CHAPTER II

LITERATURE REVIEW

This chapter explains review of the study theories and conceptual framework underlying the study. These theories are presented into four heading: the definitions of Speaking Skills, difficulties in learning speaking skill, definition metacognitive strategy, previous of research and hypothesis of research were presented.

A. THEORY DESCRIPTION

1. Definition of speaking skills

There are several definitions and perspectives of speaking put forward by several experts . First of all, Cameron (2001,p.40) stated that speaking is the active use of language to express meaning so that others can understand it. He adding that attention to precise language details is required to speak a foreign language language to share understanding with others. A speaker is required find the most appropriate and grammatically correct words to convey meaning accurate and precise, and need to

organize the discourse so that the listener will understand. Another expert, Thonbury (2005), considers speaking or verbal Communication is an activity that involves two or more people in which there are listeners and speakers must react to what they hear and make their contribution quickly high level. Each participant has a goal or intention that he wants achieved in interaction. Meanwhile, Chaney (1998) in Kayi (2006) stated this speaking is the process of constructing and sharing meaning through verbal use and non-verbal symbols, in various contexts.

foreign students of English must master because of its significance and use for communication. He it is very important to be able to speak english because it is the most common one accepted language in the world so it will be very beneficial for those who understand it not only to increase their knowledge and skills but also easier them to get a job. More than that, they will have no trouble communicating and interact with people around the world when they travel (Gard & Gautam, 2015).

Shows that traditionally the focus in speaking is perceptive motor skills (Bygate, 1987,p.5-6). In this context, speech is

defined as the production of auditory signals designed to produce distinct verbal responses in listeners. It is considered as a systematic combination of sounds, according to language-specific principles to form meaningful speech. This approach was adopted by audio-lingualism. Finally, Cornbleet & Carter (2001,p.18) in terms of teaching speaking, the bottom-up approach suggests that we must start by teaching the smallest units of sound and move through the mastery of words and sentences to discourse.

In fact, the problem with this approach is that it ignores the social and interactive aspects of speech, limiting it to its psychomotor meaning only. In addition, it is difficult to ensure a satisfactory transition from supposed learning in the classroom to real-life use of skills . As an alternative, Bygate (1998,p.23) advocates adopting a definition of speaking based on interactional skills that involve making decisions about communication. This is considered a top-down view. Adopting this view, Eckard & Kearny (1981) define speaking as a two-way process involving the actual communication of ideas, information or feelings. This top-down view considers spoken text as a product of cooperation

between two or more people who interact in time together, and share a physical context.

Thus, proponents of this view suggest that, instead of teaching students to compose well-formed sentences and then use them in discourse, we should encourage students to take part in spoken discourse from the beginning and then they will acquire smaller units. Nunan (1989). Trying to elaborate further on the interactive nature of speaking, speaking is an interactive process of constructing meaning that involves the production, reception and processing of information (Burns & Joyce, 1997,p.2). Form and meaning depend on the context in which it occurs, including the participants themselves, the physical environment, and the purpose of speaking. Often spontaneous, open, and growing. However, speech is not always unpredictable. Functions or patterns of language that tend to recur in certain discourse situations can be identified. It is this last approach that is adopted in this study, and speaking is defined as the learner's ability to express himself orally, coherently, fluently and precisely in a given meaningful context.

2. Component of speaking skill

The ability to speak can be said to go well or not if it has fulfilled the basic components in speaking. If you want to be good at speaking in English, of course, these components must be studied. According to Brown (2004) there are several components in speaking, here is a description of these components:

a. Pronunciation

Pronunciation is how a word or sound is made and then pronounced correctly and properly. Pronunciation can help in distinguishing how one word sounds from another words. Good pronunciation can also make it easier to know the meaning of a word so that the conversation of the speaker will be easier to understand.

b. Fluency

This section is about how someone can speak fluently and easily. This fluency concerns where a person when speaking is more efficient in expressing ideas and has no difficulty, especially in thinking about the

words to be expressed. In terms of fluency, you do not really care about grammatical problems so that there may be errors in this matter, but your language is still conveyed in an easy-to-understand way so that other people can easily understand your purpose.

