was carried out until all participants had a turn in expressing their opinions.

2. Second Meeting

The treatment procedure in the second stage is almost the same as the first treatment. At this stage the researcher divided the participants into pairs. Then the researcher gave five topics regarding to speaking skills. The topics consist of: 1) the government should ban any kinds of gadget to school, 2) death penalty should not be applied in Indonesia, 3) home schooling is better than harm, 4) school should implement English day, and 5) morning ceremony is important to foster student's discipline.

After providing the next topic, students are given the opportunity to carry out brainstorming from various sources. In this activity students are given 2-5 minutes to gather information related to the topic they have chosen. Furthermore, participants are given the opportunity to deliver their arguments toward the topics they have chosen for 1-2 minutes. At this stage the researcher also conducted an assessment process using the speaking rubric that had been used. Then the researcher gave the opportunity to the pairs to respond and provide opinions related to the arguments of the participants who had argued.

c. Post-test

The post-test was carried out to find out whether there is an increase in the skills you want to improve after the treatment is implemented. In this study the researcher wanted to see whether the meta-cognitive strategy could have an effect on students' speaking skills.

3.2. Research Variable

(Sugiyono, 2018) suggests that research variables is an attribute or trait or value of a person, object or activity that have certain variations that are determined by the researcher to be studied and then the conclusion is drawn. The variable is an independent variable and dependent

variable. The independent variable is variables that affect or are the cause of the change or emergence of dependent variable.

In this research, the independent variable that will be use is the meta-cognitive learning strategy and the dependent variable is the learning outcomes. Meta-cognitive learning strategies are said to be independent variables because its effectiveness on learning outcomes will be the result of this research, and learning outcomes are said to be the dependent variable because the learning outcomes achieved by the students will determine the effectiveness of learning process using meta-cognitive strategy treatment.

3.3. Research Population and Sample

3.3.1. Population

According to (Sugiyono, 2018) population is a generalization area consisting of objects or subjects that have certain qualities and characteristics determined by the researcher to study and then draw conclusions.

The population of the research is the eleventh-grade students in the 2022/2023 academic year conduct at SMAN 1 Merangin, JL. Gunung Masurai, Bangko which divided into ten classes, distributed from XI science 1 up to XI science 5 and XI social 1 up to XI social 5 with total number of students are around 300 students.

3.3.2. Sample

The sample is part of the population that has characteristics or certain circumstances to be studied, or part of the population selected by using a certain procedure so that it is expected to be represents the population. A sample is said to be

representative if its members reflect the characteristics and characteristics found in population.

To determine the sample for this research the researcher uses purposive sampling which is one of the types of non-probability sampling. Purposive sampling is a sampling technique by determining certain criteria (Sugiyono, 2018). The main purpose of purposive sampling is to produce a sample that can logically be considered representative of the population. The sample to be taken by purposive sampling used if it meets the following criteria:

- A. Eleventh grade students
- B. Students with low speaking ability

Based on the sampling criteria that the researchers described above, the number of samples to be used in this study is approximately 28 students who will be obtained from one target classes, which is class XI social 1.

3.4.Data sources and types

3.4.1. Data sources

The data sources used in this research are primary data and secondary data. The following data types described the classification of data sources:

3.4.2. Data types

- A. Primary Data

Primary data is data that is directly obtained from the first data source. The primary data in this research is the posttest score or a test carried out after the treatment.

B. Secondary Data

Secondary data is data that is not directly collected by people require in the data. Secondary data in this research is in the form of reports on grades achieved from the previous semester that have been taken by students in the previous academic year when students were still in grade 10.

3.5. Research instrument

Research instrument is a tool used by researchers in collecting data of research to make it easier to process. The researcher uses several instruments to obtain data for this research. The instruments that used in collecting the data needed in this research are:

3.5.1. Speaking Rubrics

The speaking rubrics contain scores of students speaking performances. The scores will be gained through a pre-test and a post-test. At the end, the scores will be accumulated and showed the result whether the meta-cognitive strategy improve students speaking skills or not.

