

CHAPTER IV

FINDINGS AND DISCUSSIONS

4.1. Findings

In this section, the researcher analyzed the data of the questionnaire and the interview section. It also analyzed four main representative strategies based on three level of student. The first subject that wants to analyze is the High level student from MIPA 1. Among the other students, this High Learner / HL is the top successful students in her school who get the best student in speaking skill. The second subject that wants to analyze is the Average level student from MIPA 4. Among some other students, this Average Learner / AL is also qualified as a successful student who get the average score student in speaking skill. The last subject is the Low level student from MIPA 4. Among the other students LL is categorized as a low level student based on LL's score in speaking skill.

By the time is coming the teacher named Mrs. Tanti coming to the class and immediately commands the purposive students who have been selected into three level of student to the interview area that have been set before. They are as representative of speaking skill level. In addition the purposive students are asked to answer the questionnaire and interview that have been explained before about the Metacognitive strategy by the researcher. In the explanations, It explained about the four main representative's strategy of metacognitive in order to make them clear what they want to answer about. They ask to answer each questionnaire and interview section into separate time each of them to make it sure that they are not disturbed and intimidated by the other students.

The contents of questionnaire such as; Partly agree, agree, and strongly agree, slightly disagree, partly agree, agree, strongly agree are formulated in order to know subjects consideration of those four strategies in their mind. The reason is why questionnaire formulated like that because, it showed to readers what is in

their mind whether they use it or not. This study just describes the result of their learning strategy used only in this thesis towards reader consider to the result of their questionnaire, interview and speech. This questionnaire and interview formulated based on O'Malley and Chamot (1997) so; this formula is describing questionnaire and interview based on O'Malley and Chamot perspective.

4.1.1. Strategy used by High level student of speaking skill in four main representative's metacognitive strategy.

After the interview, this High level learner or HL learner, showed numbers of HL's metacognitive strategy as her score in these four main Metacognitive representative strategies as follow:

Table 1: the percentage of High Level Learner Metacognitive Learning Speaking

No.	Indicators	Strong Disagree	Disagree	Slightly Disagree	Partly Agree	Agree	Strongly Agree
1	Selective Attention			7.14%			3.57%
2	Planning			3.57%		10.71%	10.71%
3	Monitoring				3.57%	14.28%	7.14%
4	Evaluation		3.57%	3.57%	10.71%	10.71%	10.71%
Total Percentage			3.57%	14.28%	14.28%	35.70%	32.13%
		17.85%			82.15%		

Table 1: illustrated the percentage of HL learning strategy, based on the result of the questionnaire which can be seen in Appendix 7 the score reached 82.15% showed the strategy used by HL she used Metacognitive application in her learning speaking skill. In the table, it contains of strongly disagree, disagree, and slightly disagree choice means that this HL does not use this strategy. Through those 4 representative strategies described that these strategies of learning speaking was the suitable application for this HL. So, the questionnaire showed us that this learner has several steps in speaking. Those four representatives explained in this below:

4.1.1.1. Selective Attention

This learner gave significant answers that indicated she used this selective attention's strategy. She showed some data which indicated this first subject as HL of this research. She showed strategy how her learning speaking. The questionnaire described what strategy of this high level learner was. This learner showed her strategy in metacognitive learning speaking questionnaire that researcher formatted.

The score reached 7.14% it meant that she did not focus on specifics words to elaborate and understand the next words. This HL did not focus in the words when she has a speech. She believed that this strategy did not help her to rearrange the form of her sentences. She also did not focus on the special aspect when she wanted to deliver her speech. That was the way how she helped herself to makes good sentences before she present it in front of the audience so, she did not focus in a specific form. So, she did not concern into it too much when she was remembering the words. The score was 3.57% means that she used her general idea to help herself by using a general idea of whole passages which she got. But, she remembered the smallest part of speech before she speaks.

Through this representative strategy, she exposed her thought in mind. She did not try to use understandable words which help the listeners more understand. She also used the general idea of the text to help her guessed the meaning of the word that she did not understand. Thus, her answers of questionnaire implied that she applied selective attention of metacognitive strategy. In the way of her strategy, she made everything what she wanted to say in selective attention, but the number of used strategies separate them in different selections.

4.1.1.2. Planning

In planning section, it found that this learner planned many words, phrases, or even sentences that she wanted to speak. She tried to control her nervousness in front of people. This learner showed the score reaches 10.71% illustrated that she planned in her mind before she going to speak. From this strategy, she prepared before she done any kinds of speaking activities. This HL

score reached 10.71% showed that she used proper sentences to explain her idea. She believed by planning proper sentences, it helped her speech more arrange able. She planned the easiest word before her spoke to show her ability in public. This learner wanted to show to the audiences about her capability in speaking. It also found that she was a learner who has high confident degree with another people. She tried to use a good grammar whenever she speaks. The presentation that she did, she usually prepares it before she speaks in front of the people. When she was already preparing before she start her speak. Her formula prepared the vocab first, and then she started to speak.

