

## CHAPTER II

### LITERATURE REVIEW

This chapter presents the theoretical foundation and previous related studies that support this research. It begins with an explanation of metacognitive knowledge and its relevance to language learning, particularly speaking. It also outlines the components of metacognitive speaking strategies as the focus of this study and concludes with a review of previous studies and a summary.

#### 2.1. Metacognitive Knowledge

Metacognitive knowledge refers to an individual's awareness and understanding of their own cognitive processes. The term was introduced by Flavell (1979), who defined it as "knowledge concerning one's own cognitive processes and products or anything related to them." This form of knowledge allows learners to think about how they learn, enabling them to monitor, control, and evaluate their performance during learning tasks.

Flavell (1979) categorized metacognitive knowledge into three main components: 1) **Person knowledge:** understanding one's own strengths, weaknesses, and beliefs in learning. 2) **Task knowledge:** understanding the demands of a task and what is required to complete it. 3) **Strategic knowledge:** knowledge of strategies that can be used to accomplish learning goals effectively.

Wenden (1998) describes metacognitive knowledge as a stable, early-developing system of ideas that guide learners in managing their learning. Learners who possess this knowledge tend to be more self-regulated, reflective, and strategic. They are capable of selecting appropriate strategies, adjusting them when needed, and evaluating outcomes to improve future performance (Schraw & Dennison, 1994; Young & Fry, 2012).

#### 2.2. Metacognitive Knowledge in Speaking

In the context of language learning, metacognitive knowledge has been widely studied in relation to reading and listening. However, its application in speaking remains underexplored (Goh & Burns, 2012). Speaking requires real-time

processing and quick decision-making, making it a complex skill to manage. Learners who apply metacognitive strategies in speaking are better able to plan what they want to say, monitor their fluency and coherence, and evaluate their output for improvement.

Goh (2002) emphasizes that speaking proficiency is not only about linguistic competence but also about the ability to regulate one's speaking process. Learners who are aware of their speaking strategies are more likely to overcome difficulties such as anxiety, hesitation, or limited vocabulary. Zhang and Goh (2006) further argue that metacognitive speaking strategies can reduce speaking anxiety and promote fluency and confidence.

Thus, metacognitive knowledge in speaking allows learners to take control of their oral communication. It helps them understand their abilities, recognize the nature of speaking tasks, and apply strategies to manage performance. This study investigates how students use such strategies and which areas require further development.

### **2.3. Components of Metacognitive Speaking Strategies**

This study adopts the framework of metacognitive knowledge in speaking proposed by Sulistyowati et al. (2022) through the development of the **Metacognitive Awareness Speaking Questionnaire (MASQ)**. The framework identifies three main components:

#### **2.3.1 Person Knowledge (PK)**

Person knowledge refers to learners' self-awareness regarding their speaking abilities. It includes their beliefs, confidence, motivation, and attitudes toward speaking. Learners with high person knowledge are aware of their speaking challenges and strengths, and they tend to set personal goals for improvement. They are also more capable of managing anxiety and maintaining a positive mindset during speaking tasks (Wenden, 2001).

#### **2.3.2 Task Knowledge (TK)**

Task knowledge involves understanding the characteristics of speaking tasks and the factors that affect task completion. It includes two subcomponents:

- **Mental Translation (MT):**

Refers to the tendency to translate mentally from the first language into English during speaking. This strategy often disrupts fluency and results in unnatural or inaccurate expressions. It is generally used by beginners and considered an inefficient strategy (Zhang & Goh, 2006).

- **Direct Attention (DA):**

Refers to learners' ability to focus on the speaking task and maintain attention during communication. It includes staying on topic, listening actively, and responding appropriately. Learners who apply direct attention strategies are better able to manage interaction and stay engaged in the conversation.

### 2.3.3 Strategic Knowledge (SK)

Strategic knowledge refers to learners' understanding and application of specific strategies to manage speaking tasks effectively. It includes:

- **Planning and Evaluation (PE):**

Involves setting goals before speaking, preparing relevant vocabulary or ideas, and evaluating performance afterward. Learners with strong planning and evaluation strategies tend to reflect on what went well and what needs improvement (Goh, 2008).

- **Problem-Solving (PS):**

Refers to learners' ability to cope with communication difficulties. It includes asking for clarification, paraphrasing, using synonyms, and adjusting speech to enhance understanding. Problem-solving strategies are essential in real-time communication where unexpected issues often arise (Cohen, 2011).

These five subcomponents—PK, MT, DA, PE, and PS—form the basis of the analysis in this study.

## 2.4. Factors Influencing the Use of Metacognitive Speaking Strategies

The use of metacognitive strategies in speaking is influenced by various learner-related and contextual factors. These factors help explain why students use some strategies more frequently than others.

- **Language Proficiency Level:**

Learners with higher language proficiency are more likely to apply metacognitive strategies effectively. Advanced learners have greater awareness of their strengths and can regulate their speaking more fluently (Vandergrift, 2006).