3.6. Data Collection Technique

Data collection techniques can be carried out in various settings, and various ways. Data collection techniques are a strategic step to get a data in research (Sugiyono, 2018). According to (Sugiyono, 2018) stated that there are two main things that affect the quality of research, quality of research instruments and the quality of data collection. The quality of research instruments is related to the validity and reliability of the instrument while the quality of data collection is

related to the accuracy of the methods used to collect data. In this research, the data collected from two eleventh grade classes at SMAN 1 Merangin. The researcher distributed a speaking test to students which consisted of a number of questions that should be answered orally by the respondents. The researcher explained how to distribute in the speaking test. The speaking test given before and after the treatment.

As previously explained, in this study the researcher used pre-test, post-test, and documentation data (activity photos, and lists of student names) to answer research questions.

Data collection techniques that will be use in this study are:

A. Test

Test is a measurement technique in which there are various questions, statements, or a series of tasks to be completed done or answered by the respondent. The test in this research is a test to determine or measure results of the student learning. There are some ways teacher can apply in testing speaking. (Hughes, 2003) divided them into three formats. First is interview which consists of questions and request for information, pictures, role play, and interpreting. Second is interaction with fellow candidates which comprises discussion and role play, while the last is responses to audio- or video recordings that includes describing situation, remarking in isolation to respond to, and retelling a story. In this test, the researcher implemented the second format which is an interaction with fellow candidates and the possible technique is discussion. In this technique, teacher can give the students a topic to be discussed, and then let them discuss it and make a decision. The test held before and after the students learn the material that will be given with conventional learning and meta-cognitive strategy.

1. Pre-test

This stage is carried out before implementing the treatment. This stage aims to identify the value or level of participants in speaking skills. At this stage the researcher provides several topics regarding speaking skills that have been prepared beforehand. At this stage the participants were also assessed using a speaking rubric for 1-2 minutes.

2. Post-test

The post-test stage was carried out after the treatment process was implemented. At this stage the researcher aims to investigate the participants' speaking skills after the treatment is implemented. At this stage the researcher provides several topics that can encourage students' speaking skills. Then they were asked to present their argument for 1-2 minutes. Assessment is also carried out and based on the speaking rubric.

3. Documentation

At this stage the researcher also carried out documentation activities to record all learning situations during the pre-test, treatment, and post-test. In addition, the researcher also collected a list of names of participants who were involved during the three processes implemented.

3.7. Validity of the Test

Instrument validity is intended to obtain a valid instrument. The instrument to measure the effectiveness of using Meta-Cognitive strategies in learning speaking will use the content validity. According to (Sukardi, 2013) what is meant by content validity is the degree to which a

test measures the scope of the substance to be measured. Through content validity, the instrument is prepared based on core competencies and basic competencies that are in accordance with the subject matter to be taught and refers to learning speaking using Meta-Cognitive strategies. It is used for the achievement of learning objectives that have been formulated previously affects the effectiveness of using meta cognitive strategies in learning speaking.

Content validity is generally determined through expert judgment. The steps taken by the researcher to obtain a valid instrument are to plan a grid of instruments containing the variables to be studied, indicators as benchmarks, and the number of questions or statements that have been described from the indicators. After the instrument is prepared, it is then consulted with experts to be examined and evaluated whether the items of the instrument represent what will be measured. The validator in this study is the English teacher of SMAN 1 Merangin.

3.8.Data Analysis Technique

3.8.1 Descriptive statistics analysis

To answer the research questions, the researcher uses a descriptive statistical analysis model to find out the mean and standard deviation of the data that has been obtained. To carry out the statistical analysis process, the researcher was assisted by SPSS 26 software. Related to this, the following are the stages of the data analysis procedure.:

1. The first step was opened the data file to be tested from Microsoft Excel
2. Then the second step was inputted data from Microsoft Excel into SPSS 22.
3. Then the researcher selected the data view and select the menu "analyze-descriptive statistics"
4. After that the researcher selected the statistics menu and check the menu "mean, and standard deviation" and click ok