c. Comprehension

Comprehension is the ability to understand the meaning and formulate a representation of the meaning at the sentence or language expressed by the speaker.

d. Grammar

Grammar deals with how to arrange or form words into sentences with the correct structure. The sentences that are formed have a meaning, if there is a slight difference in grammar will cause a different meaning. Thus learning grammar help to arrange words into perfect sentences and have certain meanings.

e. Vocabulary

Vocabulary is something that is very basic of a language. Vocabulary is the words collections which have a specific meaning which will then be used and arranged to form sentences. Vocabulary is the obligatory thing to know when you want to speak, because vocabulary helps you convey your intentions and goals but when you lack vocabulary then you can not say anything. In addition, in this problem, you must use the right vocabulary based on the context of the conversation. Based on the explanation from the expert above, the researcher can conclude that each student must pay attention to each component of speaking and learn it comprehensively which includes vocabulary, grammar, pronunciation, fluency, and comprehension. Because to be a good speaker requires these components to be known and thus can make it easier for them to communicate using English.

3. Students' Difficulties in Learning English Speaking Skills

Bygate (2008) says that there are five factors of difficulty in speaking English, as follows: (1) linguistic constraints, (2) speech processing difficulties, (3) academic and conversational English skills, (4) negative influences and (5) access to speaking opportunities.

a. Linguistic Barriers

Linguistic barriers are obstacles in the language such as grammatical errors while speaking English. The structure is not good when using English. Problems with vocabulary and grammar when talking to teachers and pronunciation errors.

b. Speech Processing Difficulties

This is a difficulty in speaking because students in their daily lives are still accustomed to using their mother tongue. Students also find it difficult to use

words and structures in English. When talking to teachers they don't communicate well and effectively. Students still find it difficult to pay attention to fluency and accuracy when speaking English, because there are many problems that they have not mastered.

c. Academic and Conversational English Skills

This is a problem in academic conversation in English. Many students find it difficult to lead English discussions, not live in a class atmosphere. Most students are afraid of speaking English in class and do not want to participate in English discussions in class. They are afraid to talk or joke. During a class presentation.

d. Negative effect

The negative effect is that students feel nervous when they want to speak, have high anxiety if they think negatively, worry about grammar, students become quiet in class, especially lacking confidence in

speaking English in class and when the teacher says they choose. to shut up.

e. Access to Speaking Opportunities

Access to speaking opportunities There is a growing awareness that individual learning is not an individual psychological process but also a social process. So it can be interpreted that speaking English is not for individuals but socially. Most students speak some English outside of class. And many do not participate in class.

According to Brown (2007), there are many factors that affect students' speaking ability. In general, there are two main factors:

a. Internal factors

These factors come from the students themselves which consist of physiological aspects such as intelligence, attitudes, interests, talents and motivation.

b. External factors

This factor consists of the social environment such as family, teachers, staff, community and friends, and non-social environment such as home, school, equipment and atmosphere.

Conversations happen spontaneously and verbally between two or more people in real-time. Several types that affect the fluency of speaking are cognitive factors, linguistic factors, and affective factors (Wang, 2014).

a. Cognitive Factors

The speaking process includes: conceptualization, formulation, and articulation (Level, 2007). Conceptualization is related to the type of information chosen to express meaning. Formulation refers to the speaker's ability to select grammatically appropriate words. Formulation relates to the speaker's ability to choose the right grammatical structure of words. Articulation is the articulation of the speech apparatus that is articulated by the speaker .

b. linguistic factor

The learner's oral skills must use appropriate forms of language (Saunders & O'Brien, 2006). Several components of linguistic factors including pronunciation, grammar, and vocabulary are very important for students to pay attention to

c. Affective Factors

Several kinds of affective factors related to native language learning are emotion, self-esteem, empathy, anxiety, attitude, and motivation. Speaking a foreign language in public, especially in front of native speakers, often causes anxiety. From this explanation it can be concluded that there are many factors that influence speech such as psychological factors and social factors. Students must master speaking skills, vocabulary and practice every day

