

## **The implementation of metacognitive strategy training to enhance EFL students oral presentation skill**

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### **Abstract**

Doing oral presentation has been a common classroom activity for university students including EFL students for almost any subject they are taking. Nevertheless, the writer found that students had problems with their presentation and could not do their presentation effectively. To facilitate the students to do the oral presentation successfully, they should have metacognitive skills such as thinking about, planning for, monitoring the task, and evaluating the quality of it. To reach this purpose, teachers need to facilitate the process through strategy instruction, especially metacognitive strategy instruction. By applying metacognitive strategies, students will be more aware of the importance of their active role in their learning. This paper is intended to present metacognitive strategy instruction adopting Oxford' metacognitive strategies to enhance EFL students' oral presentation skill in their speaking class and the students' responses toward the strategy instruction. Based on the analysis of the students' performance, video recording, teacher evaluation, self evaluation, peer evaluation, and written reflection, they have done their oral presentation better, and they had positive responses toward metacognitive instruction and became more aware of themselves as learners who are responsible for their success.

**Keywords:** *Implementation, metacognitive strategy training, oral presentation skill*

### **INTRODUCTION**

Oral communication skill has been widely realized as an essential skill beside the other language skills showing someone's mastery of the target language. The reason that oral skill is considered very important is that the large number of students learning English all over the world expect that they acquire speaking proficiency (Richard and Renandya, 2002). To achieve oral communication skill, students need to be engaged in communicative situation in which they can practice using the language orally. It is stated by Savignon in Celce Murcia (2001) that students need to have experience of communication. Through practice and experience students gradually expand their communicative competence. Since the demand of being proficient in oral communication is growing up academically and professionally, students need to be provided with suitable activities, one of which is oral presentation. Since students have to do a lot of oral presentation in EFL classrooms, especially at universities, the classroom can be an ideal place for the English language learners to learn speaking skills (Rao, 2019). Similarly, Erkaya (2011) stated that college is the suitable place for students to learn oral presentation skills since their instructor may facilitate them to practice preparing

and delivering presentations. EFL Students will get advantages from the activity. Through the activity, they are able to give presentation effectively and improve their speaking skill.

However, delivering presentation orally can be difficult and challenging for EFL learners since It requires the students have both cognitive capacity and complex sociolinguistic comprehension (Morita, 2004; Adams, 2004). Giving oral presentation needs not only speaking skill but also other aspects of presentation skill involving the capability to apply non verbal skills including eye contact, gesture, and voice. In addition, students need to consider other things such as the content of the presentation and their audiences' interests. Many EFL students do not have enough knowledge related to skills and strategies to apply in developing their speaking skill, especially oral presentation skill and they also do not know the criteria used to assess their oral performances (Mazdayana, 2012). It makes oral presentation skill becomes a more challenging task that often cause many students reluctant to do. Oral presentations are considered as a face-threatening activity (King, 2002; Al-Nouh et al., 2015). Realizing the situation, teachers are expected to be able to establish a comfortable and low-threat condition for the students to learn to minimize their anxiety and nervousness.

The writer found that students still had various problems when giving oral presentation and could not do their presentation effectively. To do the task of giving oral presentation successfully, students need metacognitive strategies. Applying the strategy involves some sub strategies including 1) thinking about the task, 2) planning it; 3) monitoring it, and evaluating its quality. Metacognitive skill has an important role for the students to learn successfully. Oxford (1990) suggested that learners need to realize and understand about the importance of metacognitive strategies. She stated that metacognitive strategies are needed by students to synchronize the process of their learning. This process can be facilitated by teachers through metacognitive strategy training.

A lot of studies on strategy training have shown that if it is applied appropriately, the strategy training can show effective result (Chamot, 2008; Oxford, 2011). Some researchers proved that metacognitive strategy training improved EFL students' oral proficiency (Nakatani, 2005; Rashtchi and Kani, 2010) and enhanced the students' willingness to communicate (Farzam, 2018). It is believed that L2 skills might be developed through implementing metacognitive strategies by emphasizing the learner's knowledge of learning process, (Cohen, 1998; O'Malley & Chamot, 1990, Oxford, 1990; Wenden, 1991; Anderson, 2008). Anderson (2008) assured the important role of metacognitive skill as he stated: "strong metacognitive skill empower learners: when learners reflect upon their learning, they become better prepared to make conscious decisions about what they can do to improve their learning." Meanwhile, O'Malley and Chamot (1990) strongly believed that metacognition is essential for students. He further described that learners who do not apply metacognitive strategies are lost and do not make use the essential strategies such as planning their learning, monitoring progress, or evaluating the result and the action ahead.