5. After all the steps were done, the software showed the result

After the data has been analyzed, the next step is to classify whether the level of the pre-test and post-test results falls into the low-high category. So to determine the speaking skill level of the participants the researcher used the interval value based on school KKM. Here is the classification:

Table 2.1 Interval Value

No	Mean	Predicate	Level
1.	93-100	A	Very high
2.	84-92	B	High
3.	75-83	C	Moderate
4.	< 75	D	Low

3.8.2 Independent Sample T-test

To answer the research question, the researcher carried out an independent sample t-test. Before that the researcher wanted to ensure in advance the normality of the data to be analyzed. In this case the researchers used the Kolmogorov-Smirnov test. After the normality test is carried out, the next step is to conduct an independent sample t-test to see the t-test value and prove the truth of the hypothesis contained in this study. For this reason, here is an explanation regarding this matter:

A. Normality test (Kolmogorov-smirnov)

The Kolmogorov-Smirnov test is used to see whether the data to be analyzed is normally distributed or not. This test was also carried out on samples that were under 30. Because in this study the sample used was 28 people < 30 people, the researcher

had to carry out the normality test first. To carry out this test, the researcher formulated several hypotheses as follows:

H0: the sample comes from normally distribution population

H1: the sample comes from a population that is not normally distributed

To test the normality of the data in this study, researchers were assisted by SPSS software. Then to ensure or determine whether the sample is normally distributed or not, the researcher is guided by the significance value. If the significance value is > 0.005 then H0 is accepted. Besides, if Sig. < 0.05 then H1 is accepted. The following are the steps for carrying out the normality test in this study:

1. The researcher is looking for residual values from research data
2. The researcher tested the “analyze-non parametric test- legacy dialogs- sample KS feature”
3. Then the researcher categorizes the residual values that have been obtained into the test variable list column and checks the checkmark in the SPSS software
4. Lastly, the researcher clicked “ok”

b. T-test

According to Raharjo (2017) the t-test in the multiple linear concepts is used to determine the average difference value of the unpaired sample values. The sample in this study is the value of the Pre-test and Post-test. In other words, the results of this test are to test the truth of H0 and H1. Here are the stages:

1. The first step is to input data from the seven variables in the SPSS application.
2. Click the "analyze" menu in the SPSS software
3. Then click "compare means" on the SPSS software
4. Select the menu "independent sample t-test”

5. Classify learning outcomes (pre-test and post-test values) on the "test variable" menu and classify test type variables on the "grouping variable" menu".
6. Then select the menu "define groups" and "ok"

To determine whether there is a significant difference between the pre-test and post-test, the researcher based on the decision on the independent sample t-test. If the value of Sig. < 0.05, there is a significant difference between the test results on the pre-test and post-test. However, if the value of Sig. > 0.05, there is no significant difference between the results of the pre-test and post-test.

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the researcher discusses the findings and discussions found in this study. The purpose of the elaboration in this chapter is to answer research questions: 1) how is the effectiveness of meta-cognitive strategy used in learning speaking at senior high school grade eleventh for students with low speaking abilities. The data used to answer the research questions came from the results of tests conducted by researcher. In this regard, the following is an explanation of the findings in this study:

4.1. Profile of Participants

The participants in this study were eleventh grade students who were studying at SMAN 1 Merangin, Jambi Indonesia in the 2021/2022 academic year. There was 1 class that consists of 28 students become sample of the present study. The sample in this study was selected through purposive sampling.

4.2. Finding

To answer the research questions in this study, researcher used the pre-test and post-test. Pre-test activities are carried out to identify students' initial scores or initial problems regarding the level of speaking competency. Furthermore, post-test activities are carried out to measure the results of the knowledge and abilities of students after being given treatment. As for this study, researcher used SPSS to measure the value of the pre-test and post-test.

To carry out the treatment in the experimental class, the researcher gave several topics to students. Then the researcher explained several descriptions and steps that must be carried out by students before carrying out speaking activities. The stages consist of; 1) asked students to work

in pairs, 2) asked to pick one topic, 3) gave students one minute to deliver the idea, 4) gave students 1 minute to brain storm about the topic, 5) asked students to present their arguments 1 -2 minutes, and 6) asked other students to give the opinion about their pair's presentation. While for the control class the researcher only did the learning process as usual.