B. Metacognitive

The concept of metacognition was first introduced by John Flavel in 1976. Metacognition includes knowledge and cognition by John Flavel. Metacognitive knowledge which includes: (1) individual variables (person variables) or one's knowledge about oneself, or other thoughts, (2) variables related to tasks (task variables) or knowledge that different types of tasks require different cognitive knowledge, and (3) cognitive knowledge strategies or strategies and metacognitive strategies to improve the quality of learning processes and outcomes. The later developed by O'Malley and Chamot in 1990. Metacognitive has four characteristics, namely: (1) knowing the goals to be achieved through a serious thought process, (2) choosing strategies to achieve goals, (3) observing the process of developing self-knowledge, to see whether the strategies selected is appropriate, (4) evaluate the results to find out whether the goals have been achieved. According to O'Malley and Chamot 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,p.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 speakingAccording to Suherman et al (2003) metacognition is a word related to what he knows about himself as an individual who learns and how he controls and adjusts his behavior.

As has been argued that metacognitive skills can be empowered through the use of learning strategies. Students who have been taught metacognitive skills have better learning outcomes and are also able to develop higher forms of thinking.

Thus, metacognition skills are related to students' cognitive learning outcomes. Empowerment of metacognitive skills will have an impact on increasing cognitive learning outcomes. Therefore, it is important to pay attention to students' metacognitive skills. It is even better to pay attention to students' metacognitive learning outcomes compared to other learning outcomes because students who already have metacognitive skills can manage other learning outcomes well. Such students are independent learners so that their learning outcomes can be managed because of their independence.

1. **Metacognitive Strategy**

Metacognitive strategies are a form of a person's ability to see his own abilities and control them so that what will be done runs optimally. According to Hamzah (2010) in Roza (2017) which states metacognitive is students' skills in managing and controlling thought processes during learning. Students plan strategies to understand the material being studied, control or prepare what steps they will take in learning and evaluate what they have learned. Suherman (2010 ,p.104) also stated that the

development of metacognition can be achieved through ways in which children are required to observe what they know and do, and reflect on what is observed. In line with that, Roger in Amelia et al (2014) one way to develop students' metacognitive abilities is to make a monitoring checklist where students examine each step in monitoring their learning process.

The metacognition learning strategy is a way to increase awareness about the thinking process in applicable learning, so that if that awareness is realized then one can control his thinking by designing, monitoring and assessing what he learns. Werdiningsih (2015) suggests metacognitive strategies are strategies used by students in their learning activities. Students' metacognitive abilities can be empowered through learning strategy training in schools. If students already have metacognition, students will be skilled in using metacognitive strategies.

Romli (2014) states that although there are various opinions about the metacognition component, in essence the experts argue that the metacognition component or indicator consists of three

elements, namely: (1) developing a strategy or action plan (2) monitoring actions (3) evaluating actions . The following is a description of student activity from each component of metacognition in the form of questions to the students themselves. Metacognitive is a person's skill in managing and controlling his thinking process Yamin and Martinis (2013) in Iskandar (2014). According to metacognition theory, students who learn have certain skills to organize and control what they learn. These skills differ from one individual to another according to their thought processing abilities. The four types of skills are: problem solving, decision making, critical thinking, and creative thinking.

1) Problem Solving Skills is the skill of students in using their thinking processes to solve problems through gathering facts, analyzing information, compiling various alternative solutions, and choosing the most effective problem solving.

2) Decision Making Skills, namely the skills of a person using his thinking process to choose the best decision

from various available options through gathering information, comparing the advantages and disadvantages of each alternative, analyzing information, and making the best decision based on rational reasons.

3) Critical thinking skills namely the skill of a person in using his thinking process to analyze arguments and provide interpretations based on valid perceptions through logical interpretation, analysis of assumptions and can logical arguments and interpretations.