The one of the reason which made her more confidence was when she knew the audience was her friends or someone she knew. She preferred to choose the audience who she did not really know. Sometimes she forgot about the words, tries to recollect and repeat it better sentence structure. She felt more comfort when she was presenting it in front of people who she did not know before. Even though her surrounded was so noisy, she still continued and controlled her speaking very well. That proved her concentration is very good. She got really nervous when she was speaking in front of people. If the topic was hard then she got nervous. She stopped for a while if she got that then, she continued it again. But, if there was something wrong with her speech, she corrected it directly because she realized that she really wanted them to know what she spoke about. So, the important was the audiences knew what she spoke or speech. The reason, HL stimulated her speaking skill unconsciously.

This learner planned her best as long as she speaks. She believed that by doing that, it motivated herself to done something better in order to appreciate her effort. Before she spoke, this listener tried to remember many vocabularies what she had. Did such that thing was the easiest way to helped her spoke in order to minimalize the possibility of pausing or even stop. This HL reached score 3.57% meant that she planned herself to avoid her eyes contact with the audiences to avoid her nervousness. Those planning strategy showed how the way of high level learner planning.

4.1.1.3. Monitoring

At monitoring section, this HL score reached 14.28% meant that she reviewed of words or even sentences that she already chose. This strategy of monitoring illustrated how much she concerned about her speech. She tried to do not out of the topic when she spoke in front of the audiences. In that case, she prepared so much words that she chose. This learner thought back about the topic to made her more understand about the sentences what she going to speak for next sentence. While she was speaking, she compared the words which she already understood related with the topic. Comparing words is one of her strategy to understood the words which hardly to explained. In this stage of strategy, the learners wondered about her recovered her concentration. This HL also thought the similar text with the script. She quickly adjusted her interpretation if she realized that it did not correct. After her speech, she thought back how the way her speech and tried to do it in different way for next time. When she was guessing the meaning of a word, she believed by guessing the meaning of the word it stimulated her to understood the hardest word. This learner often asked herself if she satisfied with her level of comprehension or not. This learner also stated that speaking is easier than reading, listening, and writing English. Lastly, she translated any kinds of words while she was speaking.

This HL score reached 7.14% meant that she associated her information with printed pictures in her mind, to help her speak. Learner believed that by using picturing words made her easier to spoke it up. She concerned to pronounce words quite clear and correct while she was speaking. The score reached 3.57% meant that she did back on track when she lost concentration. She also used her experience and knowledge to help her understood what she expressed the words. She realized that the difficult was when she found a hard topic she got, for examples; she did not like Economics, Politics because it needed an up to date info and it needed to memorize lot of words and sentences to quote (See appendix 3).

HL: “Yes, I find it. The difficult when the topic is hard for me... like Economics, Politics, or something like that”.

She concerned that she needed to improve her Grammar, Vocabulary and Pronunciation which were the hardest thing while she was speaking. She thought that grammar was the hardest because, she did not really know about Grammar. It found that when someone spoke and concerned about her grammar, it might slow the tense down and she could not arrange her time. The speaker who was an expert one obviously has to control with her times. The reason was because the listeners or the audience bored when the speaker took a long time to give her idea of her speech. She also believed that the easiest is about pronunciation and vocabulary.

4.1.1.4. Evaluation

This HL score reached 10.71% means that she evaluated all of her strategy in metacognitive strategy. She applied many things in order to evaluate it in the number of used strategies. She tried to recover her concentration right away when she was starting her speech. The score reached 10.71% described that she used similar text with the way how the text that she had spoken before. She interpreted the words that she just said and tried to done it in different time and way. She also guesses many words to make the meaning of speak in order to make it clear. The score was 3.57% means that she does not believe that speaking is the easier skill than listening. She score reached 10.71% which she believed writing and reading are easier than speaking. This HL did preparation in many words which she already had in her mind. She satisfied with the words that she speaks, after speech. She also translated many words in to sentences in her mind before she speaks.

After her presentation, She wanted to thanks towards the audience and said apologize to them if there was any mistaken. She answered any questions as she could without anyone help. She satisfied by answering with her own words. The score was 3.57% meant that she believed speaking was the easier skill than listening. The score reached 10.71% which she believed that writing and reading was easier than speaking.

In the outside of speaking area, she studied and done any kinds of Biology stuff and she loved to done it. She also ever joined some competitions about English or Olympiad Biology. With this fact, she proved herself to done something better and better. This learner felt glad toward any kinds of achievement that she received in her life. she also achieved 19 ranks in OSN (National Biology Competition) and ever joined student exchange goes to Australia and HL felt so proud when so has already done it (See appendix 3).