4.2.1. The effect of using meta-cognitive strategy toward students' speaking skills

Meta cognitive is a learning concept that helps students to understand and manage the thinking process of an individual. Metacognitive abilities make students understand effective learning strategies. This happens because students can understand the material, manage their time and resources more efficiently. By developing meta-cognitive abilities, a learner can become an independent learner. For this reason, teachers need to implement this strategy in the learning process so that it can produce students who are independent and can use their study time more effectively.

Responding to the importance of a meta-cognitive strategy, this study succeeded in examining and revealing the effects of using a meta-cognitive strategy to help students improve their speaking skills. The results of this study are proven by the value of descriptive statistics. Based on the results of the study, there was a significant improvement in the speaking scores of the eleventh-grade students. The improvement is proven from the pre-test and post-test scores.

To find out the value of the pre-test and post-test results, the researcher summarized the findings in the following table:

Table 3.1 Descriptive Statistic Result

Test-type	N	Mean	Std.Deviation
Pre-test	28	36.8	3.45
Post-test	28	80.9	1.43

4.2.2.1. Pre-test

Based on the table above, it is known that there is a significant improvement in students' speaking skills. This can be proven from the mean value of the pre-test listed in table 4.1. the pre-test activity was carried out on May 3, 2023. The results of the table explain that when the pre-test or pre-test was carried out to determine the students' speaking skill level, the researcher found the mean value in the pre-test was 36.8 with a std. Dev of 3.45. which based on the KKM score or the passing score of learning in the English subject at the school studied, the value is in the "low" level category. In conclusion the level of speaking skills of eleventh-grade social 1 student's is "low".

After knowing the results of the pre-test scores and the categorization of the level of English-speaking skills of eleventh-grade IPS 1 student, through this pre-experimental research the researcher used a new learning strategy to overcome these problems. In this case the researcher used a meta-cognitive strategy to overcome these problems. In this study, there were two treatments in two meetings that researcher used to implement meta-cognitive learning strategies.

A. Treatment 1

The researcher carried out the first treatment on May 10, 2023. Before carrying out the first treatment, the researcher had coordinated with the English teacher in the class where the experiment would take place. Treatment activities are carried out during the English lesson hours or for 70 minutes in one meeting.

In the first treatment, there are several stages that researcher carry out to implement a meta-cognitive strategy in learning. The first stage is to open the lesson as usual. Then the researcher explains the objectives, learning flow and procedures that will be followed by students. After students are given information about the learning process, the next step is to give freedom to students or participants to form groups in pairs. Next, the researcher introduces the learning procedure that uses a meta-cognitive strategy to the participants. After that the participants were given several topics to practice their speaking skills. The topics were chosen randomly by the participants. In the first treatment the researcher gave a choice of topics as follows:

1. Breakfast is the most important meal of the day.
2. Schools must make a requirement to teach art and music to their students.
3. Television is the leading cause of violence in today's society.
4. Students are not allowed to bring gadgets to school.
5. Publicly posting students grade on a bulletin board motivate students to perform better.
6. Libraries should have a list of prohibited books.
7. Smoking should be illegal.

8. Curfews effective in keeping teenagers out of trouble.
9. Junked food should be banned from being sold in schools.
10. Video games bring negative effect for children.

After the topic introduction was carried out, the researcher gave the participants the opportunity to seek information from various sources and conduct brainstorming. Then the participants were asked to present their arguments that they had brainstormed before. This speaking practice activity is carried out for 1-2 minutes. This time is given for consideration of the relatively short lesson hours. As long as the speaking practice is implemented, the researcher carries out an assessment process guided by the speaking rubrics. After the participants carried out the speaking practice, the researcher also provided an opportunity for their pairs to provide opinions and evaluate the arguments that had been presented. This activity was carried out until all participants had a turn in expressing their opinions. Then after all the processes are implemented the next step is to close the learning process as usual.