4) Creative Thinking Skills are a person's skills in using his thinking process to generate new ideas, constructively, whether based on concepts, rational principles, as well as perceptions and intuition.

2. Metacognition Strategy Steps

Romli (2014) suggests the steps for implementing metacognition learning strategies, namely:

1. 1 Identify "what you know" and "what you don't know."

Through observing, students need to make conscious decisions about their knowledge. Students first write

"what I already know", and "what do I want to learn by investigating a topic, students will verify, classify, and develop, and modify their initial statements with accurate information.

1. 2 Talking about thinking (Talking About Thinking) after identifying their own abilities, students discuss the results of their identification with the teacher. During planning, the teacher can "speak thoughts", so that students are stimulated by their thought processes. Paired problem solving is another useful strategy at this step. A student talks about a problem, describing his thought process, while his partner listens and asks for help to clarify his thought process.

1. 3 Making a thinking journal (keeping thinking journal) The next step is to make notes on the results of the identification and discussion of the abilities and problems encountered. This journal is about their awareness of ambiguity and inconsistency and a commentary on how they handled adversity.

1. 4 Make planning and self-regulation Students must start working on increasing responsibility for planning and organizing their learning. It is difficult for learners to be self-directed when learning is planned and monitored by others.

1. 5 Reporting back thinking processes (Debriefing thinking process) The last activity is to focus student discussion on thinking processes to develop awareness about strategies that can be applied to other learning situations. There is a three-step method that can be used: (a) the teacher directs students to review activities and collect data about thinking processes, (b) groups clarify related ideas and identify strategies that can be used later, and look for promising alternatives. approach .

1. 6 Self- evaluation Experience directing self-evaluation can be initiated through individual meetings and checklists that focus on thought processes. Gradually more evaluations will be implemented independently. Yusamah and Setyaningrum state the ability to learn about how

learning should be done, in which there are considerations and implementation of the following activities:

a) develop a learning activity plan.

b) identify its strengths and weaknesses with learning activities.

c) develop learning programs for new concepts, skills, and ideas.

d) identify and use everyday experiences as learning resources.

e) Utilize modern technology as a learning resource.

f) leading and participating in group discussions and problem solving.

g) learn from and benefit from the experiences of certain people who have succeeded in certain fields.

h) understand the factors supporting the success of learning.

3. Relationship of Metacognitive Learning Strategies with English Learning Outcomes

Metacognitive Strategy as a form of English teacher strategy in guiding students to improve their English speaking skills. According to Yunanti (2016) students' metacognitive abilities can be empowered through learning strategies at school. Metacognitive abilities are very important for every student to have, because they are related to maturity and independence in learning. Metacognitive abilities monitor students' own learning outcomes by using certain strategies, so that learning and remembering can develop. Identifying important ideas by underlining or finding key words in reading material, then stringing them into one sentence or rewriting them, predicting outcomes, deciding how to use time and repeating information are higher order thinking skills. The teacher is a very important component in determining the success of the learning process. Therefore metacognitive skills also need to be mastered by teachers so that their students can have high metacognitive skills. If one realized what he was thinking, it would be easy to monitor

the actions to be taken. To achieve awareness requires a process that will help improve learning by guiding someone to think, helping someone determine the behavior to be taken when he tries to monitor a situation, solve problems and make decisions. The learning process carried out is related to the cognitive domain, and accompanied by metacognitive learning will enable improvement. When students are able to consciously design, monitor, and reflect on their learning process. In essence, they will become more confident and more independent in learning. Learning independence is a personal property for students to continue their long journey in meeting intellectual needs and discovering a world of information without limits. Student learning outcomes can be said to be of high quality if students are consciously able to control their cognitive processes on an ongoing basis and have an impact on increasing metacognitive abilities. According to Hilman's statement in Khairiah (2015) Metacognitive is closely related to a person's cognitive activity, so it is very closely related to increasing ability in carrying out the learning process, especially increasing learning outcomes.

