Metacognitive Strategies Used in Speaking for Presentation Class by the Fourth Semester Students of English Language Education of PGRI Ronggolawe University Tuban

Yuyun Eri Susanti[1], Christina InnocentiTumiarPanggabean[2]
Universitas PGRI Ronggolawe Tuban, Indonesia
[1] Erisyuyun03@mail.com, [2] christina306.cp@gmail.com

Abstract

This study is intended to describe metacognitive strategies used in speaking for presentation class by the fourth semester students of English language education of PGRI Ronggolawe University Tuban. It includes 1) kinds of metacognitive strategies used by the students in speaking for presentation class 2) the most dominant strategy used by the students in speaking for presentation class and 3) their reasons of using metacognitive strategies. This study used qualitative method. The subject of the study were ten students who have high, medium and low performance level in speaking. They were three male students and seven female students. The data from the questionnaire and the interview were analyzed descriptively. The result of this study indicated that all students from high, medium, and low level used all kinds of metacognitive strategies, including centering learning strategy, arranging and plan̶ ̶ ̶ ̶ ̶ ̶ ̶ ̶ ̶ ̶ ̶ ̶ ̶ ̶ ̶ ̶ he high level students used metacogniti̶ ̶ ̶ ̶ ̶ ̶ ̶ ̶ ̶ ̶ ̶ ̶ ̶ ̶ ̶ ̶ ̶ ̶ ̶ ̶ing learning strategy became the most ̶ ̶ ̶ ̶ ̶ ̶ ̶ ̶ ̶ ̶ ̶ ̶ ̶ ̶ ̶ ̶ ̶ levels, followed by evaluating learning strategy and arranging and planning strategy. The students had similar reason of using metacognitive strategies. It was to help them in learning speaking and improving their presentation skill.

Keywords: *Metacognitive Strategies, Speaking, University Students, Presentation Class*

INTRODUCTION

As an international language, English has an important role in many aspects of life such as education, trade, international relationship and so on. That's why People from some countries choose English as connector language, including Indonesia. Therefore, ability to communicate in English become one of the important things that should be prepared.

English is a foreign language for Indonesia people. Even English is a foreign language it must be taught, because mastering English is needed in order to fulfill the needs of some requirements in the work force in this globalized era. Considering the importance of English, people need to learn it properly.

In learning English, there are four skills that must be mastered: listening, speaking, reading, and writing. Among those skills, speaking is considered as one of the most difficult skills to master.

Speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions (Fulcher, 2003). Nunan (2003) stated that speaking is productive oral skill: it consists of producing systematic verbal utterance to convey meaning. Regarding this, students must be aware of the components of speaking. Speaking has five components, they are: grammar, vocabulary, comprehension, fluency, and pronunciation (Brown, 2004).

However, based on the writer's experience students in learning English especially speaking, they usually faced some problems. Most of them have some difficulties in how they learn or the way they learn. The common problem is that they do not realize their learning strategy. Nyikos & Oxford (1993), stated that yet students are not always aware of the power of consciously using learning strategies for making learning quicker and more effective.

Learning strategies play an important role in learning process. Oxford (1990), stated that learning strategies are especially important for language learning because they are tools for active, self-directed involvement, which is essential for developing communicative competence. Learning strategy also considered as one of factors that influence learners in learning language. Language learning styles and strategies are among the main factors that help determine how –and how well – our students learn a second or foreign language (Oxford, 2003). O''Malley and Chamot (1995) defined learning strategies as special thoughts or behaviors that individuals use to help them comprehend, learn, and orient new information.

Metacognitive strategy is one of learning strategy types. It belongs to direct strategies. Oxford (1990) emphasized that learning strategies consist of direct strategies and indirect strategies; direct strategies cover memory strategies, cognitive strategies, and c ompensation strategies while indirect strategies cover metacognitive, affective, and social strategies.

