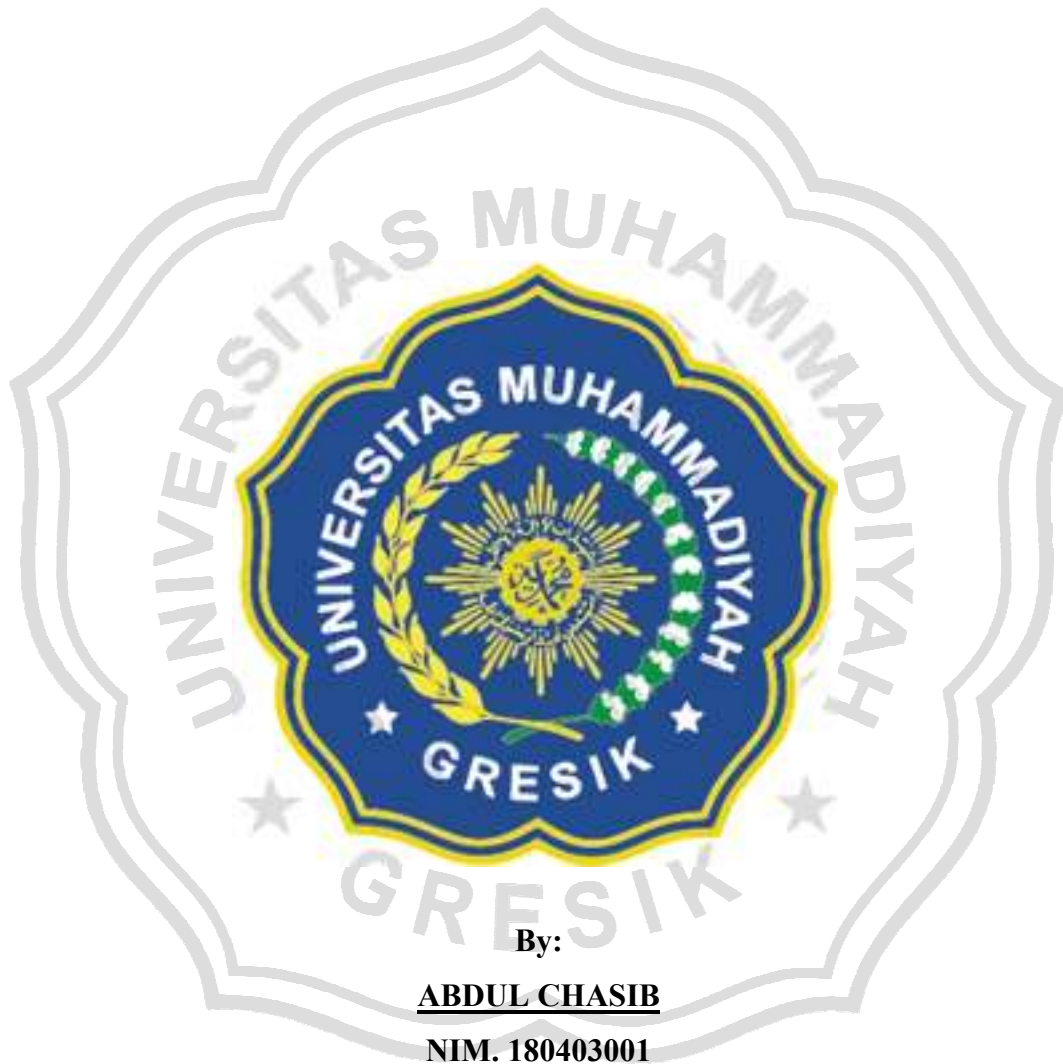


EFL Students' Metacognitive Knowledge on Speaking Strategies

THESIS



**STUDY PROGRAM ENGLISH EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH GRESIK UNIVERSITY**

2025

EFL Students' Metacognitive Knowledge on Speaking Strategies

THESIS

Presented to
University of Muhammadiyah Gresik
In partial fulfilment of the requirement
For the bachelor's Degree in English Language Education

By:

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**STUDY PROGRAM ENGLISH EDUCATION
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MUHAMMADIYAH GRESIK UNIVERSITY**

