

## **THE IMPACT OF METACOGNITIVE STRATEGIES ON THE STUDENTS' PROFICIENCY IN ORAL COMMUNICATION AT SMPN 20 BULUKUMBA**

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### **ABSTRACT**

*This research aims to investigate the impact of metacognitive strategies on students' fluency in oral communication at SMPN 20 Bulukumba. The study employed a quantitative method with a pre-experimental design, involving class 8A as the sample, consisting of 31 students selected through cluster sampling. The data were collected using a speaking test administered in three stages: pre-test, treatment, and post-test. During the treatment, students were trained to apply metacognitive strategies, including planning, monitoring, and evaluating, to improve their fluency in oral communication. The results revealed that students showed a notable improvement in fluency after the implementation of metacognitive strategies. They became more confident, spoke more smoothly, and reduced hesitation when expressing their ideas. These findings indicate that metacognitive strategies effectively enhance students' fluency by promoting greater awareness and control over their speaking performance.*

*Keywords: Oral Communication, Metacognitive Strategies, Fluency*

### **ABSTRAK**

Penelitian ini bertujuan untuk menyelidiki dampak strategi metakognitif terhadap kemampuan berbicara siswa di SMPN 20 Bulukumba. Penelitian ini menggunakan metode kuantitatif dengan desain pra-eksperimen, melibatkan kelas 8A sebagai sampel, yang terdiri dari 32 siswa yang dipilih melalui sampling kluster. Data dikumpulkan menggunakan tes berbicara yang dilaksanakan dalam tiga tahap: pra-tes, perlakuan, dan pasca-tes. Selama tahap perlakuan, siswa dilatih untuk menerapkan strategi metakognitif, termasuk perencanaan, pemantauan, dan evaluasi, guna meningkatkan kelancaran mereka dalam komunikasi lisan. Hasil menunjukkan bahwa siswa menunjukkan peningkatan yang signifikan dalam kelancaran setelah penerapan strategi metakognitif. Mereka menjadi lebih percaya diri, berbicara lebih lancar, dan mengurangi keraguan saat mengekspresikan ide-ide mereka. Temuan ini menunjukkan bahwa strategi metakognitif secara efektif meningkatkan kelancaran siswa dengan meningkatkan kesadaran dan kontrol mereka atas kinerja berbicara mereka.

Kata Kunci: Komunikasi Lisan, Strategi metakognitif, Kelancaran

## **A. Introduction**

Oral communication is one of the most essential yet challenging skills for students to master, particularly in learning English as a foreign language (EFL). Mastering this skill requires not only linguistic knowledge but also confidence, fluency, and the ability to express ideas effectively. However, various challenges often arise among EFL learners, such as a lack of confidence, the influence of native accents or dialects, limited opportunities to practice, and the use of ineffective teaching strategies (Ork et al., 2024). These challenges can hinder students' ability to communicate effectively in English. Therefore, it is crucial to apply effective learning strategies that can help students develop both their oral communication skills and self-confidence.

One approach that has gained attention in recent years is the use of metacognitive strategies. Metacognitive strategies emphasize students' awareness and control over their own learning processes.

According to Kalapala et al. (2024), metacognition involves three key components: planning, monitoring, and evaluating. In oral communication, these components play an important role in helping students plan what they will say, monitor their communication flow, and evaluate their performance afterward. Through these steps, students become more aware of their strengths and weaknesses and can take corrective actions to improve their speaking performance. Thus, metacognitive strategies not only enhance students' oral communication ability but also promote learner autonomy and self-reflection.

Furthermore, metacognitive strategies help students manage speaking anxiety and build confidence. Nordin et al. (2023a) state that by applying metacognitive strategies, students become more aware of their abilities, which reduces anxiety and increases self-assurance when speaking. Similarly, Kaur and Saini (2020) emphasize that activities such as goal-setting, positive self-talk,

and self-reflection based on teacher or peer feedback can strengthen students' confidence and motivation to communicate in English. When learners consistently apply these strategies, they tend to achieve better fluency, accuracy, and overall proficiency in oral communication, both in academic and real-life contexts.

Based on preliminary observations conducted at SMPN 20 Bulukumba on December 30, 2024, it was found that many students still experienced difficulties in using English for oral communication. The researcher conducted a short speaking test involving several students and found that they struggled to express their ideas fluently and accurately. These findings indicate the need for an effective strategy that can support students in improving their oral communication skills.

Therefore, this study, entitled "The Impact of Metacognitive Strategies on Students' Proficiency in Oral Communication at SMPN 20 Bulukumba," aims to explore how metacognitive strategies can enhance students' oral communication skills

and confidence. The findings of this research are expected to contribute to the development of more effective and innovative English teaching methods, which can help students become more proficient and confident communicators in English.