From the results of Imadul Umam's research in his thesis entitled Implementation of Metacognitive Learning Strategies was able to improve student achievement and metacognitive abilities.

4. Nature of Learning Outcomes

According to Sudjana (2004,p.22) learning outcomes are abilities possessed by students after receiving their learning experience. Meanwhile, according to Horwart Kingsley in his book Sudjana divides three kinds of teaching and learning outcomes : (1) Skills and habits, (2) Knowledge and direction, (3) Attitudes and ideals. Learning outcomes are abilities possessed by students after receiving learning experiences. suggests that the results of learning activities are marked by changes in behavior in a positive direction that are relatively permanent in the person who is learning. The cognitive domain is a domain related to intellectual learning outcomes which includes six aspects, namely: knowledge or memory, understanding, application, analysis, synthesis, and evaluation. The first two aspects are called low-level cognitive and the next four aspects are called high-level cognitive (Sudjana, 2010,p.22).

Bloom in Purwanto (2010,p.50-51) divides and hierarchically arranges the levels of cognitive learning outcomes starting from the lowest and simplest, namely memorization, to the highest and most complex, namely evaluation. The levels of cognitive learning outcomes according to the revised Bloom's taxonomy include: the ability to remember (C1), understand (C2), apply (C3), ability to analyze (C4), ability to evaluate (C5), and create (C6). Efendi (2017) educational goals of Bloom's Taxonomy are divided into three domains, namely: (1) cognitive domain (Cognitive Domain) which contains behavior that emphasizes intellectual aspects, such as knowledge, understanding, and thinking skills. Furthermore, there are four categories in the dimension of cognitive knowledge, namely factual knowledge, conceptual knowledge, procedural knowledge, and metacognitive knowledge.

While the dimensions of the cognitive process are also divided into six levels, namely: (1) remembering, (2) understanding, (3) applying, (4) analyzing, (5) evaluating (evaluating), and (6) creating (creating) . These six levels are

often used in formulating learning objectives known as C1 to C6. (2) Affective Domain includes behavior that emphasizes aspects of feelings and emotions, such as interests, attitudes, appreciation, and ways of adjustment. (3) Psychomotor Domain (Psychomotor Domain) contains behaviors that emphasize aspects of motor skills such as handwriting, typing, swimming, and operating machines. The cognitive domain contains learning objectives with mental processes that start from the level of knowledge to a higher level, namely evaluation.

C. Previous research

In the previous study, this study took six studies consisting of international, national and local research. In the first study, research originating from international research was researched by Mark Feng Teng in 2020 with the title The effectiveness of incorporating metacognitive prompts in collaborative writing on academic English writing skills. In this study, research showed that mastery of writing skills can be supported by training in metacognitive strategies. However, research on incorporating

metacognitive guidance for collaborative writing is scarce. The current study explores the potential effectiveness of incorporating metacognitive cues, that is, a form of metacognitive guidance, into collaborative writing on English academic writing skills. This study involved four learning methods, namely collaborative writing combined with embedded metacognitive guidance (COLL+META), metacognitive training without collaborative writing (META), collaborative writing without metacognitive training (COLL), and individual learning (CG). The dependent variable is the students' four academic writing skills, namely reproduction of text structure knowledge, application of text structure knowledge, reduction of text content, and abstract writing. Participants included 160 students studying English as a foreign language (EFL) at a university in mainland China. Participants in each condition received 16 weeks of treatment sessions. Results revealed improvement from pre-test to post-test, supporting the main effect of each learning condition on the four academic writing skills. The results also showed that COLL+META students scored significantly higher on the four

academic writing skills than students in the other conditions. This study underscores the importance of incorporating metacognitive strategies for collaborative writing in developing academic writing skills for university EFL students. This study also highlights the potential in applying educational psychology theory to English language education.