Metacognitive strategies are strategies that involve thinking about learning process. It deals with planning, monitoring and evaluating learning. Oxford (1990) stated that metacognitive strategies are actions which go beyond purely cognitive devices, and which provide a way for learners to coordinate their own learning process. According to Vandergrift (1999), metacognitive strategies are defined as the skills to oversee, regulate and direct the language learning.

Oxford (1990) divided metacognitive strategies into three types; centering learning strategy, arranging and planning learning strategy, and evaluating learning strategy. The purpose of centering learning strategy is to give a focus to the learner so that the attention could be directed toward certain language activities or skills. Arranging and planning learning strategy help the learners to organize their learning process so they may get maximum benefit from their energy and effort. Evaluating learning helps learners with problems like monitoring errors and evaluation of progress.

Metacognitive strategies have been positively associated with academic performance, helping the learners improve their learning. Cohen (1998) expressed that metacognitive strategies are steps or actions consciously selected by learners to improve the learning or use of a second or foreign language. Metacognitive strategies will help the learners to control their own learning. By applying metacognitive strategies, students will be more aware of the importance of their active role in their learning (Panggabean & Triassanti, 2020). As stated by Chamot and O'Malley (1995) that metacognitive is the best strategy that can be implemented by the learners, because it us up to the learner to decide what, when, and how to learn.

Some previous studies showed that by applying metacognitive strategies students could enhance their speaking ability. Sintari (2015) conducted a study entitled "Metacognitive Strategy in Indirect Learning Strategies Used by EFL Students in Academic Speaking Class of English Department Surabaya State University". This study was conducted to know how metacognitive strategies in indirect learning strategies were used by the students in academic speaking class of English Education study program in State University of Surabaya and their speaking performances after using metacognitive strategies. The result of this study revealed that the students used metacognitive learning strategies in many ways. Most of the students always used three main sets of metacognitive strategies such as centering, arranging & planning and evaluating the learning in their learning process to accomplish the task. The second result showed that the students' speaking performances were good after using metacognitive learning strategies in academic speaking. Most of them had already fulfilled the criteria of a good speaking performance. In short, the use of metacognitive learning strategies could help enhance the students' speaking ability in delivering presentations.

The second previous study is from Nafiulfaqih (2018) who conducted a study entitled "Metacognitive Strategy Used In English Speaking Performance by Hospitality Students of Vocational High School" He described how metacognitive strategies in terms of centering learning were used by the students of vocational high school during learning process and their speaking performance. The result of this study showed that the students mostly used the strategy of centering learning in metacognitive strategies in various ways to overcome their difficulties during learning and delivering the presentation processes in the classroom and to accomplish the task given by the teacher. It is showed that most of students' speaking performance were good during learning and delivering the presentation since applying centering learning strategies. Meanwhile, Panggabean & Triassanti (2020) showed in their finding that the students had done their presentation better after applying metacognitive strategies.

The three previous studies proved that using metacognitive learning strategies in learning speaking can help students to learn effectively. It showed that metacognitive strategies are important

for learning process. Regarding this, Oxford (1990) stated that metacognitive strategies are essential for successful language learning. Based on those reasons, the writer wants to conduct further research on metacognitive strategies.

Several studies also reported that high proficiency students had done successfully in their speaking practice because they frequently applied metacognitive strategies. Panggabean & Kesuma (2017) mentioned in their article that high proficiency male and female students applied metacognitive strategies in their presentation. Similarly, Chen, YM., Yang, Ly., Yang, S.YR. *et al.* (2023) stated that high proficiency speakers apllied metacognitive Practice Speaking Strategies.

This article is intended to describe metacognitive strategies used in speaking for presentation class by the fourth semester students of English language education of PGRI Ronggolawe University Tuban. It includes 1) kinds of metacognitive strategies used by the students in speaking for presentation class 2) the most dominant strategy used by the students in speaking for presentation class and 3) their reasons of using metacognitive strategies.