HL: “Actually it’s not achievement but this is the greatest achievement I my life. I have achieved 19 ranks in OSN (Nation Biology Competition) and I have joined student exchange to Australia and I’m so proud because, ah... I can go to Australia by myself”.

That explanation told us that this high level learner stimulated to did competition and it just like a price even she expected it before. She studied English twice a week in school, for about three times, for about 8 hours, and she joined English course after, after school.

In HL’s speech, she felt hard to start her speech to control. The reason was the preparation of her mind; she prepared her mind to control her adrenalin, because this high level learner wanted to be a perfectionist person. She ever did a mistake when she took speaking test. To sum up, all of these data above had been conducted based on the interview and questionnaire above that High level learner answered. It found that she gave this research the data of high level learner. This learner has started and often learned her second language in this case she applied speaking in formally (inside of class) and informally (outside class and daily activities).

She studied English in her school and also she has an extra class after school. She did the course for 2 hours after school. She did English conversation with her sister with her own will every day. She did not use it if there are not possible to do it. She also gave the scale of percentage about how frequently she speaks English. Then, her answer was 60; she spoke English mostly in her house.

Finally, she responded to Metacognitive learning Speaking Questionnaire and interview in order to see whether there is any significant difference between the other students' use of metacognitive speaking strategies especially in the number of used strategies from several questions, interview, and speech based on O'Malley and Chamot (1990).

4.1.2. Strategy used by Average level student of speaking skill in four main representative's metacognitive strategy.

After the interview, this Average level learner or AL learner, showed numbers of AL's metacognitive strategy as her score in these four main Metacognitive representative strategies as follow:

Table 2: the percentage of Average Level Learner Metacognitive Learning Speaking

No.	Indicators	Strong Disagree	Disagree	Slightly Disagree	Partly Agree	Agree	Strongly Agree
1	Selective Attention		3.57%	3.57%			3.57%
2	Planning			3.57%	7.14%	14.28%	
3	Monitoring				17.85%	7.14%	
4	Evaluation			24.99%	7.14%	7.14%	
Total Percentage			3.57%	32.13%	32.13%	28.56%	3.57%
		35.70%			64.30%		

Table 2: illustrated the percentage of AL learning strategy; based on the result of the questionnaire which can be seen in Appendix 8 the score reached 64.30% showed the strategy used by AL she used Metacognitive application in her learning speaking skill. In the table, it contains of strongly disagree, disagree, and slightly disagree choice meant that this AL did not use this strategy. Through those 4 representative strategies described that these strategies of learning speaking was the suitable application for this AL. So, the questionnaire showed us that this learner has several steps in speaking. These four representatives explained like this below:

4.1.2.1. Selective Attention

This AL gave significant answer that indicated she used this selective attention strategy. This AL reached score of an average level learner in this research as the second subject of this research. This AL indicated that her strategy of learning speaking especially in speaking. Her questionnaire described what strategy of this AL. She showed strategy how her learning speaking especially in speaking. Her strategy led her become average level learner. This AL used the words in the easy form. This AL score reached 3.57% which meant she did not want to make the audience understand towards words what she said. The score was 3.57% which meant she used her selective attention to focusing on her special aspects of the text. She did that when she has a speech or presentation. The score was 3.57% that meant this AL did not use her general idea of the text when she guessed the meaning of the words for last sentences.

4.1.2.2. Planning

The score was 7.14% illustrated that she prepared some sentences to explain her idea when this AL speak. Her word formula that she used was the easiest word to prevent the slip of the tongue. The score reached 14.28% which meant she tried to make a plan in her mind for how she said. This learner concerned about the words or sentences that caused some trouble. She believed by using a better grammar, she got a better speaking result. She also planned to do the best as she can in pronunciation. The score was 3.57% which meant this AL did not try to remember some vocabularies before she speaks. She pretended to did not look at the audiences when she got speech or other speaking activities, in order to calm her down.

She read the text first and tried to remember it but when she presented it, she often forgot to improve her own language. She felt more comfort when she knew the listeners is her friends or someone that she knows. This learner believed that she got nervous when she was facing a stranger that people who she already knew. The point was, she faced a lot of people who she did not know before, she felt better that was the solution to solve her nervousness.

She found difficulties while she was speaking. Such as pronunciation, or grammar sometimes, she felt that the worst thing is vocabulary. Sometimes, she just lost the words what she wanted to say. She did not speak out the words but, she knew this word but she could not speak it up (See appendix 4).

AL: “In pronunciation, or grammar sometimes, but the worst is vocabulary I think. Sometimes, I just loss the words what I want say”.

