**CHAPTER II**

**REVIEW AND LITERATURE**

**2.1. Speaking Instruction**

2.1.1 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 the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts (Chaney, 1998). Speaking is an interactive process of constructing meaning that involves producing and receiving information (Brown,1994 , Burns &Joyce, 1997). Effective use of oral communication also allows students to advocate for themselves. They must be able to articulate when and how their academic needs are not being met. According to Hornby (1990), speaking is about something to talk about, say something about something, mention something, have a conversation with somebody, address somebody in words, say something, or express oneself in a particular language. Speaking is one of the four skills in English subjects as a tool to communicate with each other. Ur (1996) considers speaking as the most important skill among the four skills (listening, speaking, reading, and writing) because people who know a language are called speakers of that language. According to Howarth (2001) and Torky (2006), speaking is a two–way process including a true communication of opinions, information, or emotions. In other words, spoken texts are the collaboration between two or more persons in shared time and shared context. Harmer (2007) states that to be able to speak English fluently learners must be able to pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech.

In addition, Thornbury (2005) states that speaking takes the form of face-to-face dialogue and therefore involves interaction. According to the idea of Brown (2003), speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test taker’s listening skill, which necessarily compromises the reliability and validity of an oral production test. Bygate (1987) defined speaking skill is the ability in using the oral organ to explore ideas, intentions, thoughts and feelings with other people as way to make the message clearly delivered and well understood by the hearer.

Based on the definition of speaking by experts above, it conclude that speaking is an interactive process of constructing and building meaningful organ to explore ideas, intention, thoughts and feelings to other people about something including the correct communication of an opinion, information, or emotion which is done by collaboration between two or more persons in shared time and shared context.

2.1.1.1 Component of speaking

According to Harmer (2007) and Harris (1974), there are at least five components of speaking skills concerned with comprehension, gra mmar, vocabulary, pronunciation, and fluency

a. Comprehension

Oral communication, certainly requires a subject to respond, to speech as well as to initiate it.

b. Grammar

It is needed for students to arrange a correct sentence in conversation. It is in line with the explanation n suggested by Heaton that students’ ability to manipulate the structure and to distinguish appropriate grammatical forms from inappropriate ones.

c. Vocabulary

One cannot communicate effectively or express their ideas in both oral and written form if they do not have a sufficient vocabulary. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.

d. Pronunciation

Pronunciation is the way for students to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary in pattern in a language.

e. Fluency

Fluency is one of five aspects of speaking performance. It is needed to avoid misunderstandings between the speaker and the listener. Fluent speech refers to a condition when words are connected in a smooth way to develop understanding.

Bygate (1987) 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*

1. Planning

The planning stage in which a speaker decides on the topic, message, and how the information will be delivered. First, the speaker draws on the knowledge of routines to make plans of speech so that it conforms to the norms of language use called ‘message planning’ .

1. Selection

In this stage, the speaker chooses expressions to communicate intended ideas based on his knowledge of lexis, phrases, and grammar resources. The skills associated with this stage deal with meaning negotiation with the interlocutors. On the one hand, the speaker needs to determine the level of explicitness of the information according to a listener’s prior knowledge of the topic (called ‘explicitness skills’). On the other hand, the speaker needs to follow procedures to control the level of specificity of his language use (called ‘procedural skills’).

That is, speaker has to decide when to use general terms and when to modify the precision of language use through metaphors, paraphrases, or emphases. The skills in the planning and selection stages all belong to the ‘interactional skills’ which reflect the reciprocal nature of the speaking activity. That is, the speaker has to constantly adapt speech based on the listener’s reaction.

1. Production

In the third production stage, the speaker orally produces the ideas planned and the language selected. In this process, he applies ‘production skills’ and ‘accuracy skills’ to maintain the fluency and accuracy of speech.

2.1.2 Instruction

When we talk about instruction, it is not as complex as teaching. the instruction is simply giving directions. we instruct someone on what to do and how to do it. He adds that strictly speaking, teaching and instruction are mutually exclusive. However, teaching and instruction go together, especially in education. Both are needed in helping people learn and develop as an individual. 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. Merill (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.

* ***Activation*:**Here, learners draw upon their existing knowledge to understand the problem or task the course will be addressing. This is to get them to link new knowledge with [*things they already know*](https://www.learningeverest.com/12-important-things-about-scenario-based-learning-sbl-checkpoint-learning/)*.*
* ***Demonstration*:**Using a multi-modal approach, the course facilitator illustrates the target behaviors to the learners. Depending on the course design, learners can either observe or participate in these demos.
* ***Application*:**In this phase, learners get to perform the new skills they have acquired. In the beginning, trainers provide detailed feedback to help their pupils improve.
* ***Integration*:**The final phase is integration, where learners reflect on and discuss what they learned and add their personal touch to its application in the field.

