

CHAPTER I

INTRODUCTION

This chapter present the background of study, identification of problem, research questions, limitation of problems, research objectives, significance of research and definition of key terms.

A. Background of The Study

Speaking is a competency to express or communicate opinions, thoughts, and ideas. Speaking is a very important language skill in language learning (Syafryadin, et al. 2013). To master a language, a learner must be able to speak that language because speaking skills clearly show that the learner knows to use that language. For most people, mastering speaking skills is the most important aspect in learning a foreign language, and success is measured by the ability to converse in that language (Nunan, 1991). According to Brown and Yule (1983), speaking is the skill students value most in real-life situations. Nunan (2000) says that speaking is very important in our lives because without speaking we cannot know what other people are talking about and talking about. Talking is a way of interacting with other people. From

that statement it is clear that speaking is an important aspect of mastering English. The success of speaking can be measured through the students' skills in speaking speak English, carry out conversations and interact verbally in English. However, speaking English is not an easy task as we think because learners have to know many important components of speaking English such as pronunciation, grammar, vocabulary, fluency and understanding. English speaking skill is the most promising skill that must be learned by students. Therefore, to improve English skills, language learners need to know, master and create language learning strategies. So, it can be concluded that English proficiency is a must mastered if students are determined to improve their abilities.

In fact, students face difficulties when learning to speak English. Because speaking is a process of constructing and sharing meaning through the use of verbal and nonverbal symbols, in various contexts (Chaney, 1998). Most students in Indonesia only have potential in English grammar skills, not speaking skills because the education curriculum in Indonesia

only focuses on theory. Emphasizing on the ability to speak English for students in the current era of globalization where mastery of English is needed. So, students need certain strategies in learning to help them acquire knowledge and skills in speaking English. Using the right strategy will help students improve their learning outcomes at school. For this reason, the strategy used to support the success of student learning outcomes is a metacognitive strategy. O'Malley and Chamot (2006) stated that metacognitive strategies involve thinking about the learning process, learning planning, and self-evaluation after learning activities have been completed.

Therefore many students in Indonesia do not have the ability to speak English whereas they can understand when a foreigner or their teacher speaks a foreign language but cannot answer it. Likewise at SMP N 20 Bengkulu, in connection with the problems described above, the researchers made initial observations at SMP N 20 IX Bengkulu that they still had very minimal speaking skills because the students there were not used to speaking English at school. In this case, the researcher has a

solution to improve the English speaking skills of students IX SMP N 20 Bengkulu, namely using a metacognitive learning strategy to overcome this case because the researcher believes and believes that a metacognitive learning strategy is suitable for this problem.

Metacognitive in learning speaking skills there are many alternatives that can be used, such as using picture media. Other methods can also be used, such as providing graphs, charts and more. The chart in question is a conclusion from the points to be discussed using conceptual mapping . Another method that can be used by the teacher is to use a fun game called See and Tell Speak Game. The steps that can be taken are as follows: The teacher divides students into several groups consisting of 3-4 people, the teacher distributes short stories that can be read for a maximum of 5 minutes, students tell stories in groups in turns. All students must take turns talking and listening to their friends' stories, representatives of each group tell stories in front of the class, teachers and students tell the stories they hear. This metacognitive strategy is very useful in providing assessment and

correction of all student learning activities. Students do not feel pressured and do not feel trapped when they make mistakes or are not optimal when learning and most importantly students recognize and understand their weaknesses and mistakes when speaking. The evaluation stage can reveal the success of the learning process in class, namely the teacher and students evaluate the process that is being carried out.

Metacognitive strategies themselves are strategies that refer to methods used to help students understand how they learn in other words, processes designed for students to think about their thoughts or to control organizational processes such as planning, monitoring and evaluation used by individuals. To ensure the achievement of certain goals. Metacognitive Strategy as a form of English teacher strategy in guiding students to improve their English speaking skills. Students are expected to use all of these strategies together, and students become aware of how they learn, and will use this process to efficiently acquire new information, thereby becoming more independent thinkers. When they are able to do all of these processes, it really helps them build on the

important aspects of learning to inform expanded planning, monitoring, and evaluation. They learn to manage their cognitive processes when they use metacognitive strategies (Mahdavi; 2014).