But, she thought that vocabulary and grammar was necessary while she was speaking. But it depended on the people which she talked to. She believed that, an American people did not concern her grammar as long as they understand what she said. So, this learner preferred to did not take lot of his concern in her grammar. This learner also thought that was really important to her, in order to make the form of sentences better instead of academic reason. She thinks the hardest part when she already in the middle of her speech. Because, when she explains the material of her speech as to continue her explanation that she had. Sometimes in her class, she forgot the words or a sentence that she did not really know about it.

4.1.2.3. Monitoring

In this strategy, this AL score reached 17.85% which illustrated about her topic that would help her understood what was the next words, compared the word what she understood about the topic, she also associated new information about the stranger words with picturing form in her mind to helped she spoke more fluent. The score was 7.14% that meant she concerned and used the better grammar to speak, tried to pronounce the words quite clear and correct it, in order to help her audiences more understood about her speech.

This AL tried to stop for a while, when she forgot or slip of the tongue in her speech. She tried to translating kinds of words or sentence in her head. She felt there was something wrong with her speech. She tried to correct it directly if she remembers it. She did thank and apologized to the audiences if there was something wrong with her speech. She gave her point of view when she tried to

express her answers. She said that sometimes people, who listened to her, did not accept her explanation as she has. She realized that she must have apologized to them. Although, she answered all of questions, she believed in her capability to answer those questions. She needed other people help if she could not answer it by herself. Outside of her speech, she liked to speak English spontaneously when she discussed or even just chit and chat.

4.1.2.4. Evaluation

This AL reached score 7.14% that meant she tried to revise the word which was wrong about she said. After her speech, she thought back about what she just spoke and tried to do what might the next words in the next of her speech. She translated words or even a word in her mind, because it made her fails in speaking. So, AL preferred to speak what she wanted to speak. That score was 7.14% which meant she guessed the meaning of the word which was difficult for her, she tried to thought back everything that she just heard, to saw if she guessed made sense or not. This AL reached score 24.99% which illustrated that She did not wonder or try to recover words and sentences in her mind when she wanted to say the next. Before she read the text when did not understand to explain, she did not try to give similar words of the text. She did not ask herself, if she satisfied about her comprehension in her speech or not. This AL thought that speaking is easier than listening but not with reading and writing.

She felt more comfort to say it in English than Indonesia. In area of daily life activities as usual but sometimes she felt more comfort to explain something in English rather than in Indonesia. She did activities like drawing in her computer and reading some stories which in English subtitle. When she has an extra time to study another subject besides of English, she did another has an exact time to do it. Because she did not study anything until there is a task or even homework for tomorrow (See appendix 4).

AL: "I don't have the exact time. I usually study when there is homework or test for tomorrow".

AL studied English occasionally based on the task that she got in the last day. She did not have an exact time to study because she believed in her English ability that she got. Mostly, she spent whole her studied time in in school. She often used her day off by playing with her. In this case, she often used an occasionally words in expressing her opinion because she did not know an exact time about that activities.

To sum up, all of these data above had been conducted based on the interview and questionnaire above that High level learner answered. It found that AL also gave this research several answer what she did every day. This questionnaire and interview showed significant answers based on the interview why she became an Average level learner. This learner has started and often apply to learn her second language in this case her speaking skill formally (inside of class) and informally (outside class and daily activities). This Average level learner also applied she thought about regulation of cognition that includes planning, monitoring, and evaluating which is explained by O’Malley and Chamot (1997).

4.1.3. Strategy used by Low level student of speaking skill in four main representative’s metacognitive strategy.

After the interview, this Low level learner or LL learner, showed numbers of LL’s metacognitive strategy as her score in these four main Metacognitive representative strategies as follow:

Table 3: the percentage of Low Level Learner Metacognitive Learning Speaking

No.	Indicators	Strong Disagree	Disagree	Slightly Disagree	Partly Agree	Agree	Strongly Agree
1	Selective Attention				3.57%	3.57%	3.57%
2	Planning				7.14%	14.28%	3.57%
3	Monitoring		3.57%	3.57%		14.28%	3.57%
4	Evaluation		3.57%		7.14%	28.56%	
Total Percentage			7.14%	3.57%	17.85%	60.69%	10.71%
		10.70%			89.30%		

Table 3: illustrated the percentage of LL learning strategy, based on the result of the questionnaire which can be seen in Appendix 9 the score reached 89.30% showed the strategy used by LL she used Metacognitive application in her learning speaking skill. In the table, it contained of strongly disagree, disagree, and slightly disagree choice meant that this LL did not use this strategy. Through these 4 representative strategies described that these strategies of learning speaking is the suitable application for this LL. So, the questionnaire showed us that this learner have several steps. These four representatives will be explained like this below:

4.1.3.1. Selective Attention

This learner gave significant answers that indicated he used this selective attention strategy. He reached score 3.57% that meant she used strategy how his learning speaking especially in speaking. His questionnaire described what strategy of this high level learner is. The score was 3.57% which meant he used the words he spoke in speaking in the easy form in order to make the audience understood toward what he said. The score reached 3.57% that meant he focused on the special aspects of the text when he already spoke. So, he did that when he has a speech or presentation. He used the general idea of the text to help him guess the meaning of the words that he did not understand.