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.*

*Preparation*

The preparation is the first activity of the actual instructional activity. Dick, Carey, and Carey (2009) call it *a pre-instructional activity*. Students know what they will learn at that meeting. *a pre-instructional activity* was intended to prepare students to be mentally ready to learn knowledge, new skills, and attitudes. There are at least three activities carried out in preparation: (1)A brief explanation of the lesson content, (2) an explanation of the relevance of the new lesson content, and (3)an explanation of the instructional objectives. (Magdalena,2020).

*Implementation*

Implementation is something that is often interpreted as true teaching because it is at the heart of instructional activities. this means that the teacher follows a written plan, using the time allotted to cover all objectives. In addition, effective teaching engages students in learning activities that promote critical thinking and problem-solving. Lessons should be delivered in a way that engages students and helps them understand the material. In implementation activity contains three main meanings as follows successively, description, giving examples, formative test exercises, summaries, and glossaries. (Magdalena,2020).

*Evaluation*

Magdalena (2020) also explains that evaluation or closing is the last subcomponent in the sequence of activities instructional. It consists of two steps, namely:

a. Feedback

The activity of notifying formative test results is called feedback. This activity is important so that students can be certain about their learning outcomes. Feedback not only provides answer keys to formative tests but emphasizes providing explanations for student answer errors and showing how to fix them. Feedback is one of the very important instructional activities because its influences the motivation of students to study further in the future.

b. Follow-up

Follow-up is an activity carried out by students after carrying out formative tests and getting feedback. Students who have achieved good results in formative tests need to be encouraged to continue their instructional activities to a higher level or study enrichment materials.

From the explanation above, it can be concluded that instruction is the process of teaching and engaging students with the content by giving instruction effectively, and efficiently, and engaging by carrying out preparation, implementation, and evaluation in their activities.

Strategies-based speaking instruction is focused on improving speaking skills (Cohen et.al, 1996). Teaching speaking requires the teachers to create a classroom environment where students will develop their own speaking skill by regulating their own capability in some phases namely orientation which includes self-planning strategy; presentation which includes self-monitoring strategy; and evaluation which includes self-evaluating strategy in speaking task they are assigned. These phases are reflected in the materials planned for speaking class (Tulusita, 2016).

Therefore, this study concludes that speaking instruction is a process of teaching and engaging students with content by providing instruction in an effective, efficient, and engaging manner in learning speaking.

* 1. **Metacognitive approach**

2.2.1 Definition of a 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. Metacognition is briefly described as knowing about knowledge, thinking about thinking, cognition about cognitive processes, or “knowledge and cognition about cognitive phenomena” Flavell (1979).

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. Metacognitive approach urges students to be self, reflective, add aware of the processes of writing and argumentation, and encourages the student to be creative problem solvers as the systematic approach ( Hacker, Dunlosky & Graesser : 1998).

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.

Based on the definitions above, the researcher conclude that the metacognitive approach is a teaching approach where students are trained how to think about what they think, to be self-reflective, and self-responsibility for monitoring their learning and focusing on promoting positive affect perception, effect, motivation, and exerting their own learning by using the metacognitive process.

2.2.2 Components of Metacognitive approach

The metacognitive approach involves three main stages :

a. **Planning** stage which guides the student through the metacognitive process of planning and the related strategies of advance organization, predicting and schema building.

b. **Monitoring** which includes collaboration with a peer, in which comparisons are made, (e.g. conclusions, premises, counter-arguments are verified or altered), differences are discussed, problems are identified and plans are made.

c. **Evaluation** stage which involves the metacognitive process of evaluation and reflection, and identification of strategies used.

2.2.3 Principle of Metacognitive Approach

American Psychological Association in 1990 stated that there are six principles of Metacognitive approach.

*Principle 1: Nature of Learning Process*

The learning of complex of subject matter is most effective when it is an intentional process of constructing meaning from information and experience.

*Principle 2: Goals of the learning process*

The successful learner, over time and with support and instructional guidance, can create a meaningful, coherent representation of knowledge.

*Principle 3: construction of knowledge*

The successful learnercan link new information with existing knowledge in meaningful ways.

Knowledge widens and deepens as students continue to build links between new information and experiences and their existing knowledge base.

*Principle 4: Strategic Thinking*

The successful learner can create and use a repertoire of thinking and reasoning strategies to achieve complex learning goals. Successful learners use in their approach to learning reasoning, problem-solving, and concept learning.

*Principle 5: Thinking about thinking*

Successful learners can reflect on how they think and learn, set reasonable learning or performance goals, select potentially appropriate learning strategies or methods, and monitor their progress toward these goals.