Based on the problems above, the metacognitive strategy was chosen to be the focus of this study because this strategy requires students to produce real verbs. So researchers believe that the theory put forward by (O'Malley and Chamot; 1990) is more suitable as a guide in conducting this research compared to other theories. In addition to the fine details set out in Classification and representational strategies Especially in metacognitive presented in Simple actions encourage good data collection. For this reason, this study uses a language learning strategy based on Classification (O'Malley and Chamot; 1990: 46).

In accordance with the conditions above, the researcher refers to research to support the problem being discussed to help complete this research. Therefore the application of metacognitive strategies in learning English speaking skills has

implemented three existing stages, namely self-planning, self-monitoring and self-evaluation. The application of metacognitive strategies shows optimal results, especially for increasing students' awareness, independence, and understanding when speaking.

B. Identification of problems

Based on the background above, researchers feel the need to examine the effect of metacognitive strategies in improving students' speaking skills. Researchers believe that metacognitive strategies are the best way to solve problems and also make English class less boring. Especially at SMP N 20 Bengkulu. This research aims to:

- a. Problems of class IX SMP N 20 Bengkulu in English speaking skill.
- b. Knowing the factors that influence speaking English through metacognitive strategies in class IX SMP N 20 Bengkulu.

c. improve English language skills through metacognitive strategies in class IX SMP N 20 Bengkulu.

1. Limitation of the Problem

This research only involved a small number of students as research subjects. For this research, the focus is how to make metacognitive an effective tool to create an effective learning process so that students can show progress at the end of learning. The population of this study were students of class IX SMP N 20 Bengkulu. As elementary school graduates, researchers think their vocabulary is not enough to repeat the lesson that has just been explained. It depends on their English teacher in their elementary school. However, most of the students showed the same symptoms when assigned to repeat; they get confused and stop easily.

2. The Research question

Based on the research background above, the formulation of the research problem is: Is there a significant effect on students' English speaking skills using metacognitive strategies?

C. The Research Objective

Research objectives to improve their English speaking skills by using metacognitive strategies.

1. Significant Research

This research will make a positive contribution to SMP English teachers, to create and discover innovative teaching methods and activities that are applied in teaching English to help students overcome their difficulties in speaking English. The results of this study are expected to be useful for students, teachers, schools and researchers to improve their English speaking skills.

a. For Students

1. Stimulate students to be more active and motivated in learning.
2. Adding learning resources not only from books and teachers.

b. For Master

1. The research results are expected to be used as a reference for developing knowledge about the use of

metacognitive strategies on students' English speaking skills.

2. Can be used as material for consideration for teachers in determining learning media that are in accordance with student interests and keep up with the times.

3. Able to increase knowledge and provide inspiration about metacognitive strategies for students' English speaking skills.

c. For school

1. Improving the quality of learning by utilizing metacognitive strategies on students' English speaking skills.

2. Making a positive contribution to school progress and a conducive educational climate in schools.

d. For Researchers

1. To inspire further research, future research can use similar topics by looking for gaps from previous research that can be developed for further research

2. Inspire further research by using one or more components from previous research. For example research variables, cases, research methods, and others
3. Be a consideration in making government policy

2. Definition of Key Terms

The type of research used in this research is quantitative research using relational research methods. This method is used to determine how closely the variance of a variable is related to other variables. This method aims to find out if there is already a connection. If so, how close and how profitable is the relationship.

1. Speaking skills are defined as skills that enable us to communicate effectively. It gives us the ability to convey information orally and in a way that listeners can understand.
2. Metacognition is the ability to think and organize one's thoughts. Teaching metacognitive strategies can improve

student achievement in school. This makes them good targets for evidence-based interventions

3. Cognitive strategies are strategies for understanding language and producing or generating language. Piaget's (1896) theory regarding cognition is that human understanding of an object takes place in stages which include the manipulation stage and the active interaction stage. After humans can manipulate objects, the ability of active human interaction serves to consolidate and generate new knowledge.