4.1.3.2. Planning

The score reached 13.8% that meant she tried and made a plan in his head for how he was going to say. He planned to do the best at pronunciation. He remembered many words of vocabularies. He reached score 6.9% illustrated that he planned some proper sentences to explain his idea. He preferred to avoid an eyes contact with the audiences to avoid his nervousness. He also planned to use easiest words before he speaks in order to prevent him being slip of the tongue. The score was 3.45% that meant she tried to use a good grammar. Before he did the presentation, he did not remember texts. He only remembered the point of his

speech. So, when his speech or any other activities which need speaking skill, it was easy if he remembered the word by word.

When he felt nervous, he tried to calm it down by relax him. He tried to shake his hand to makes him calmer. He thought that his nervousness went away when he did that. So, he felt nervous then he stopped for a while and then started it again. He felt nervous when he was talking to public then his classmate. After he got rid of his nervous he continued his speech directly. At questions and answer section, he found the question or maybe something that his friends asked to him, he tried to answer it by himself. Even the low level learner who has below statistics of an academic score, he needed to use his own words before he was asking anyone to help him answer it.

4.1.3.3. Monitoring

This score reached 3.57% that illustrated she did not think back about the topic to helped him understand what words next should he speak. He tried to pronounce the words quite clear and correct in order to help his audiences more understand about his speech. The score was 14.28% that meant he compared the word what he understood about the topic to helped his speech. The score was 3.57% which meant that he did not associate new information about the stranger words with picturing them in his mind to help him speak more fluent. The score was 3.57% which illustrated he concerned to use the better grammar in his speech.

4.1.3.4. Evaluation

The score was 3.57% which meant this LL did not wonder or try to recover his words and sentences that into his mind about what he wanted to say next. The score reached 28.56% that meant he tried to give similar words of the text. He also tried and revised wrong words. He also evaluated the meaning of word that difficult for him. He thought back everything what he just heard. He asked herself, did he satisfy about her comprehension in his speech, because this LL believed that he done it perfectly. He translated words in her head; in order to

help him spoke more confidence even though it made him slow in speaking. After his speech, the score reached 7.14% that illustrated he thought back what he just spoke and tried to know what next words in her speech. He also told that speaking is easier than listening but not with reading and writing.

After he done his presentation, he did apologize about his mistaken and thanks to the audiences. Because he felt that there was something wrong with his speech. Yet, he still believed that he did not really well he thought there are something was wrong because he felt not really good in English. He knew about the basic grammar. So, he apologized to the audiences. Between all parts of speech, he thought that grammar is the hardest one. He tried to input his speaking ability by learning it from Oxford Dictionary. He liked to watch a video in *YouTube* with English subtitle. He tried to repeat it as fluent as a native speaker in that movie. He thought that in the opening of his speech is the hardest one in his speech. This low learner thought that he need more time to arrange his words before he start it. But after his speech, he did not find any difficulties. He easily got nervous and felt blank when he got nervous, especially when she found a hard topic. He tried to shake his hand himself to solve this problem. He also found an accident because he rarely speaks in public also.

He often studied English subject when he still in first grade of Senior High School when he took course, but he did not takes any course anymore. He only studied at school and movies with English dub (See appendix 5).

LL: “In the past, I often... when I took course but now I do not take course anymore so I only study at school and look at the movies with English dub”.

He liked to watch movies with English dub. He preferred to choose a movie with English dub and subtitle, Movies such as; *Avengers*, *Batman*, and many others. In holiday, he watched it all night long. But, when in the active weeks, he watched it only in Saturday and Sunday. So, he watched lot of movie collections. In the scope of English, mostly he used his English when he is inside of his school. He used his English skill when he is in the outside of school, when he met tourists. He was asking them when he was in the holiday. But, mostly he

used it when he was inside of his school. When he has a Science work, used it in his presentation.

To sum up, all of these data above had been conducted based on the interview and questionnaire above that High level learner answered. It found that He also gave this the questionnaire and interview showed why he becomes a Low level learner. This learner has started and often apply to learn his second language in this case his speaking skill formally (inside of class) and informally (outside class and daily activities).

4.2. Discussions

Based on the students learning speaking questionnaire and interviews conducted, the effectiveness of Metacognitive strategy application depended on the four main representative strategies which are: Selective Attention, Planning, Monitoring, and Evaluation where the learners used.