Some researchers have proved the impact of applying metacognitive strategies in oral communication. Nakatani (2005) reported that his participants improved their oral proficiency after the awareness-raising strategy training. Meanwhile,

Lam (2010) asserted that strategy instruction proved the distinctive and positive results of the practiced strategies. Meanwhile, Magaldi (2010) in her article suggested that metacognitive learning strategies promotes learners autonomy that will lead to improved learning outcome.

Metacognitive strategies based on Oxford classification consists of three sets of strategies: 1) *Centering your learning*, which directs students to convey their attention on certain language tasks, activities, skills, or materials; 2) *Arranging and planning your learning*, which assists students to organize and plan so that the target of learning can be achieved; and 3) *Evaluating your learning*, which aids students in verifying their achievement. Students can learn from their errors and evaluate their overall progress. Oxford (1990, p. 204) further proposed steps of the strategy training model as follows: “1) determine the learners’ needs and the time available; 2) select strategies well; 3) consider integration of strategy training; 4) consider motivational issues; 5) prepare materials and activities; 6) conduct ‘completely informed training’; 7) evaluate the strategy training; and 8) revise the strategy.”

Applying metacognitive strategies can be maximized by combining and integrating its instruction with the teaching of oral presentation skills. It is necessary for the students to understand the criteria of a good oral presentation and how to prepare themselves for their oral presentation task. The students can be introduced to the evaluation of their presentation by giving them the sample of an evaluation form, in which they can see what parts of their presentation will be evaluated. Following King’ evaluation rubric (2002), students are evaluated on their preparation, organization, content, presentation, and their oral skills, each of which have sub criteria. Based on the criteria, students can also evaluate themselves and their classmates.

In the classroom students are given examples of good or effective presentation and compare it with the less effective presentation before they practice what they have been informed in their own presentation. Meanwhile, the teacher’s awareness of the students’ difficulties and facilitate ways and solutions for their students so that students will be able to realize that they can perform the task orally better and more effectively. By preparing students with the knowledge of metacognitive strategies and oral presentation skill, they will be more ready for their own oral presentation and their readiness will lessen their anxiety and lead to their success and will be motivated and have positive attitude in their learning. King (2002) stated that with proper guidance and organization, students will get some advantages from their oral presentation practice for their own learning of various subjects and their future careers.

This paper aims to present metacognitive strategy instruction adopting Oxford’s metacognitive strategies to enhance EFL students’ oral presentation skill in their speaking class and the students’ responses toward the strategy instruction.

## **METHOD**

Qualitative approach is applied in this study. The design aims at describing the implementation of metacognitive strategy training to enhance EFL students’ oral presentation skill. The subject of the study were twenty seven students of the fourth semester at English study program of Universitas PGRI Ronggolawe Tuban,

East Java. The data were taken from the observation of the students' oral presentation and activities which were done and occurred in the class during Speaking for Presentation course using field notes, video recording, teacher evaluation form, peer evaluation, student self-evaluation, and the students' written reflection telling their learning experience in Speaking for Presentation subject, from which the students' oral presentation performance and responses were identified and described. Qualitative analysis is applied towards the data through some steps of analysis such as identifying, coding, categorizing, interpreting, and giving conclusion and verification.

## **RESULTS AND DISCUSSION**

### **Metacognitive Strategy Training to Enhance EFL Students Oral Presentation Skill**

To apply metacognitive strategies based on Oxford's classification the writer as the lecturer of Speaking for Presentation divided the classroom activities into three main parts. For the first part, the lecturer explained to the students metacognitive strategies integrated with oral presentation teaching materials. The three sets of metacognitive strategies and each component were introduced to the students in three meetings.

The first is *Centering the students' learning*, which was applied in the class by doing brainstorming by asking what the students know and what they had experienced on their previous oral presentation. This activity was done to share experiences and opinions between students and the lecturer and identified the students' needs. After brainstorming, the lecturer told the students the purpose of Speaking for Presentation subject that they were expected to perform an effective presentation. She also explained to the students some materials about effective or successful oral presentation followed by modelling and discussion. After that, for the next meeting the lecturer asked the students to find and watch video from YouTube about a good presentation, identify the characteristics, and prepare for discussion in the class. In the class the students were also told what parts of the video lesson they would apply in their presentation.