*Principle 6: Context of learning*

Learning is influenced by environmental factors, including culture, technology, and instructional practices.

* + 1. Design of Metacognitive

Flavell (1979) further divides metacognitive into metacognitive knowledge and metacognitive regulation /experience. Metacognitive knowledge is into three categories: (1) Knowledge of task, (2) Knowledge of strategies, and (3) Knowledge of self. Meanwhile metacognitive regulation divides into three Phases : (1) Planning, (2) monitoring, and (3) evaluating.

*2.2.4.1. Metacognitive knowledge*

Metacognitive knowledge also called metacognitive awareness is what individuals know about themselves and others as cognitive processors.

* + - 1. Knowledge of the task

What one knows or can figure out about the nature of a task and the processing demands required to complete the task. Example of knowledge of norm for how, when, and why to usual different strategies.

* + - 1. Knowledge of strategies

General strategies for learning, planning, thinking, and problem-solving. Example of knowledge of planning strategies.

* + - 1. Knowledge of self

Knowing one’s abilities, strengths, skills, expertise, potential, and motivation to learn think and succeed. Example of knowledge of one’s ability to perform a particular task accurately and effectively.

* + - 1. *Metacognitive regulation or Strategies*

It is the regulation of cognitive and learning experiences through a set of activities that help people control their learning. Brown (1987) stated that Brown (1987) has argued that regulatory processes—including *planning, monitoring, and evaluation*—may not be conscious or statable 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 ( Nazarieh, 2016)

1. During the planning phase,

Previewing class materials and activities to determine learning goals, objectives and ways to achieve them.

1. During the monitoring phase

Checking understanding or the appropriateness and the accuracy of what is understood on the progress.

1. During the evaluating phase

Determining the effectiveness of strategies and assessing comprehension to conclude the success of learning task

In this research metacognitive regulation refers to procedural knowledge of how to apply procedures*.* Oxford (1990) states that metacognitive strategy is classified as centering learning, arranging and planning, and evaluating learning. The process covers a process in which the students have to focus on what they are learning, designing, and constructing during the study and finally assess what they are learning. O’Malley & Chamot’s (1990) conclude that metacognitive strategies have more processes that are classified under planning one’s learning, monitoring one’s own speech or writing, and checking the outcome. Jacob and Paris (1987), Kluwe (1987) stated that three essential skills in the metacognitive strategy : *planning, Monitoring, Evaluation.* Lesson Plan based on developed metacognitive strategy training (Adapted from Chamot (1990). Table 1: *Lesson plan*

|  |  |  |
| --- | --- | --- |
| Lesson Plan components | Teacher’s role | Student’s Role |
| Pre Activity | Presentation  | Planning |
| Whilst-Activity | Presentation | Monitoring, management |
| Post Activity | Presentation | Evaluation |

According to Apriani (2012) that there are three steps of metacognitive learning:

1. Introductory Discussion

First, the teacher explains the purpose of the topic to be studied. Each student is divided into teaching materials and the inculcation of a concept takes place by answering the questions contained in the teaching material. Students are then guided to instill awareness by asking and also answering the questions that have been asked in the teaching materials.

1. Independent Work

The teacher goes around the class and then provides mutual influence individually. The mutual influence of this metacognitive will then lead students to be able to focus on their mistakes and also then provide instructions so that these students can or can correct them themselves.

1. Conclusion

At the conclusion, stage students summarize what they do or did in class. At this stage, the student completes the under the guidance of the teacherby asking questions.

* + 1. Advantages and Disadvantages of Metacognitive

Based on the preview researchers explain that the advantages and disadvantages of learning with a metacognitive approach are as follows:

Advantages of the Metacognitive Approach :

1. Higher achievement levels for the student.

Metacognition develops higher learning and problem-solving skills in the students

1. Improving students' critical thinking abilities
2. Make students more active during the learning process and increased their ability to learn independently.
3. Students have the opportunity to explore material with the teacher or with their friends through discussion material
4. Effective for all ages students to manage 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.
4. Difficulties in forming discussion groups with group members of varying ability levels.

Therefore, metacognitive regulation or strategies in speaking is the strategies of planning the speech, monitoring own speech, and evaluating how well one has done the speech. For example, when a student is planning the speech, one can be involved in the other two learning strategies such as note-taking, resourcing, elaborating, and interacting with others such as following students and teachers. (Tulusita, 2016).

From the explanation above, it can be concluded that the metacognitive approach is an approach to support students’ learning that involves promoting students’ metacognition. It can help students develop an awareness of their thinking processes as they learn.