This stage will discuss about their implementation of their Learning speaking strategies. It gave them each 5 minutes in their speech to show their speaking skill based on their Metacognitive learning speaking strategies. These three learners gave their speech separately in the outdoor area in order to make them face in front of lot s of people but informally. Those instructions above have been delivered towards learners before their speech. These discussions would explain their questionnaire's answers, in order to know the fact of their answers which is true or not.

High Learner's speech

Based on ACTFL Proficiency Guidelines 2012 (www.actfl.org : 5) in speaking assessment, this High Level (HL) learner is indicated as Advanced High speaker who can conversation in a clearly participatory manner in order to communicate information general topics. The topics handled concretely by means of narration and description in the major times frames of past, present, and future.

First, High learner (HL) spent her speech in 2 minutes 19 seconds. This HL indicated that she used lot vocabularies which indicated her focuses on selective attention with her special aspect in this theme in short time. She knows through this theme, she can elaborate the topic into three main ideas which are; her teacher in class, her bad and good teacher, and her dream teacher just like what her answer in Selective attention strategy questionnaire that she concern in specific aspects. She planned to give all of her idea about teacher based on her experiences. She could give proper sentences which are connected with the topic. She also told to the audience lots of her perspective about bad, good, and even comment about her teacher at present in short time of preparation.

In her speech, she monitored her speech as complete as possible to explain her idea about teacher. She tried to use her experiences of being student from whom the teacher she said. Her speech explained her questionnaire in the monitoring section. She tried to interpret her speech by correcting her speech by herself directly which is explained that she evaluates her speaking, just like her answers in Evaluation section (see Appendix 7).

Average Learner's speech

Based on ACTFL Proficiency Guidelines 2012 (www.actfl.org : 7) in speaking assessment, this Average Level (AL) learner is indicated as Intermediate High speaker who are able to converse with ease and confidence when dealing with the routine tasks and social situations. She was able to handle successfully uncomplicated tasks and social situations requiring an exchange of basic information related to their work, school, recreation, particular interests of competence.

Second, Average learner (AL) spent her speech in 2 minutes 7 seconds. This AL indicated that she used lot of vocabularies which indicated her focuses on selective attention with her special aspect in this theme in short time. She knows through this theme, she elaborated the topic into two main ideas which are; her teacher in the past and her dream teacher just like what her answer in Selective attention strategy questionnaire that she concerned in specific aspects. She

planned to explain all about her teacher whom she really likes in the past. When she still at Junior high school. She found that her physics teacher is so kind and could know her passion in anime. This teacher stimulates her to learn more about her subject by giving her an anime movie as a present when she reach a specific score. Mostly, she told that she has a teacher whom she likes. Her speech indicated that she concerned so much about the topic. This learner gave her idea about teacher based on her experiences. She also gave proper sentences which are connected with the topic which was like as her answers in planning strategies.

In her speech she controlled to use her experiences of being student of whom the teacher she said. In order to help her speech, she spoke more sentences of speech by digging more of his experiences. Her speech explained her questionnaire in the monitoring section. She tried to interpret her speech by correcting her speech by herself directly which is explained that she evaluates her speaking, just like her answers in Evaluation section (see Appendix 8).

Low Learner's speech

Based on ACTFL Proficiency Guidelines 2012 (www.actfl.org : 9) in speaking assessment, this Average Level (AL) learner is indicated as Novice Low Speaker in sublevel have no real functional ability and, because of his pronunciation, unintelligible. He was able to exchange greetings, and gave his identity, and names a number of familiar objects from his environment. They were unable to perform functions or handle topics pertaining and cannot participate in a true conversational exchange.

Third, Low learner (LL) spent his speech in 4 minutes 41 seconds. This LL indicated that she used his vocabularies which to focuses on selective attention with his special aspect in this theme in long time to conduct it. He almost did not know what he going to delivered in his speech. That statement indicated in his speech time. But, he elaborated his speech in one idea which is he told about his favorite teacher, even though, he did not sure about it that indication did not related with his answer in Selective attention strategy questionnaire that he

concern in specific aspects. He gave not related sentence in certain area but it's still connected with the topic which is like as his answers in planning strategies.

In his speech she controlled to use his experiences of being student of whom the teacher he said. In order to help his speech, he spoke more sentences of speech by digging more of his experiences. But, his delivered his speech not clear and sometimes not connected between one sentences to the next sentences. His speech explained that is not related with the questionnaires in the monitoring section. Sometimes, he did not try to interpret his speech by correcting his speech which is not same with his answers in Evaluation section (see Appendix 9).