The second is *Arranging and planning the students' learning*, which was introduced to the students by telling them that what they planned and prepared for the presentation would influence the result of their presentation whether good or bad. In this lesson, the lecturer gave and discussed examples of strategies to plan and prepare an oral presentation. At that time, the lecturer also explained the requirements of the task of Speaking for Presentation. The students were told that they would present twice, one in group and the other individually. They also had to prepare a powerpoint, two to three page summary, and record their presentation. The students were told the time allocation for their presentation and time for question and answer session. They had to choose a topic based on the themes chosen by the students and the lecturer.

The third is *Evaluating the students learning*. In this strategy the students were introduced the criteria to evaluate their oral presentation performance. The evaluation forms were adapted from King's evaluation form (2002). They were also told that they would have to evaluate their own performance and their classmates' performance. They were asked to watch the video of their presentation

to help them to reflect on what they had done for self-evaluation and wrote their reflection based on it. The lecturer distributed the evaluation form to be photocopied. In the third meeting the students collected their topics and gave the list of the presenters to the lecturer.

For the second part of the course, the students did their oral presentation. After each presentation, the students who presented would get feedback from the lecturer. When giving feedback, the lecturer mentioned the good parts of the students' presentation and then the bad parts which need improving. The lecturer also motivated the students to be better in their second presentation. After each presentation, the students also got their peer evaluation. One week after the presentation, the student who presented had to collect their evaluation and written reflection to the lecturer. The students could discuss with the lecturer about their problems if they thought that they needed some advice or solution.

For the third part of the course after all presentation were done, the students shared and discussed their experiences of the activities in Speaking four course. In the last meeting, the lecturer gave students some written questions to help them to make a final reflection. The students were told to collect their final reflection of the activities in Speaking four class one week after the last meeting.

The implementation of metacognitive strategies training could run successfully. During the presentation session the students were active to ask questions. The students who became audience also paid attention to their classmates' presentation because they should evaluate their classmates objectively. Although some students were still struggling with their difficulties, their performance improved in some points of their presentation. The students were active and enthusiastic to do the task. Most of the students' performance in their oral presentation became better in their second performance of their oral presentation. This finding shows similarity to the previous research that the students' oral performance improved when metacognitive strategy was implemented (Nakatani, 2005; Rashtchi and Kani, 2010). This research finding had supported ideas of instructing or training the students strategies of learning to make them better and more effective learners, especially in their oral presentation (Chamot, 2008; Oxford, 2011). Oxford (1990) suggested that it is necessary that learners learn how to learn, and it is essential that teacher learn how to make the process easier for the students. . In addition, she asserted that language learning requires active self-direction on the part of learners. Metacognitive strategy training makes students become more aware of their learning so that they will learn to be strategic. The implementation of metacognitive strategies makes students become strategic learners. Chamot (2008, p. 266) argued, "Strategic learners have metacognitive knowledge about their own thinking and learning, approaches, a good understanding of what a task entails, and the ability to orchestrate the strategies that best meet both the task demands and their own strengths."

### **Students' Responses**

From the analysis of the students' self evaluation and reflection, they gave positive responses toward the course. The students' reflection showed that they applied metacognitive strategies. They paid attention to the lecturer's explanation, the examples of good presentation compared with the bad presentation from the youtube video, their classmates' presentation, and the comments from the lecturer

and from their peers. They told that the lecturer's explanation on metacognitive strategies and good oral presentation, the task of watching YouTube, feedback from the lecturer, watching their classmates' presentation, and peer evaluation make them know and encourage them to give a good oral presentation as showed in the following excerpts:

*I listen carefully to the lecturer's explanation. I also learned from the youtube video to see a good presentation. It is necessary to prepare my presentation (SM)*

*I listen to the lecturer's explanation and watched the video. I also listened and wrote the lecturer's comment for my friends' presentation so that I can learn from it. It is useful for my own presentation. (AN)*

They also mentioned what they planned and prepared for the presentation. The students planned to give a good presentation. To have a good presentation, they had to choose an interesting topic so that the audience would be interested to their oral presentation. They searched for references and prepared their powerpoint as clear and interesting as possible, and they also said they learnt the material to be presented and practiced in front of their friends or in front of the mirror as mentioned in the following excerpts:

*I searched sources from the internet and book to get an interesting topic. After that I make a power point presentation and the summary. I prepare the best power point with clear background... The next plan is to practice speaking with power point presentation. Two days before I perform in front of the class, I practice speaking with my powerpoint presentation so that I can speak very well and give the best performance. Even I also practice in front of the mirror. (SM)*

*I planned my topic a few weeks before I presented by searching the internet. After I get some sources, I prepared step by step making power point and summary. I would make my presentation run well and involved the audience. I also practiced together with my friend. (RA)*

From their written reflection for presentation one, all the students said that they planned and prepared their presentation. However, there were only sixteen students (out of 27 students) who mentioned specifically that they planned to have a good presentation and twenty students mentioned that they prepared well for the presentation by explaining in detail what they prepared. Meanwhile, in presentation two, eighteen students mentioned that they planned to give a good presentation and twenty four students mentioned that they prepared well for their presentation.