- **Motivation and Self-Efficacy:**

Students who are confident and motivated tend to engage in goal-setting, self-monitoring, and evaluation during speaking (Wenden, 1998).

- **Strategy Instruction:**

Learners who have received explicit instruction in strategy use are more aware of how to manage their speech and regulate their performance. Goh (2008) emphasizes the importance of teaching metacognitive strategies explicitly.

- **Speaking Anxiety:**

High levels of anxiety may hinder learners from using strategies such as planning or monitoring. Anxiety can disrupt focus and prevent learners from applying strategies effectively (MacIntyre & Doucette, 2010).

- **Learning Environment:**

Classroom settings that promote reflection, peer interaction, and teacher feedback encourage learners to use metacognitive strategies in speaking. Supportive environments facilitate self-regulated learning.

Understanding these factors is important for interpreting students' use of metacognitive strategies and for designing instructional interventions that promote strategy use.

## **2.5. Previous Related Study**

This section reviews relevant studies that contribute to the theoretical and empirical foundation of this research. The studies are grouped into three categories: (1) research on metacognitive knowledge in language learning, (2) research on metacognitive strategies in listening and reading, and (3) research on metacognitive strategies in speaking.

### **2.5.1 Studies on Metacognitive Knowledge in Language Learning**

Foundational studies in metacognitive knowledge have emphasized its importance in learning success across various domains. Flavell (1979) introduced the concept of metacognition and classified it into person knowledge, task knowledge, and strategic knowledge.

Wenden (1998) applied this framework to language learning, emphasizing the role of learner awareness in self-directed learning and strategy use. Schraw and Dennison (1994) developed the Metacognitive Awareness Inventory (MAI) to measure metacognitive components, further supporting the idea that learners who monitor and control their learning process are more effective and autonomous.

These early studies have laid the groundwork for understanding how learners can regulate their learning through conscious strategic planning, monitoring, and evaluation. However, most of these foundational works focus on general learning processes rather than specific language skills such as speaking.

### **2.5.2 Studies on Metacognitive Strategies in Listening and Reading**

A substantial number of empirical studies have been conducted in receptive language skills, especially listening and reading. For instance, Rahimi and Katal (2012) investigated Iranian EFL learners' metacognitive awareness in listening and found a significant correlation between higher proficiency and greater use of metacognitive strategies. Similarly, Ratebi et al. (2013) explored the relationship between listening comprehension and metacognitive strategy use, identifying problem-solving as one of the most used strategies among students.

These studies reinforce the value of metacognitive strategy use in improving language performance. However, the emphasis has been mostly on listening or reading, where learners have more time to reflect and apply strategies compared to the spontaneous nature of speaking.

### **2.5.3 Studies on Metacognitive Strategies in Speaking**

Compared to listening and reading, studies on metacognitive strategies in speaking are relatively limited. Goh (2008) highlighted that speaking, being an active and time-constrained skill, poses greater challenges for metacognitive

application. Zhang and Goh (2006) conducted a study on speaking strategy instruction and found that students trained in metacognitive strategies demonstrated improved fluency and reduced anxiety.

In classroom contexts, Putri (2019) conducted action research involving guided metacognitive reflection, which showed improved student confidence and speaking outcomes. Sabnani and Goh (2021) examined how primary school students used speaking strategies and concluded that metacognitive awareness could be nurtured even at early stages of learning.

Most relevant to this current study, Sulistyowati et al. (2022) developed the Metacognitive Awareness Speaking Questionnaire (MASQ), which assesses the use of metacognitive strategies in speaking based on three major components: person knowledge, task knowledge, and strategic knowledge. Their research showed that students vary in their use of strategies, and certain components such as planning and evaluation were found to be less frequently used.

#### **2.5.4 Research Gap and Rationale for This Study**

While previous studies confirm the importance of metacognitive strategies in language learning, most of them have centered on listening or reading skills. There remains limited empirical research focusing specifically on speaking, especially using structured instruments such as MASQ. In addition, studies exploring metacognitive strategy use among university-level EFL students in the Indonesian context are still scarce.

This study seeks to address this gap by analyzing the frequency and nature of metacognitive strategy use among EFL students using the MASQ framework. It also aims to identify which strategy areas are well-developed and which require further improvement, thereby contributing practical insights for both learners and educators.

#### **2.6. Summary**

This chapter has reviewed key concepts related to metacognitive knowledge, particularly its application in speaking. The framework used in this study is based on Sulistyowati et al. (2022), which classifies metacognitive speaking strategies

into five subcomponents: Person Knowledge, Mental Translation, Direct Attention, Planning and Evaluation, and Problem-Solving. These components serve as the focus of the current research, which aims to analyze the frequency and quality of strategy use among EFL students. Additionally, this chapter discussed the factors that may influence strategy use and reviewed previous studies that support the need for further investigation in this area.