Those discussions above are conducted based on their speech and analyzed based on Metacognitive strategy by O'Malley and Chamot (1997). Next discussion would explain their differences and familiarities which will be conducted as follows:

The Differences of Three Learners

The Researcher found that those three learners have differences especially within each representative that they had been showed, those are:

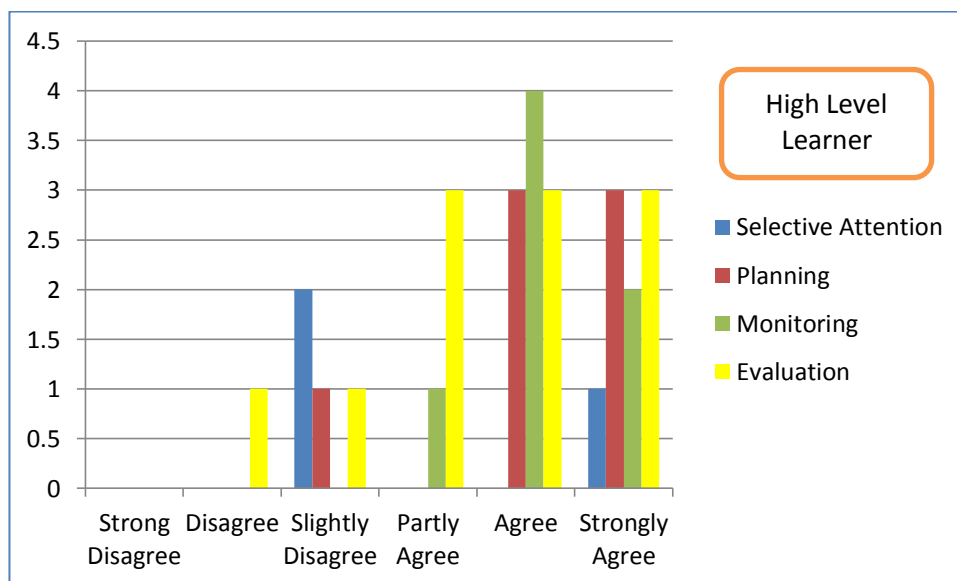


Figure 1 Recapitulation Metacognitive strategies by HL

This High learner mostly used planning, monitoring, and evaluation strategy in her learning speaking. She almost used three of four metacognitive representative strategies. This high level learner used that planning in her speaking skill will be more arranged in order to make her being better. She also proved through his achievement by represented be in 19 rank of Biology Science Olympiad using her capabilities of speaking English. Her Monitoring strategy helps her in reviewing her learning speaking herself. By doing that monitoring strategy, she could review her speaking activities by her own. She also used her evaluation strategy in order to help her evaluate her speaking activities in further chance to make her a better learner. She believes, through applying planning, monitoring, and evaluation strategy could make her being a better learner, even though she already placed her as a High level learner of her own school. This made her different with other learner.

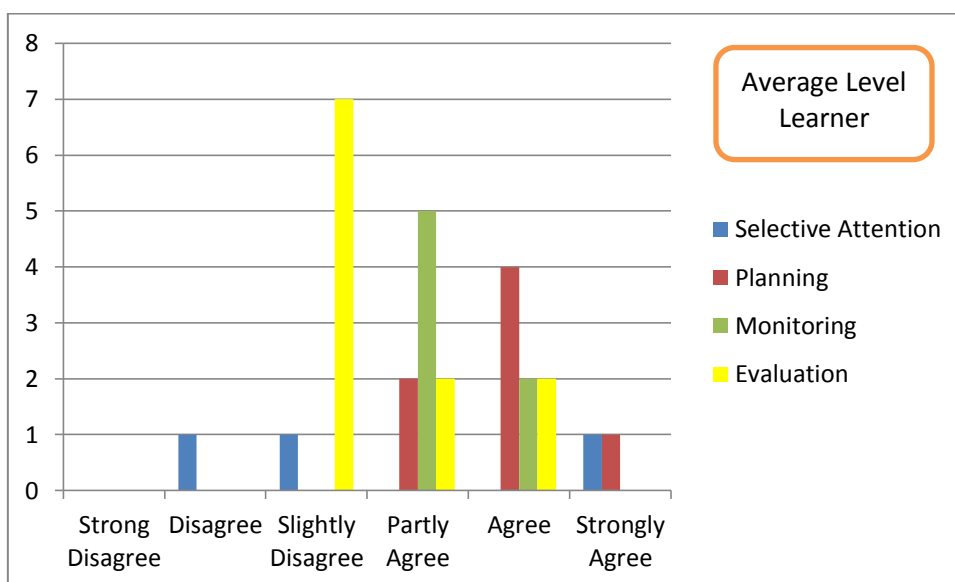


Figure 2 Recapitulation Metacognitive strategies by AL

Different with High level learner is the one who mostly did not use her monitoring and evaluation in her learning speaking. She concerned with her planning and monitoring in small numbers. This average level learner mostly used her monitoring and evaluation strategy in her learning speaking. This learner believed monitoring and evaluating in her speaking strategy it would not help her speaking activities being better. Instead of that, this learner used other

Metacognitive representative strategies to lead her being an Average level learner. Such as selective attention, planning, and monitoring.