METHOD

This research was conducted using descriptive qualitative research design to answer the questions of the study. It is applied to describe the use of metacognitive Strategies by the students. The subject of the study were ten students who have high, medium and low performance level in speaking. They were three male students and seven female students. To collect the data of the research questionnaire and interview were applied. The questionnaire used in this research was Strategy Inventory for Language Learning (SILL) consisting of 50 items that developed by Oxford (1990). In this study, the students only answered the questions which were related to metacognitive strategies. To confirm the data from the questionnaire, one male and two female students were interviewed. The interview was also conducted to know the reasons the students used certain metacognitive strategies. All of the data were analyzed qualitatively through identifying, classifying, describing, interpreting, and concluding which included verifying.

RESULTS

In this section, the results of the analysis of the data obtained are presented as follows:

1. **Kinds of Metacognitive Strategies used by the Students in Speaking for Presentation Class**
   a. **Centering Learning Strategy**

Based on the table 1, the mean score of the high level students is 4.50. It means that the high level students always or almost always used centering learning strategy in learning speaking. Then, the mean score of the medium level students is 4.03. It means that the medium-level students usually used centering learning strategy in learning speaking. The mean score of the low level students is 3.66. It means that the low level students usually used centering learning strategy in learning speaking.

Table 1. Centering Learning Strategy

LEVEL	SUBJECT	CLS AVERAGE
HIGH	#S1	4.50
	#S2	4.50
	#S3	4.50
	#S4	4.50
MEAN		4.50
MEDIUM	#S5	3.60
	#S6	4.50
	#10	4.00
MEAN		4.03
LOW	#S7	3.50
	#S8	4.00
	#S9	3.50
MEAN		3.66

It can be concluded that students from all levels used centering learning strategy in their learning speaking process, but the high level students used this strategy more often than other groups.

b. Arranging and Planning Learning Strategy

Based on the table 2, the mean score of the high level students is 3.90. It means that the high level students usually used arranging and planning learning strategy in learning speaking. Then, the mean score of the medium level students is 3.60. It means that the medium level students usually used arranging and planning learning strategy in learning speaking. The mean score of the low level students is 2.46. It means that the low level students sometimes used arranging and planning learning strategy in learning speaking.

Table 2. Arranging and Planning Learning Strategy

LEVEL	SUBJECT	APLS AVERAGE
HIGH	#S1	3.60
	#S2	3.40
	#S3	3.80
	#S4	4.80
MEAN		3.90
MEDIUM	#S5	3.40
	#S6	4.00
	#10	3.40
MEAN		3.60
LOW	#S7	2.40

#S8	2.80	
#S9	2.20	
MEAN	**2.46**	

It can be concluded that students from all levels used arranging and planning learning strategy in their learning speaking process, but the high level students used this strategy more often than other groups.

c. Evaluating Learning Strategy

Based on the table 3, the mean score of the high level students is 4.37. It means that the high level students usually used evaluating learning strategy in learning speaking. Then, the mean score of the medium level students is 4.00. It means that the medium level students usually used evaluating learning strategy in learning speaking. The mean score of the low level students is 3.33. It means that the low level students sometimes used evaluating learning strategy in learning speaking.

Table 3. Evaluating Learning Strategy

LEVEL	SUBJECT	ELS AVERAGE
HIGH	#S1	4.00
	#S2	4.50
	#S3	4.00
	#S4	5.00
MEAN		**4.37**
MEDIUM	#S5	3.50
	#S6	4.50
	#10	4.00
MEAN		**4.00**
LOW	#S7	3.00
	#S8	4.00
	#S9	3.00
MEAN		**3.33**

It can be concluded that students from all levels used evaluating learning strategy in their learning speaking process, but the high level students used this strategy more often than other groups.

2. The Most Dominant Type of Metacognitive Strategies Used by the Students in Speaking for Presentation Class

a. The Most Dominant Type of Metacognitive Strategies Used by the High Level Students

Based on the table 4, the mean of OV score is 4.11. It means that the high level students usually used metacognitive strategies in learning speaking. It can be seen that the high level students usually used all of the sets of metacognitive strategies.