The students were also able to evaluate themselves. They mentioned about their strength and weaknesses. Some students mentioned their weaknesses or problems of their presentation such as they still read a lot from powerpoint, looked more at the screen than faced the audience, did not answer the questions well, forgot to give conclusion, could not explain clearly, felt nervous, or often switched to L1 as stated in the excerpts:

*I think that I need to improve my presentation. I felt that the audience looked confused and only some of them seemed to understand my explanation. I also forgot to give conclusion. (DK)*

*I think my first presentation run well although at first I felt nervous because I was worried when the audience will give me some questions that I can't answer, but it doesn't matter I could solve in cool way, stay calm and take a long breath. (RA)*

*I felt that I didn't perform well in my first presentation because I often read and looked at the screen more than the audience and I didn't explain clearly, but I think I can answer the questions from the audience. (MA)*

The students also mentioned their strength and improvement in their presentation such as were able to make audience interesting to their presentation, presented clearly and fluently, had clear voice, had good eye contact and appropriate gesture, had interesting and clear powerpoint, could answer the questions from audience, could explain clearly, involved the audience, were more confident and less nervous. From their self-evaluation of presentation one, seventeen students revealed that they had performed quite good and good presentation, and from their self-evaluation of presentation two, 22 students told that they had performed quite good and good presentation. It can be seen in some of the students' statements as follows:

*We can explain our presentation very well so it make the audience interesting with our topic. Our voice is loud. We can manage the time and can involve the audience to pay attention. (AN)*

*I think my presentation is better. I can present clearly and fluently. Because this is the second presentation and I have prepared well, I felt more confident and less nervous. (RA)*

*I think my presentation was already well. I make a clear and interesting powerpoint and present it fluently and I could answer my friends' questions. (SM)*

All the students also commented positively on the self-evaluation of their performance using video recording and peer evaluation. They said that they could see their weaknesses, mistakes and their strength. By having self-evaluation they were encouraged to improve their weaknesses. they tried to be better and found ways to be better. They also said that a good preparation gave good result. Some students also said that they learnt from other people's opinion. However, some students also wrote that they felt they still made a lot of mistakes, and some mentioned their struggles to cope their nervousness. Some students' statements can be identified in the following excerpts:

*From the video I can see which parts that I need to improve. I can see my mistake that I made and I'll try to be better for the next presentation. I also need to handle my nervousness. (RA)*

*I get benefits from the video and my friend's comments. From the video I can know my mistakes. I can correct myself my eye contact, my gesture and my fluency so that I can improve it and show the best performance in the next presentation. (SM)*

It is a fact that some students had struggled to solve their nervousness in their oral presentation performance as stated by King, 2002; Al-Nouh et al., 2015 that giving a presentation orally can be a challenge for students to face. However, the

students' intention to be better in their performance of their oral presentation should be supported and encouraged.

The positive responses from the students toward their reflection shows that students get benefits from their reflective activities. Anderson (2008) mentioned that video, or student learning journal can be useful tools to help students to develop metacognition. It enhance the the students' awareness of their development in a critical but healthy ways. awareness of their development to be better language learners. The result of this study is in line with the result of previous research about the benefits of using video recordings (Yamkate & Intratat, 2012). The students' experiences in doing oral presentation and all the process they had involved have made them become more reflective, independent, and develop their critical thinking.

## CONCLUSION

In conclusion metacognitive strategy training could be applied in an EFL class to enhance the students' oral presentation skill. The students also responded positively toward the process they experienced. Through metacognitive strategy training, the students were able to give better oral presentation and they could reflect and express their feelings and thought about the task. Through self reflection the students were able to evaluate themselves. They knew their strength and weanesses and were motivated to improve themselves. In addition, the students may increase their awareness of themselves as learners, as well as their awareness of the task, and the strategies. Last but not least, this strategy training may develop the students' awareness of their responsibility and autonomy as learners who determine their own success in learning.

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