* 1. **Relevant Studies**

To avoid duplication, the researcher needs to conduct a search of previous research. From the search results, information was obtained from several relevant studies. Relevant research that the researcher examines according to the problems in this study are as follows:

The first research was conducted by Lasma Dwina Rosmalianti Tulusita (2016) about *Metacognitive Strategy Training to Promote Students’ Speaking Skills.* This research was conducted to find out how the student’s active engagement in metacognitive strategy training promotes their speaking and whether metacognitive strategy training affects students' speaking achievement. This research is designed on a combination of quantitative and qualitative research namely sequential explanatory strategy. The result of the data analysis showed that the aspects of speaking were promoted as the t-value of students' speaking performance before and after the training was higher than the t-table (13.001 > 2.042). It could be concluded that the student’s active engagement in metacognitive strategy training could promote their speaking and metacognitive strategy training affected students' speaking achievement. The similarity of this study is that the approach used is the metacognitive approach and with the same goal, namely to improve students' speaking skills. Meanwhile, the difference is that this research used a mixed quantitative and qualitative method, while my research used an R&D method

The second research was conducted by Nur Ismi Aziz, et.al. ( 2019). This research is about *The Implementation of Metacognitive Strategies in Teaching Speaking in Indonesian EFL classrooms.* This research aims to determine the teachers' perceptions of metacognitive strategies in teaching speaking, the implementation of metacognitive strategies, and their impact on students' speaking performance. This research is qualitative research. The results obtained that metacognitive strategies have an impact on students' speaking performance, although the impacts are different for each student. Students with better implementation of metacognitive strategies have a better impact on students' speaking performance. The similarity with the research that the researchers did was the strategy used, namely Metacognitive. While the difference is that this research focuses on teachers' perception in Indonesian EFL Classrooms, while the research that the researchers conducted focuses on the process of student speaking skills in Junior High School. Then the research uses qualitative methods while researcher use R&D methods

The third research was conducted by Neneng Dewi Anggraini (2022) about *Developing English Speaking Materials for Seventh Grade of Junior High Schoool Students.* The purpose of this study was to provide English-speaking materials for students in the seventh grade at SMP Negeri 1 Pontang. This research uses R & D using the ADDIE model.  The product had been validated by two experts. First, there is a material expert, and then there is a media expert. After the product had been validated, the researcher tried it out to see how it performed. The reseacher created the final product of speaking materials for the seventh-grade students of SMP Negeri 1 Pontang after revising and using the product.  The similarity with the research that the researchers did was Developing English speaking at Junior High school using the R&D method. Meanwhile, the difference is that researchers develop speaking instruction not material.

The fourth research is conducted by Iswan Riyadi et. Al.(2017) about *Metacognitive Learning Strategy: In search of Theoretical Model Reading for Comprehension.* This study was aimed at developing a theoretical model of reading comprehension based on metacognitive learning strategies**.** This study used a qualitative method. TheResults of the study showed that underlining note-taking, summarizing, and concept mapping might also be instantly working together to help senior high school students get the text content well-comprehended. The similarity with the research is that this research did the theoretical model but the difference is this research uses qualitative research and for reading comprehension. Meanwhile the researcher use R & D method for English speaking skill.

* 1. **Conceptual Framework**

Learning activities are essentially a process of communication with students. The learning must be done communicatively so that the message conveyed can be received. Therefore, teachers must use the right approach.

speaking is an interactive process of constructing and building meaning organs to explore ideas, intention, thoughts and feelings to other people about something including the correct communication of an opinion, information, or emotion which is done by collaboration between two or more persons in shared time and shared context.

Teaching speaking or speaking instruction is a process of teaching and engaging students with content by providing instruction in an effective, efficient, and engaging manner in learning to speak. In this research the component of speaking process engage with the component of metacognitive approach process and the engagement will become a model speaking instruction that is expected to promote students' speaking skills.

Several obstacles in implementing speaking instruction, among others student is not easy to master speaking English. They have anxiety in speaking English such as a lack of vocabulary, they don't know how to read and are afraid of being ridiculed by friends. Next inappropriate speaking instruction. This success in speaking instruction is detected when

a language learner can use the language to express his ideas, feeling, and thoughts in the form of monologue or dialogue or the success can be simply seen when language learners are able to express their purposes or when language learners are able to make a conversation with others. And the last inappropriate teacher approaches.

Teachers should adopt approaches that can help students develop their speaking skills in a holistic way. The learning approach is very decisive in improving students' abilities approaches in teaching speaking.

Metacognitive is an effective approach in teaching speaking because the metacognitive approach is an approach to support students’ learning that involves promoting students’ metacognition. It can help students develop an awareness of their thinking processes as they learn.

The process to develop of metacognitive approach is by designing the model of the Metacognitive approach for speaking instruction, after that, validating the expert of Speaking instruction. After being declared valid, it will produce a theoretical model of speaking instruction through the Metacognitive approach.

Figure 1 : *Conceptual Framework*