B. Treatment 2

Then the next step is to carry out the second treatment. The second treatment was implemented on May 17 2023. Experimental activities in the second treatment were carried out during the English class hour. the activities implemented in the second treatment were carried out almost the same as in the first treatment. In this regard, there are also several steps that the researcher took to implement the experimental process in the second treatment.

The first stage is to do the opening learning activity for 10 minutes. At this stage what the researcher is doing is explaining again how the learning process will take place by using meta-

cognitive as a learning strategy. Then the next step is to give students five topics that can help stimulate students to speak and convey their arguments. The following are the topics:

1. The government should ban any kinds of homework.
2. Home schooling is better than harm.
3. The use of cosmetics is prohibited in schools.
4. Getting to school at 8 is more effective.
5. School should implement English day.
6. Morning ceremony is important to foster student' discipline.
7. SMK education is better than SMA.
8. Death penalty should not be applied in Indonesia.
9. Brawls between students occur because of the bad character.
10. The habit of cheating during exams is due to the dishonest character of students.

The next step is to give students the opportunity to carry out brainstorming. In this brainstorming activity the participants were given 2-5 minutes. Then they were given 1-2 minutes to present their arguments by the researcher. Furthermore, researcher made observations and assessments during the practice implementation process. At the final stage the researcher asked pairs of participants who carried out speaking practice to provide arguments, comments and so on related to the results of the opinions that had been given.

4.2.2.2. Post-test

Post-test activities are carried out to measure changes or differences in student learning outcomes after the treatment process with the new strategy is given. In addition, a post-test was carried out to measure the effectiveness of the treatment or learning strategy that had been

implemented. Through post-test activities researcher can assess whether a learning treatment that is implemented can affect or not the learning outcomes of students.

In response to this, this study also used a post-test to measure the results or level of speaking skills of eleventh grade students after being treated with teaching using a meta-cognitive strategy. The post-test activity was carried out after the two treatments regarding the use of meta-cognitive strategies for learning English were implemented. Based on the test findings, the researcher found that the students' average score from the post-test results was 80.9 with a std.dev of 1.43. The values can be seen in table 4.1 above.

4.2.2. Independent sample t-test

4.2.2.1. Normality test (Kolmogorov-smirnov)

To determine whether the data in this study were normally distributed or not, the researcher used the Kolmogorov Smirnov test to see the normality of the research data. The findings in this study proved that the data studied were normally distributed. This is evidenced by the significance value obtained from the normality test calculation results. Following are the results of the Kolmogorov Smirnov normality test in this study:

Table 4.1 Normality test result

Kolmogorov-Smirnov		
Asymp.Sig	Criteria	Explanation
0.229	> 0.05	Normal Distribution

From these values it is known that the data in this study were normally distributed. Based on table 4.2 the significance value is $0.229 > 0.05$. in which case H_0 is accepted. Or in other words the sample comes from a normally distributed population.

4.2.2.2. Independent sample t-test results

To see changes in a treatment, it is necessary to identify the problems associated with the object of research. The indication process is called pre-test. Then after several treatments have been implemented the researcher needs to identify the results of the treatment. in which the identification procedure is called the post-test activity.

As previously described, in this study, the researcher found the results of the pre-test and post-test scores. However, in this discussion, the researcher wants to see whether there is a significant improvement or increase in the students' speaking skills before and after the meta-cognitive strategy is implemented. To find out this, the next researcher conducted an independent sample t-test.

The following are the findings from the independent sample t-test:

Table 5.1 Independent sample t-test Result

F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std.Error Difference	95 Confidence Interval of The Diffrence	
							Lower	Upper
14.929545	0.000	-11.799622	54	.000	-44.107	3.738013	-51.601408	-36.612
		-11.799622	36	.000	-44.107	3.738013	-51.687917	-36.612

Based on table 4.2 it is known that the sig. (2-tailed) is 0.00 which is smaller than 0.05.

From these results it is known that the Alternative Hypothesis (H1) is accepted. In other word there was a significant increase in the students' speaking skills before and after they were taught using a meta-cognitive strategy. In conclusion, researcher can conclude that meta cognitive can be used to improve students' speaking skills.