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Table 4. The Most Dominant Type of Metacognitive Strategies Used by the High Level Students

No	SUBJECT	CLS	APLS	ELS	OV	MOSTLY USED
1	#S1	4.50	3.60	4.00	3.88	CLS
2	#S2	4.50	3.40	4.50	3.88	CLS/ELS
3	#S3	4.50	3.80	4.00	4.00	CLS
4	#S4	4.50	4.80	5.00	4.77	ELS
	MEAN	4.50	3.90	4.37	4.11	CLS
	THE MOST STRATEGY USED					

Annotation:

CLS: Centering Learning strategy

APLS: Arranging and Planning Learning Strategy

ELS: Evaluating Learning Strategy

OV: Overall Average

However, there is one strategy that they use more often than other the other strategies. Since the mean of centering learning strategy (4.50) is higher than other strategies, it can be concluded that centering learning strategy is the most dominant type of metacognitive strategies used by the high level students.

b. The Most Dominant Type of Metacognitive Strategies Used by the Medium Level Students

Based on the table 5, the mean of OV score is 3.77. It means that the medium level students usually used metacognitive strategies in learning speaking. It can be seen that the medium level students usually used all of the sets of metacognitive strategies.

Table 5. The Most Dominant Type of Metacognitive Strategies Used by the Medium Level Students

No	SUBJECT	CLS	APLS	ELS	OV	MOSTLY USED
1	#S5	3.60	3.40	3.50	3.44	CLS
2	#S6	4.50	4.00	4.50	4.22	CLS/ELS
3	#S10	4.00	3.40	4.00	3.66	CLS/ELS
	MEAN	4.03	3.60	4.00	3.77	CLS
	THE MOST STRATEGY USED					

Annotation:

CLS: Centering Learning strategy

APLS: Arranging and Planning Learning Strategy

ELS: Evaluating Learning Strategy

However, there is one strategy that they use more often than other the other strategies. Since the mean of centering learning strategy (4.03) is higher than other strategies, it can be concluded that centering learning strategy is the most dominant type of metacognitive strategies used by the medium level students.

c. The Most Dominant Type of Metacognitive Strategies Used by the Low Level Students

Based on the table 6, the mean of OV score is 3.03. It means that the low level students sometimes used metacognitive strategies in learning speaking. It can be seen that the low level students sometimes used all of the sets of metacognitive strategies.

Table 6. The Most Dominant Type of Metacognitive Strategies Used by the Low Level Students

No	SUBJECT	CLS	APLS	ELS	OV	MOSTLY USED
1	#S7	3.50	2.40	3.00	2.77	CLS
2	#S8	4.00	2.80	4.00	3.33	CLS/ELS
3	#S9	3.50	2.20	3.00	3.00	CLS
	MEAN	3.66	2.46	3.33	3.03	CLS
	THE MOST STRATEGY USED					

Annotation:

CLS: Centering Learning strategy

APLS: Arranging and Planning Learning Strategy

ELS: Evaluating Learning Strategy

OV: Overall Average

However, there is one strategy that they use more often than other the other strategies. Since the mean of centering learning strategy (3.66) is higher than other strategies, it can be concluded that centering learning strategy is the most dominant type of metacognitive strategies used by the low level students.

3. The Reasons of Using Metacognitive Strategies

a. Centering Learning Strategy

From the interview, the students mentioned some reasons of using centering learning strategy. The students stated that they linked already known material with new things they get in English because they wanted to enrich their knowledge in learning English speaking and did not want to forget the material they got before as they stated in the following excerpts:

#S4 : *When I get a new material, I will note it and use it in the next activity or presentation. I do that because I don't want to forget the material I got before. If I don't use it a lot, I will forget it easily*

#S6 : *Yes, because I want to learn new things to enrich my knowledge.*

#S3 : *Yes, I do that (link already known material with new things in English) because it can help me to enrich my knowledge.*

They also paid attention and delayed their speech when someone was speaking or giving some explanation in English. They did that because they wanted to understand what someone said and avoid misunderstanding as showed in the following excerpts:

#S3 : *I pay attention when someone is speaking or giving explanation English because I want to understand what she/he means.*

#S3 : *I delay my speech to focus on listening because I want to hear what people say clearly in order to avoid some misunderstanding.*

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S6   : *sometimes I do that (delaying speech). I listen to my own words repeatedly in order to be able to speak with clear pronunciation.*

b. Arranging and Planning Learning Strategy

From the interview, the students mentioned some reasons of using arranging and planning learning strategy. The students stated that they planned their presentation and prepared the material long time before they do a presentation. They did that because they wanted to do a good presentation and understand the material deeply as they mentioned in the excerpts.

#S3   : *I prepare it well because I want to maximize my presentation. I do that because I realize that planning my presentation well is my obligation as a student.*

#S4   : *If I prepare the presentation long time before D-day, I will have enough preparation to have a better presentation.*

#S6   : *I prepare the material long time before I do a presentation because I want to have a good presentation and learn the material deeply.*

The students planned to give a good presentation. To have a good presentation, they had to do some preparation. They mentioned what they prepared for presentation, they were choosing the topic, searching for material, preparing their PowerPoints and doing some practice as they mentioned in the following excerpts:

#S6   : *I have some preparation before doing a presentation. First, I choose the theme. I will discuss some points that have relation with it, especially the viral one. After that, I look for some information I need to make a ppt. Then, I will do some practices before I do the real presentation.*

#S3   : *What I do before I have a presentation is try to understand and master the material. Then I will practice how to convey the material in front of audience.*

#S4   : *What I do before doing a presentation is making sure that my body is in a good condition and focusing my mind. Then, I will look for some information related to my topic. After that, I will try to understand the material. I have to understand the material deeply, so that I can convey my message to audience without any trouble. I also prepare suitable language style for presentation, a language style that can be understood by the audience easily. Next, I will make a PPT and practice my speaking in front of mirror.*

They also mentioned that they set long-term and short-term goals. They did that because setting the goals caould help them in leaning speaking as they stated in the excerpts.

#S3   : *Yes, I have. My long-term goal is to be able to speak English fluently, and my recent short-term goal is to master grammar and enrich my vocabulary. The reason why I set long-term and short-term goal is to ease me in learning.*

#S6   : *Of course, I have long-term and short-term goals because leaning English is important for me, and setting the goals can help me.*

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c. Evaluating Learning Strategy

From the interview, the students stated that they evaluated themselves. They mentioned their weaknesses or problems of their presentation such as forgetting the words, having lack of vocabulary, and using wrong pronunciation and grammar as they stated in the excerpts:

#S3   : *Yes, I have. I sometimes forget the words I want to convey. I also have lack of vocabulary.*

#S4   : *Yes, I do. I notice my errors while speaking, such as grammar error and wrong pronunciation. Usually I know that errors from my lecturer and audience's reaction, such as their frown at my speech and other gestures that express confusion.*

#S6   : *Sometimes I get some errors, such as inappropriate words or phrases I use.*

The students tried to be better and found ways to handle their difficulties or problems. They also said that they evaluated their presentation because they wanted to correct their mistakes and improve their skill in order to have a better presentation next time as they stated in the excerpts:

#S3   : *I handle that problems by enriching my vocabulary through watching western movies with English subtitle, listening to English songs, reading English novel such as 'Danny the Champion of the World', and watching some English videos from YouTube.*

#S4   : *I handle my problems by doing more practice.*

#S6   : *I handle my difficulties by noting the difficult words or phrases. Then, I will try to practice it.*

#S3   : *Sometimes I do that. When I feel that my presentation is not good, I will evaluate it in order to get a better presentation next time.*

#S4   : *Yes, I do. I evaluate my presentation right after the presentation ended. If my previous presentation did not run well, my next presentation must be better. Usually I evaluate my presentation through some feedbacks I get from my lecturer. I evaluate my presentation because I want to do a better presentation next time.*

#S6   : *Yes, I do. I evaluate my presentation because I want to know and correct my mistakes. So, I can have a better presentation next time.*

DISCUSSION

In this part, the writer will discuss the findings of this study. She will compare the findings with the theories from experts and the findings of previous studies.