The second research comes from international research that was researched by Cengiz Gunduzalp in 2022 entitled Using the Mind Mapping Method in Web-Based Teaching: Pre-Service Teachers' Metacognitive Learning Strategies and Self-Directed Learning Skills. The research was conducted to determine the effect of the mind mapping method in web-based courses on students' metacognitive learning strategies and self-learning skills and to find out students' views on this matter. The research findings show that there is a significant difference between the pre-test and post-test scores of students in the experimental group regarding metacognitive learning strategies and the level of self-regulated learning skills. In addition, the research findings revealed that there were significant differences in the

experimental group between the scores of the experimental and control groups regarding metacognitive learning strategies and the level of self-learning skills. On the other hand, the findings of student opinions show that students generally have a positive opinion about the mind mapping method. In addition, the use of the mind mapping method has a significant contribution to metacognitive learning strategies and the level of students' self-learning skills. Based on the results of this study, the use of the mind mapping method in web-based courses significantly supports students' metacognitive learning strategies and contributes positively to increasing the level of independent learning skills.

The third research comes from national research conducted by Kairul Nisah 2021 entitled the effect of metacognitive strategy on students' reading comprehension. The purpose of this study was to see how Metacognitive Strategies affect students' reading comprehension scores. Experimental research design is used to conduct quantitative research. In the 2020/2021 school year, this research was carried out at the Al Ulum Terpadu Islamic High

School in Medan. The participants in this study were students of class X which were divided into three classes, namely X-MIA 1 (28), X-MIA 2 (27) and X-IIS (30), each of which consisted of 85 students. This study used Cluster Random Sampling to select two classes, namely X-MIA 1 (28) and X-IIS (30), each of which consisted of 58 students. Class X-MIA 1 as the Experiment group was taught by Metacognitive Strategies and class X-IIS as the Control group was taught by Lecture Method. Students are given a 20-item multiple choice test. Both groups were given pre-test, treatment, and post-test by the researcher. The MannWhitney U-Test algorithm is used to check the collected data. By calculating using SPSS V20, the researchers found that the Asymp. Sig (2-tailed) is 0.004. That's less than 0.05 (0.00 = 4<0.05). Meaning = the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. According to the findings of this study, there is a considerable impact on the success of students' reading comprehension after they are taught using Metacognitive Strategies.

The fourth research comes from a national research researched by Mentari Octa in 2020 entitled the effect of metacognitive strategy on grammar students. The purpose of this study was to determine the significant effect of metacognitive strategies on the grammar mastery of class XI students, especially in the if conditional sentences. This type of research uses quantitative research methods with an experimental design. Researchers took data from Madrasah Aliyah YPP Ridho Allah, Perlabian Village. The population of class XI is 40 students, and there are 2 classes. Each class has 20 students. The entire population is the sample in this study. In this study there were 2 classes, namely the experimental class (XI-A) and the control class (XI-B). The researcher gave a pretest before applying the treatment and a posttest after the treatment. Then the researchers analyzed the data using statistical formulas and Microsoft Excel with a significance level of 0.05. Then the researcher obtained data from the study, namely t count (8.55) > t table (1.69) which means that Ha is accepted while Ho is rejected. These results were obtained from the pretest and posttest scores of students in

the experimental class and control class, where the posttest scores in the experimental class were higher than the control class. It can be concluded that Ha is accepted in which there is a significant influence of metacognitive strategies on the grammar mastery of class XI students of Madrasah Alwasliyah YPP.

The fifth research comes from national research conducted by Siska Fitriana in 2021 entitled an analysis of metacognitive reading strategies of English students in dealing with reading questions on toefl. The Test of English as a foreign language (TOEFL) is an English proficiency test developed by The Educational Testing Service (ETS) which is intended for countries that do not use English as their mother tongue. Currently, TOEFL test takers experience many problems in the reading section, where they get the lowest score compared to listening and structure, and writing. The purpose of this study is to analyze how the metacognitive abilities of English students who take the 2020 TOEFL at IAIN Bengkulu. In addition, this study also intends to investigate the types of metacognitive reading strategies that are most used by English students who