4.3.Discussion

According to Candegrift & Goh (2012) Meta-cognitive is an ability to understand an individual's thinking to processes a knowledge. In the context of speaking meta-cognitive skills can be used to include self-awareness about how the process of thinking while speaking, monitoring and evaluating their progress with more effective learning strategies.

One of the benefits of meta-cognitive abilities is that they can help students or individuals understand and realize their strengths and weaknesses in learning. Through self-understanding an individual can improve and develop more effective learning strategies to improve their abilities. In other words, meta-cognitive learning strategies can be used to monitor and evaluate an individual's learning process.

Given the importance of learning strategies that used meta-cognitive, in this study the researcher focused on using these strategies to improve students' speaking skills. In this part the researcher discusses the findings that the researcher found using a meta-cognitive strategy to improve students' speaking skills.

However, before implementing the learning treatment using a meta-cognitive strategy to improve speaking skills, the researcher first identified the level of students' speaking skills. To identify this, the researcher carried out a pre-test with students of class XI IPS 1. Based on the findings the researcher found that the average score of students of class XI IPS 1 on speaking skills was still in the category below the KKM low standard. Which value is "36.8". from these values, the researcher focused more on implementing learning treatments using meta-cognitive strategies to improve students' speaking skills.

For this reason, the researcher implemented two learning treatments. These findings explain that students can learn how to manage their cognitive when mastering English speaking skills. This can be seen during the learning process or treatment the researcher observed that students were able to implement several learning strategies such as planning, monitoring/observing, implementing, and evaluating. This is in line with the theory put forward by Chamot (1999). Which he explained that in order to implement a meta-cognitive strategy, the teacher needs to stimulate learning conditions with a flow, plan-observe-present-evaluate. Not only that, during the treatment process which was carried out twice, the researcher also provided several stages and time during the process of improving speaking skills using a meta-cognitive strategy. The stages consist of: 1) choosing a speaking topic, 2) carrying out the information gathering process, 3) presenting the results, and 4) evaluating pairs.

According to Ismail & Abdullah (2013) the use of meta-cognitive strategies can improve students' learning abilities better and can be a solution to problems from students' difficulties when mastering language skills. This opinion is in line with the findings in this study. Which from the research results the researcher found that there were significant changes related to the level of students' English-speaking skills. Which, these changes can be seen from the pre-test and post-test values. Based on the findings, the researcher found that the average value in the pre-test obtained was: 36.8. While the average value in the post-test obtained was 80.9.

Not only that, to see changes in the level of students' speaking skills before and after the meta-cognitive was implemented, the researcher carried out the next analysis process by means of an independent sample t-test. The independent sample t-test in this study was used to determine whether there was improvement in students' speaking skills after the meta-cognitive

strategy was applied. From the findings, the researcher found that there was a significant change from the pre-test scores to the post-test scores. This is evidenced by the sig. (2-tailed) of $0.00 < 0.05$. then these results successfully answered H1 "there was a significant increase in the students' speaking skills before and after they were taught using meta-cognitive". These findings are in line with the findings obtained by Nafiulfaqih (2018) which explains that meta-cognitive strategies can improve students' learning abilities and are able to overcome difficulties when students learn speaking skills.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, there are two parts that are discussed. In the first part, the researcher explains the conclusion from the results of the analysis and findings in this study. Then in the second part the researcher explains the suggestions based on the conclusions that have been described.

5.1. Conclusion

Based on the results of the analysis and discussion, the researcher concluded that meta-cognitive can improve students' speaking skills. From the results of this study the researcher found that the mean pre-test in this study was 36.8. Then there were 2 treatments that the researcher carried out to improve speaking skills using a meta-cognitive strategy. Furthermore, researcher measure whether there is improvement from the results of the treatment that researcher have done. This is evidenced by the results of the mean post-test which amounted to 80.9.

In connection with the findings that the researcher got, the researcher concluded that the alternative hypothesis H1 was accepted. In other words there was a significant increase in the students' speaking skills before and after they were taught using a meta-cognitive strategy. This is evidenced by the sig. from the results of the t-test which is equal to $0.00 < 0.05$.