According to Oxford (1990) they are three kinds of metacognitive strategies. They are centering the learning strategy, arranging and planning the learning strategy and evaluating the learning strategy. From the explanation above, it can be seen that the students from high, medium and low level used all kind of metacognitive strategies, including centering, arranging and planning the learning strategy and evaluating the learning strategy in their learning process. Nevertheless, the high level students used metacognitive strategies more often than the other groups. This present study

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shows similarity to the previous studies by Panggabean & Triassanti (2020); and Chen, YM., Yang, Ly., Yang, S.YR. *et al.* (2023) who proved high proficiency students were frequent users of metacognitive strategies. Regarding this, Oxford (2003) and Kunasaraphan (2015) argued that more successful students used strategies for active involvement more frequently than did less successful learners. Then, the result of the interview showed that the students' reason of using metacognitive strategies is to help them in learning speaking and improving their presentation skill. Cohen (1998) stated that metacognitive strategies are steps or actions consciously selected by learners to improve the learning or use of a second or foreign language. According to Panggabean & Triassanti (2020), metacognitive strategy training could be applied in an EFL class to enhance the students' oral presentation skill. They stated that metacognitive strategy training may develop the students' awareness of their responsibility and autonomy as learners who determine their own success in learning.

One of the previous studies discussing of the use of metacognitive strategy components is a study conducted by Xu (2012)), in his study "A Survey on Metacognitive Strategy Use in College Oral English Study under Internet Environment—With a Case Study of Guilin University of Technology ".The result of this study revealed that students used metacognitive strategy in their learning process, but percentage was relative low. More than half of the students did not employ metacognitive strategies when they practice speaking. Among the other strategies, the percentage of using organization strategy is the highest. The result of this previous study is different from the present study. This previous study reported that organization learning strategy became the most dominant strategy used by the students, while the present study reported centering learning strategy as the most dominant strategy used by the students. Then, another previous study conducted by Sintari (2015) entitled "a study of Metacognitive Strategy in Indirect Learning Strategies Used by EFL Students in Academic Speaking Class of English Department Surabaya State University" showed that the students used metacognitive learning strategies in many ways. Most of the students used three sets of metacognitive including centering, arranging & planning and evaluating the learning in their learning process to accomplish the task. In this previous study, centering learning strategy became the most strategy used by the students. The findings of the this previous study are the same as the present study. Both of the previous and the present studies reported that the students used all metacognitive strategies types including centering, arranging & planning and evaluating the learning, with centering learning strategy as the most strategy used. It supported by the study of Nafiulfaqih (2018), in his study "Metacognitive Strategy Used in English Speaking Performance by Hospitality Students of Vocational High School". The result of his study revealed that centering learning are being necessary and had been applied by the students during teaching learning process and delivering the presentation, most of students' speaking performance were good during learning

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and delivering the presentation since applying centering learning strategies. Most of them had fulfilled the criteria of good speaking performance. However, the three types of metacognitive strategies need to be in balance so that the students will be better in their speaking performance.

CONCLUSION

Based on the data analysis and the findings, it can be summarized as follows: 1.) the fourth semester students of English Study Program of Roggolawe University Tuban used all sets of metacognitive strategies, including centering learning strategy, arranging and planning learning strategy, and evaluating strategy. 2.) from all levels of students, centering learning strategy becomes the most dominant strategy used by the students, followed by evaluating learning strategy and arranging and planning learning strategy. 3.) the students' reason of using metacognitive strategies is to help them in learning speaking and improving their presentation skill. Therefore, it can be concluded that metacognitive strategies had been applied by the three different levels of proficiency with relatively different frequency. The low level students, however, need to upgrade their use of metacognitive strategies so that they can perform better in their speaking tasks.

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