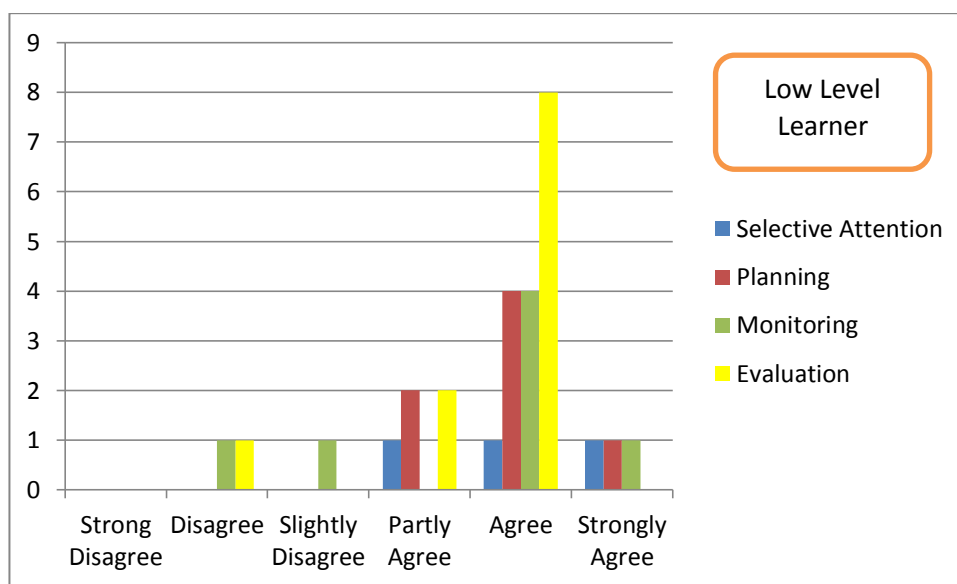


Figure 3 Recapitulation Metacognitive strategy by LL

This third learner is who indicated as a low level learner mostly evaluation strategy in his learning speaking. This learner used evaluation strategy to lead him do speaking activities, this learner used the evaluation which was the final strategy of his Metacognitive strategy. This indication showed that he did not use selection attention, planning, monitoring as a preparation before and process of his learning speaking in high number. Which is as differentiate within the other learner above.

The Similarities of Three Learners

The researcher found what they applied. They tried to pay attention and focusing on the special aspects of task for her speaking key. They try to use the words that the listeners understand. They also use the general idea of the text to help them guess the meaning of the word that they are not understood.

Thus, they implied in their selective attention of metacognitive strategy the way of her strategy, they apply to make everything what they want to say in selective attention, but the number of used strategies separate them in different selections.

In the planning strategy, learner who was being identified as three level students applies their Metacognitive strategy that they have a plan in their head for how they are going to speak when start to speak. They also planned proper sentences to explain their idea. Then, they planned to use the easiest words before they speak to avoid the slip of the tongue. They tried to use a good grammar to speak. They planned to do the best at pronunciation when they speak. Before they speak, the listeners try to remember as much as many vocabularies that they could get. The learners planned to avoid eyes contact with the audiences when they speak to avoid their nervousness.

Their answers of questionnaire implied that they apply planning of metacognitive strategy. In her strategy, they applied to make everything what they want to say in planning section, but the number of used strategies separate them in difference selections.

These learners show their strategy in monitoring by thinking back about the topic to help them understand about the sentences what they wanted to speak. While they were speaking, they compared what they understand with what they know about the topic. The learners also associate new information with printed picture to help them speak in their head. They tried to get back on track when they lose concentration. They used their experience and knowledge to help they understand. They concerned to pronounce word quite clear and correct when they want to speak.

The questionnaires implied that they apply monitoring of metacognitive strategy. They applied to make everything what they want to say in monitoring, but the number of used strategies separate them in different selections.

Their evaluation strategy, the learners wondered about their recovery concentration while they are speaking. They also thought the similar text that may have spoken to. While they were speaking, they quickly adjusted their interpretation if they realize that it is not correct. After their speech, they thought back how their speech and about what they might do differently next time. When they guessed the meaning of a word that they thought back to anything else that they have already heard in order to see if their though make sense. They periodically asked themselves if they satisfied with their level of comprehension

or not. The learners also found that speaking is easier than reading in English. They also found that speaking is easier than listening English. They believed that speaking is easier than writing in English. While they were speaking, they also translated it in their head.