

Developing Speaking Instruction Through Metacognitive Approach

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Abstract. The teachers' speaking instruction is considered successful if the student's skills in English speaking increase. There are still many teachers who still use conventional instruction in teaching speaking. The traditional approaches to language teaching only focus on teacher-centered. This can be proved by the result of observation at MTs Al Washliyah Kolam Junior High School. Teachers should adopt approaches that can help students develop their speaking skills in a holistic way. The theoretical model of this research uses Research and Development (R & D) method by using Borg and Gall model by limiting and simplifying it to just four steps, namely, Research & Information collection, Planning, Design of Product, and Expert Judgment. The result of this research: (1) The existing speaking instruction used by the English teacher at MTs Al Washliyah Kolam Junior High School still uses the traditional method. (2) Speaking instruction is needed by the students based on the data that the highest students need the Teacher's help (80%) to speak English, the second rank students need to conclude the lesson (73,33%) when end the learning and give an example of speaking (40%) when speaking English. (3) The model is developed by the researcher to improve students' speaking skills is considered very relevant because the model created by experts was further developed for learning English speaking. (4) The result of expert judgment, the speaking instruction model through Metacognitive approach is valid and worth testing.

Keywords: *Speaking, Instruction, Metacognitive Approach*

I. INTRODUCTION

The teachers' speaking instruction is considered successful if the student's skills in English speaking increase. Because interactive speaking instruction can make the students easier to master English speaking. The instructional strategies hold an important role to motivate and activate students. William and Burden (1999) stated that strategies used by teachers are the factor of success in language learning. Many teaching methods are used by teachers to improve students' speaking skills. However, if it is wrong in determining the appropriate instruction, the learning objectives will not be achieved. This will not make it easy for students to master speaking English. There are still many teachers who still use conventional instruction in teaching speaking. The traditional approaches to language teaching only focus on *teacher-centered*. This can be proved by the result of observation at MTs Al Washliyah Kolam Junior High School. Besides that, with attractive speaking instruction, students will feel more interested in learning to speak because they will definitely get new things that they may have never known before. Porter (2021) states that fun learning strategies are strategies used to create an effective learning environment, convey material, and facilitate the learning process. It is not an easy thing for teachers to get their students to pay attention to listen to the teacher when delivering material or even practicing students' speaking. This is because usually, students tend to get bored quickly when in class. Therefore, it is important for teachers to have the right instruction that can attract students' attention. If students feel happy and interested in the learning process. So it is not impossible for students to easily master speaking English. Therefore, Teachers should adopt approaches that can help students develop their speaking skills in a holistic way. Learning approach is very decisive in improving students' abilities. both in terms of student characteristics and even this approach is able to meet their needs and can maximize the potential that exists in them (Santoso, 2017). Such an approach means that teachers provide students with opportunities to explore content and language. It also offers concepts on planning and evaluating speaking that can help chart their overall progress. As students gain confidence and become able to structure their own speech, support is gradually withdrawn, moving from being controlled by others to being self-regulated (Thornbury, 2005). Therefore, teachers should be careful to provide an approach in which students feel supported in learning to speak a second language. Making learners aware of the elements and processes involved in speaking increases metacognition, or the ability to think about learning.

a. Speaking

Speaking is one of the most important language skills. Students feel empowered when they can "talk the talk" in their social lives. Speaking is an interactive process of constructing meaning that involves producing and receiving information (Brown, 1994, Burns & Joyce, 1997). According to Harmer (2007) and Harris (1974), there are at least five components of speaking skills concerned with comprehension, grammar, vocabulary, pronunciation, and fluency. Bygate in Santoso (2017) explained that speaking needs speaking requires a simultaneous action where the words spoken are what is decided and understood. Therefore speaking ability process has three stages : (1) *planning* , (2) *selection*, and (3) *Production* (Bygate, 1987)

b. Instruction

Instruction is described as a cognitive process in learning so it can be said to be important in teaching and learning activities. (Mayer & Esterlla, 2014). Instruction is good in the learning process if the instruction is effective, efficient, and engaging. Merrill (2002) describes the principles of instruction as a cycle of instructional phases consisting of activation, demonstration, application, and integration all in the context of real-world problems or tasks. Instructional activities mean the acts of teaching, educating, or instructing by the teacher. Instructional activities are routine segments of instruction that specify how the teacher and students will participate and how they will interact with materials and content. In general, instruction activities are divided into *Preparation, Implementation, and Evaluation* (Magdalena, 2020).