5.2. Suggestion

Based on the conclusion of the present study, the researcher formulates several suggestions as below:

a. For English Teacher

The researcher suggests teachers to use meta-cognitive strategies to teach speaking skills to students. This happened because there was a significant improvement in student achievement when the researcher implemented a meta-cognitive strategy to improve speaking skills. Not only that, the researcher also suggests to teachers to be able to use clearer guidance when using a meta-cognitive strategy.

b. For Students

The researcher suggests the students to use meta-cognitive strategies to improve their English-speaking skills.

c. For Further Researcher

The researcher suggests further researcher to use methods and implement types of experimental research that use control classes and experimental classes. This is used so that teachers or researcher can compare results that are more significant and cover a wider range of things.

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APPENDIXES

APPENDIX 1 THE TEST SCORING CATEGORIES FOR SPEAKING

(Brown, 2001: 406-407)

Students Name: _____

Pre-Test

Post-Test

Scores	Fluency	Pronunciation	Grammar	Comprehension	Total
1	(No specific fluency description. Refer to other to four language areas for implied level of fluency).	Errors in pronunciation are frequent, but can be understood by a native speaker, used to dealing with foreigners attempting to speak his language.	Errors in grammar are frequent, but speaker can be understood by native speaker used to dealing with foreigners attempting to speak his language.	Within the scope of his very limited experience, can understand simple question and statements if delivered with slowed speech, repetition, or paraphrase.	
2	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family, and autobiographical information.	Accent intelligible though often faulty.	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.	Can get the gist of most conversations of non-technical subjects (i.e., topics that require no specialized knowledge).	
3	Can discuss particular interest of competence with reasonable ease. Rarely has to grope the words.	Errors never interfere with understanding and rarely disturb the native speaker. Accent maybe obviously foreign.	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversation on practical, social, and professional topics.	Comprehension is quite complete at a normal rate of speech.	
4	Able to use language fluently on all levels normally pertinent to professional needs.	Errors in pronunciation are quite rare.	Able to use the language accurately on all levels pertinent to professional needs.	Can understand any conversation within the range of experience.	

	Can participate in any conversation within the range of experience with a degree of fluency.		Errors in grammar are quite rare.		
5	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.	Equivalent and fully accepted by educated native speakers.	Equivalent to that of educated native speakers.	Equivalent to that of native speakers.	

APPENDIX 2 THE TEST SCORING CATEGORIES FOR SPEAKING

Test Description:

1. Students will perform based on their students' number (28 overall).
2. Students will work in pair.
3. Students will take one of random topics given by teacher (the topics are 10 which represent current issues and still in logical reasoning of high school students).
4. Students will be given 1 minute at least to deliver their ideas and 2 minutes at most.
5. Students will be given 1 minute to brain storm about the topic.
6. Present your arguments as clear as possible at least one minute and two minutes at most. This part is the student obligation as a main prerequisite to be assessed. While another talk after this major argument(s) is additional.
7. Ask your partner to give his/her opinion regarding the topic.

Topics:

First Meeting

1. Breakfast is the most important meal of the day.
2. Schools must make a requirement to teach art and music to their students.
3. Television is the leading cause of violence in today's society.
4. Students are not allowed to bring gadgets to school.
5. Publicly posting students grade on a bulletin board motivate students to perform better.
6. Libraries should have a list of prohibited books.
7. Smoking should be illegal.
8. Curfews effective in keeping teenagers out of trouble.
9. Junked food should be banned from being sold in schools.
10. Video games bring negative effect for children.

Second Meeting

1. The government should ban any kinds of homework.
2. Home schooling is better than harm.
3. The use of cosmetics is prohibited in schools.
4. Getting to school at 8 is more effective.
5. School should implement English day.
6. Morning ceremony is important to foster student' discipline.
7. SMK education is better than SMA.
8. Death penalty should not be applied in Indonesia.
9. Brawls between students occur because of the bad character.
10. The habit of cheating during exams is due to the dishonest character of students.

APPENDIX 3 DOCUMENTATION