2025

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Gresik, 10th March 2026

Abdul Chasib



MOTTO AND DEDICATION

MOTTO

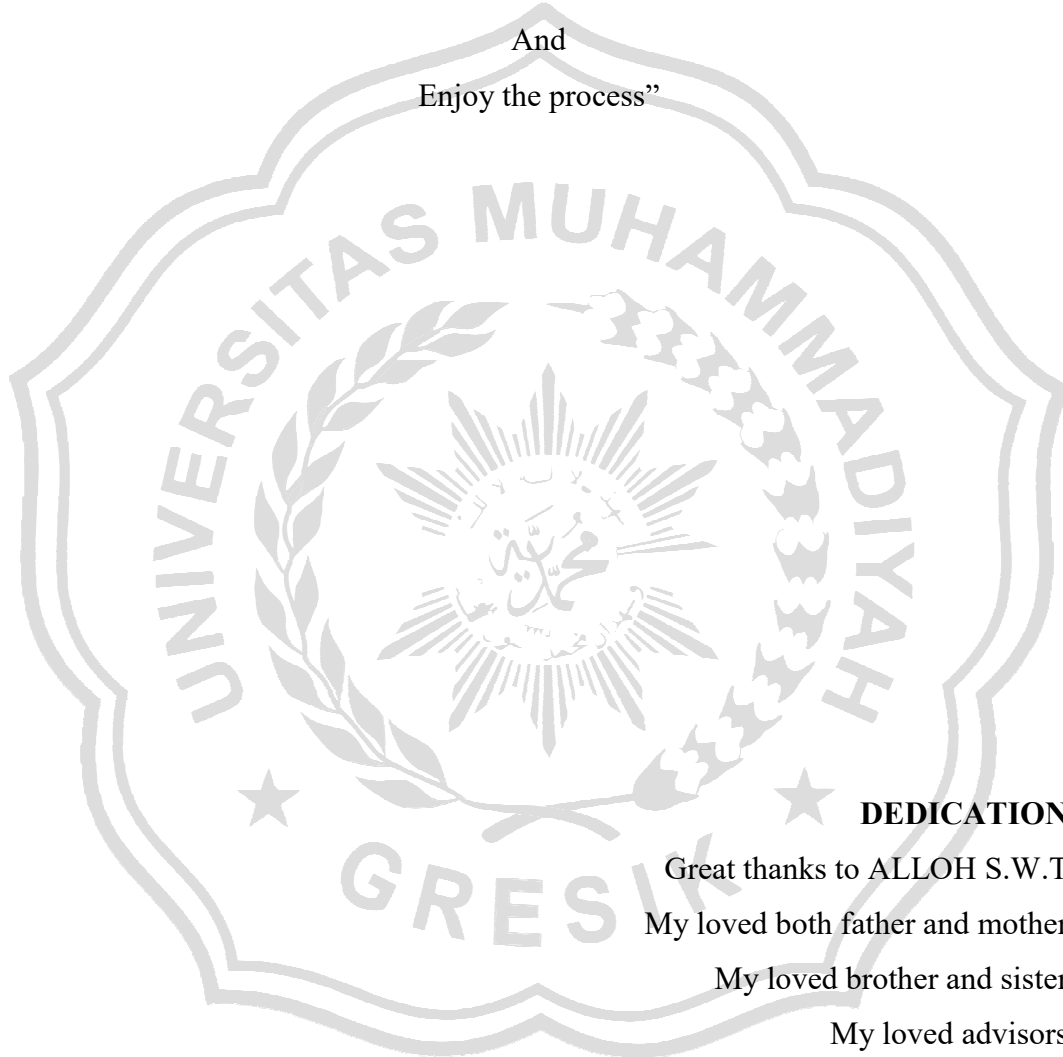
“Everything needs struggle to be successful

So

Just do it

And

Enjoy the process”



DEDICATION

Great thanks to ALLOH S.W.T

My loved both father and mother

My loved brother and sister

My loved advisors

My loved all of friends

My loved All lectures of English Education Department of

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ABSTRACT

Chasib, Abdul. 2025. *EFL Students' Metacognitive Knowledge on Speaking Strategies*. Thesis, English Language Education Department, Faculty of Teacher Training and Education. University of Muhammadiyah Gresik. Advisor: (I) Prof. Dr. Khoirul Anwar, M.Pd., (II) Candra Hadi Asmara, S.Pd., M.Pd.

Keywords: *Metacognitive; Metacognitive knowledge; Metacognitive knowledge in speaking*

This study investigated EFL students' metacognitive knowledge in speaking, focusing on the most frequently used strategies and the areas requiring improvement. Using a descriptive quantitative design, data were collected from 102 English Education students at Muhammadiyah University of Gresik through the Metacognitive Awareness Speaking Questionnaire (MASQ). The findings showed that students most frequently used Strategic Knowledge, particularly problem-solving, planning, and Evaluation strategies, indicating a strong ability to manage and regulate their speaking performance. In contrast, lower levels were found in Person Knowledge and Mental Translation, suggesting limited self-awareness of speaking abilities and continued reliance on first-language translation. These results indicate that while students are generally effective in controlling and adapting their speaking strategies, greater emphasis is needed on developing self-awareness and reducing translation dependency to support more autonomous and fluent English speaking.

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