c. Metacognitive Approach

The concept of metacognition was first introduced by John Flavell (1976). Metacognition involved the "active monitoring and consistent regulation and orchestration" of cognitive processes to achieve cognitive goals. Meanwhile the metacognitive approach is a teaching approach where learners are trained to become aware of and exert their own learning by using metacognitive processes. According to (Paris & Winograd, 1990), the metacognitive approach to teaching is beneficial in that they have the capacity to enhance learners' self-responsibility for monitoring their learning and focuses on promoting positive self, perception, affect, and motivation. The metacognitive approach training students through a strategic approach is useful for the empowerment of learners' self-regulation to learn (Robillos, 2020; 2021; Zheng, 2018). In other words, a metacognitive approach typically involves students applying metacognitive strategies to respond to clear and explicit learning goals which have either been set by the teacher or identified by the student themselves. It is the regulation of cognitive and learning experiences through a set of activities that help people control their learning. Brown (1987) stated that regulatory processes—including *planning, monitoring, and evaluation*—may not be conscious or storable in many learning situations, its called metacognitive strategies. *Planning* involves the selection of appropriate strategies and the allocation of resources that affect performance. Examples include making predictions before reading, strategy sequencing, and allocating time or attention selectively before beginning a task (Miller, 1985). *Monitoring* refers to one's on-line awareness of comprehension and task performance. The ability to engage in periodic self-testing while learning is a good example (Schraw, 1995). *Evaluating* strategies referred to assessing the products and regulatory processes of an individual are learning. They also referred to assessing the outcome of comprehension or the learning processes after accomplishing a task. Reevaluating one's goals and conclusions after a specific task is a representative example for that (Nazariah, 2016).

The advantages and disadvantages of learning with a metacognitive approach are as follows Maulana (2008) :

Advantages of the Metacognitive Approach

1. Higher achievement levels for the student.
Metacognition develops higher learning and problem-solving skills in the students
2. Improving students' critical thinking abilities
3. Make students more active during the learning process and increased ability to learn independently.
4. Students have the opportunity to explore material with the teacher or with their friends through discussion material
5. Effective for all ages students to manage the emotional and social growth.

Disadvantages of the Metacognitive approach

1. Metacognition may actively interfere with task performance
2. That metacognitive judgment or feelings involving a negative self-evaluation may detract from psychological well-being.
3. Relatively little time is available to carry out learning development.

Difficulties in forming discussion groups with group members of varying ability levels.

II. METHODS

2.1 Research Setting

This research is conducted at the MTs Al Washliyah Kolam. MTs Al Washliyah Kolam is a school equivalent to Junior High School. MTs Al Washliyah Kolam is located in Kolam Village, Percut Sei Tuan District, Deli Serdang Regency, North Sumatra Province - Indonesia. This research is conducted in March 2023. The subject of this research is the students and English teachers of MTs Al Washliyah Kolam.

2.2 Data and Data Source

The data of this research are observed, and the resulting questionnaire needs analysis. The data source is the students, teachers, and experts in speaking instruction development.