## **B. Research Method**

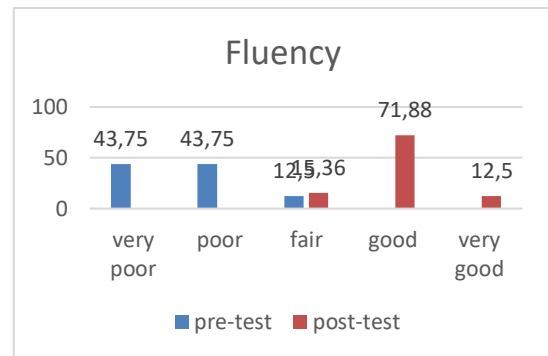
This research employed a quantitative method with a pre-experimental design to investigate the impact of metacognitive strategies on students' oral communication skills. The focus of this study was to determine whether the application of metacognitive strategies—specifically planning, monitoring, and evaluating—could improve students' proficiency in oral communication. The population of this study consisted of all eighth-grade students at SMPN 20 Bulukumba, comprising six classes: 8A, 8B, 8C, 8D, 8E, and 8F. Using the cluster sampling technique, class 8A, which consisted of 31 students, was selected as the sample of this research.

The instrument used in this study was a speaking test designed to measure students' oral communication skills before and after

the implementation of metacognitive strategies. The data collection process included three main stages: pre-test, treatment, and post-test.

use of metacognitive strategies effectively improve their fluency in oral communication.

**Chart 1 Students' Classification in Pre-Test and Post-Test in Terms of Fluency Results**



### C.Result and Discussion

The researcher presents the analysis of students' oral communication abilities in terms of fluency. This aspect assesses how smoothly and naturally the students can speak. The following table shows the mean scores and the improvement in students' fluency between the pre-test and post-test.

**Table 1 The Mean Score and Improvement of Students' Oral Communication Abilities in Terms of Fluency**

| Indicator | Pre-Test | Post-Test | Improv<br>ement |
|-----------|----------|-----------|-----------------|
| Fluency   | 33.75    | 79.37     | 45.62 %         |

Table 1 shows that the students' average scores increased from the pre-test to the post-test. The mean fluency score in the pre-test was approximately 33.75, while the post-test mean was 79.37, indicating a significant improvement. These findings reveal a 45.62% increase in student outcomes, indicating that the

The classification scores displayed in chart 4.2 indicate the results of the pre-test conducted before implementing the metacognitive strategies. The diagram reveals that there were no students who achieved a "very good" classification, and similarly, there were no classifications of "good". 4 students were classified as "fair" (12.5%), while 14 students fell into the "poor" category (43.75%) and 14 students "very poor" scored (43.74%). This highlights that the students in the lowest classification faced difficulties with fluency.

The classification scores displayed in indicate the results of the

post-test conducted after implementing the metacognitive strategies. The diagram reveals that there were no students who achieved a "very poor" classification, and similarly, there were no classifications of "poor", 4 students scored very good (12.50%), 23 students scored "good" (71.88%), and 5 students scored fair (15.36%). This highlights that the students in the highest classification there has been an increase in post-test fluency scores, as well as students using the metacognitive strategies, which has resulted in an improvement in the fluency score component.

The findings revealed that the use of metacognitive strategies had a significant positive impact on students' oral communication fluency. During the pre-test, many students struggled to speak fluently because they lacked preparation, confidence, and awareness of how to organize their thoughts before speaking. They often paused frequently, repeated words, and hesitated when responding to questions. These difficulties occurred because the students were not yet trained to manage their speaking process effectively. Without proper planning, monitoring, and self-

evaluation, they found it hard to organize their ideas and maintain the flow of speech. As a result, their oral communication became less smooth and their confidence decreased, making it difficult for them to express their thoughts fluently in English.

This finding aligns with Stanton et al. (2021), who stated that metacognitive approaches enhance students' awareness of their speaking processes and lead to more effective communication. Similarly, Leong (2017) highlighted that fluency in speaking is not only about producing speech but also about delivering messages naturally and continuously without unnecessary hesitation. The post-test results confirmed that students were able to maintain better speech continuity and rhythm after applying metacognitive strategies.

Furthermore, metacognitive strategies allowed students to plan their ideas before speaking and evaluate their progress after each session, which contributed to more fluent oral communication. This process helped reduce speaking anxiety and hesitation, making students more comfortable expressing

their thoughts in English. The results of this research are consistent with Velásquez Jaramillo (2021), who found that metacognitive strategy training improves fluency by encouraging learners to reflect on their performance and become more autonomous in communication. Overall, the findings indicate that the integration of metacognitive strategies can effectively enhance students' fluency in oral communication by promoting confidence, self-regulation, and awareness during the learning process.

### **E. Conclusion**

Based on the results of the research, it can be concluded that the use of metacognitive strategies had a positive and significant impact on improving students' fluency in oral communication. The findings showed that students became more confident and able to speak more smoothly after applying metacognitive strategies, which involved planning, monitoring, and evaluating their speaking performance. The improvement was evident in the increase of the mean score from 33.75 in the pre-test to 79.37 in the post-test, indicating a 45.56% enhancement in fluency. This

significant progress demonstrates that metacognitive strategies effectively helped students organize their thoughts, reduce hesitation, and express their ideas more naturally and continuously. Therefore, it can be concluded that integrating metacognitive strategies into English learning, particularly in speaking activities, is an effective way to improve students' fluency in oral communication.

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