2.3 Research Method

The method used in this research is *Research and Development* (R & D) by using Borg and Gall model. According to Sugiyono (2011), R & D is a method or step to produce new products or develop and improve existing products and is used to test the effectiveness of these products. There are ten steps of the development model, Borg & Gall (1983), namely : (1) Research and information collecting, (2) Planning, (3) Early product development, (4) Preliminary field testing, (5) Main product revision, (6) Main field testing, (7) Operational product revision, (8) Operational field testing, (9) Final product revision, and (10) Dissemination and implementation. But according to research needs, researchers limit and simplify it to just four steps namely : (1) Research & Information collection, (2) Planning, (Design of Product), and (4) Expert Judgment



Figure 1 : Steps of Research and Development

Procedure of development

1. Research and information collecting
In this phase, two activities is carried out by researchers:
 - a. Literature study
finding concepts and theoretical foundations that strengthen the product so that the most appropriate steps can be identified for developing the product.
 - b. Field studies, in the form of collecting data, information, and problem data are taken based on the results of observations and the results of questioners of need analysis conducted by researchers at MTs Al Washliyah Kolam.
2. Research Planning
After collecting data, getting information and problems researcher carried out planning including:
 - a. Determine the purpose of using the product and the goals to be achieved at each stage.
 - b. Determine who is the user of the product and the product description.
 - c. Determine who is the expert judgment to valid the model
3. Design of Product
Design of product is designing by researchers working together or asking for help from supervisor, it can be a new work design or a new product. In this research, the product is the new approach to developing speaking instruction. The process of assessing whether a new design or a new product is rationally better and more effective than the old one is by seeking the judgment of a more experienced expert.
Then validation will be carried out by experts to obtain responses about the feasibility of the product to be tested.
4. Expert Judgment
Expert Judgment is an activity of validating of collecting data or information from experts in their field (validators) to determine wheter the model being developed is valid or invalid.

III. RESULTS AND DISCUSSION

- 3.1 The existing speaking instruction used by teachers today.
Based on the results of observations carried out at Al Washliyah Kolam Junior Highschool, especially in class IX-E, where the English teacher carries out learning activities as usual. Previously the researcher asked permission to sit in the classroom to observe the activities carried out by the teacher starting from the preparation activities starting the lesson to closing the lesson. After analyzing the data about speaking instruction used by the English teacher, the existing speaking instruction shows that the English teacher still uses traditional or conventional methods in teaching English speaking.
- 3.2 Speaking instruction is needed by the students
After seeing the phenomena that exist at MTs Al Washliyah Kolam Junior High School, as well as seeing the results of the initial observations that have been made, where the traditional method makes many students lazy during the learning process, therefore to find out what students need in learning English, especially English speaking skills, then the researchers made a questionnaire of need analysis which was given to class IX-E students. The results of the need analysis are shown in (table 2)
Based on the result of the need analysis of speaking instruction, the students needs :
 - a. Preparation
- Before learning speaking English students need *speaking practice* (33,33 %), *Repetition* (26,67 %), a *dictionary* (10 %), other answers (30%)
- Person's help to practice English, students need *teacher's help* (80%), *Friend's help* (6,67 %), *Parent's help* (6,67%) , other answers (6,67%) .
 - b. Implementation
- To understand speaking English, students need an *Example of pronouncing a word* (40 %)the, *teacher translates the language* (23,33the %), *Teacher repeats the explanation* (13,33%), and other answers (23,33 %).
- When teaching speaking English, students need the teacher *Enjoy* (30%), *clear and easy* (23,33 %), *Translate the language* (23,33 %), *Practice* (13,33 %), other answers (13,33 %)
- When teaching English speaking, students need the teacher does first: *give an example of speaking* (40 %), *Explain the subject* (30 %), other answers (30 %)
 - c. Evaluation

- Ending the lesson, students need the teacher: to *conclude the lesson* (73,33 %), *Give an assignment* (13,33 %), *Close the meeting by greetings* (6,67 %), and other answers (6,67 %).

Based on the data it can be concluded that the highest students need is the *Teacher's help* (80%) to speak English, the second rank students need to *conclude the lesson* (73,33%) when end the learning, and *give an example of speaking* (40%) when speaking English.

3.3 The speaking instruction developed based on a metacognitive approach.

The speaking instruction model based on the metacognitive approach is shown by how the metacognitive strategies is applied in the process of speaking to increase students' speaking skills (figure 2).



Figure 2: English speaking instruction model through metacognitive approach

Planning stage

In the process of planning in the metacognitive approach, students will be trained metacognitively to think or plan the words or sentences they will say, why they will say those words, and how they will pronounce them so that they become good and correct words. During the planning phase, learners can ask, *What am I supposed to learn? What should I do first? What should I look for speaking? How much time do I have to construct words? In what direction do I want my thinking to take me?* Therefore the planning process for constructing meaning in speaking is very much in line with the planning process on students' Metacognitive.

Monitoring Stage

In this metacognitive phase, students will be trained to monitor what they have done when pronouncing words or sentences in English. How should the speaking process be carried out? Students will also monitor by making selections during the speaking process. words, vocabulary, or sentences that should be said first to suit the grammatical. During the monitoring phase, learners can ask, *How am I doing? Am I on the right track? How should I proceed? What information is important to remember? Should I move in a different direction? Should I adjust the pace because of the difficulty? What can I do if I don't understand?*

So the monitoring process in this metacognitive approach is in line with the speaking process, namely selection where students will select what to say when speaking.

Evaluating stage

In this phase, students will be trained metacognitively to do an evaluation by looking at the results or production of the speaking process, namely vocabulary, grammatical, pronunciation, fluency, and comprehension. So in this phase, students will get new ideas or new information to improve their ability to speak English.

During the evaluation phase, learners can ask, *How well did I do? What did I learn? Did I get the results I expected? What could I have done differently? Can I apply this way of thinking to other problems or situations? Is there anything I don't understand—any gaps in my knowledge? Do I need to go back through the task to fill in any gaps in understanding? How might I apply this line of thinking to other problems?*

Therefore the evaluating process in the metacognitive approach is in line with the production process in speaking, where the evaluation process will produce a speaking product namely grammatical, pronunciation, fluency, and comprehension.

3.4 The result of Experts Judgment

No	Component	1	2	3	4	5
ELIGIBILITY OF CONTENT						
1	Model Suitability With Students' Needs				√	
2	Appropriateness of the approach component with the speaking component				√	
3	Compatibility of the Metacognitive Approach Procedure with the speaking process				√	
4	Appropriateness of the benefits of developing students' speaking				√	

LANGUAGE						
1	Use of language effectively and efficiently				√	
2	The use of language that is easy to understand in theoretical models				√	
SERVING						
1	Clarity of Development Goals				√	
2	Presentation of an appropriate and sequential Theoretical Model				√	
3	Interactivity (stimulus and Response)				√	

Based on the result of two expert of validation, Speaking Instruction model through Metacognitive Approach is valid and worth testing.

IV. CONCLUSIONS

Based on the research, it can be concluded :

1. The existing speaking instruction used by teachers at MTs Al Washliyah Kolam Junior High School still uses the traditional method. It can be proved by the result of pre-observation where the characteristics of the traditional method described when the process of learning activity happened: (a) learning happens in a physical space, within the four walls in the classroom, (b) the teacher is in complete control of the learning environment, (c) learning happens at a predetermined pace and schedule, (d) Face-to-face interaction between the teacher and the students, and (d) strict reliance on textbooks.
2. Speaking instruction is needed by the students based on the data that the highest students need the *Teacher's help* (80%) to speak English, the second rank students need to *conclude the lesson* (73,33%) when end the learning and *give an example of speaking* (40%) when speaking English.
3. The speaking instruction developed based on a metacognitive approach by using a model speaking instruction where this model is developing a speaking teaching strategy by connecting the components of the metacognitive strategy procedure with the speaking process components.

The model developed by the researcher to improve students' speaking skills is considered very relevant because the model created by experts (Brown : 1987, Jacob and Paris : 1987) & Kluwe : 1987) was further developed for learning English speaking. Meanwhile, when compared to the model made by Zoro (2020), the model made by the researcher is more specific and clear, because each component of the Metacognitive strategies is directly related and even very relevant to the speaking process component.

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