have taken the 2020 TOEFL at IAIN Bengkulu in dealing with reading questions on the TOEFL. This study used a quantitative approach with survey and questionnaire methods as data collection techniques. The results of this study indicate that the metacognitive abilities of English students taking the 2020 TOEFL are classified into two categories, namely 50% (High), and the remaining 50% (Very High). The results of this study also show that the most widely used type of metacognitive reading strategy by English students who have taken the TOEFL is the "Slow Down" reading strategy as much as 19%. And other percentages are 18% of students using skimming, 18% using prior knowledge activation, 18% using mental integration, 15% using diagrams, and the other 12% not using metacognitive reading strategies.

In the sixth study , it came from national research that was researched by Sinthya Melinda in 2022 entitled the correlation between metacognitive skills and critical thinking skills in efl students' argumentative writing skills. The Test of English as a foreign language (TOEFL) is an English proficiency test

developed by The Educational Testing Service (ETS) which is intended for countries that do not use English as their mother tongue. Currently, TOEFL test takers experience many problems in the reading section, where they get the lowest score compared to listening and structure, and writing. The purpose of this study is to analyze how the metacognitive abilities of English students who take the 2020 TOEFL at IAIN Bengkulu. In addition, this study also intends to investigate the types of metacognitive reading strategies that are most used by English students who have taken the 2020 TOEFL at IAIN Bengkulu in dealing with reading questions on the TOEFL. This study used a quantitative approach with survey and questionnaire methods as data collection techniques. The results of this study indicate that the metacognitive abilities of English students taking the 2020 TOEFL are classified into two categories, namely 50% (High), and the remaining 50% (Very High). The results of this study also show that the most widely used type of metacognitive reading strategy by English students who have taken the TOEFL is the "Slow Down" reading strategy as much as 19%. And other

percentages are 18% of students using skimming, 18% using prior knowledge activation, 18% using mental integration, 15% using diagrams, and the other 12% not using metacognitive reading strategies.

The similarity between this the first research and mine is that they both examine metacognitive skills through English. While the difference between previous research and mine is that previous research examined collaboration on writing skills in English and my research examined metacognitive strategies for students' speaking skills.

The similarity between this the second research and mine is that they both examine metacognitive skills through English. While the difference between previous research and mine is that previous research examined the Mind Mapping Method in Web-Based Teaching to Pre-service teachers and Self-Study Skills and in my research examined metacognitive strategies for students' speaking skills.

The similarity between this the third research and mine is that they both examine metacognitive skills through English.

While the difference between previous research and mine is that previous research examined students' reading comprehension and in my research examined metacognitive strategies for students' speaking skills.

The similarity between this the fourth research and mine is that they both examine metacognitive skills through English. While the difference between the previous research and my research is that the previous research examined the influence of metacognitive strategies on grammar students and my research examined metacognitive strategies on students' speaking skills.

The similarity between this the fifth research and mine is that they both examine metacognitive skills through English. Meanwhile, the difference between the previous research and mine is that the previous research examined the metacognitive reading strategies of english students in dealing with reading questions on the toefl and in my research researched metacognitive strategies for students' speaking skills.

The similarity between this the sixth research and mine is that they both examine metacognitive skills through English.

While the difference between the previous research and my research is that the previous research examined the relationship between metacognitive skills and critical thinking skills in the argumentative writing skills of EFL students and my research examined metacognitive strategies on students' speaking skills.

1. **Hypothesis**

Hypotheses are statements in quantitative research where researchers make predictions or conjectures about the results of the relationship between attributes or characteristics (Creswell 2005:117). Furthermore, he stated that the hypothesis consists of a null hypothesis and an alternative hypothesis. The research hypothesis is stated below:

a. Null Hypothesis (HO): Not Improving to Teach Speaking Skills through Metacognitive in the 9th grade students of SMP N 20 Bengkulu.

b. Alternative hypothesis (HA): Effective for teaching Improving Speaking Skills through Metacognitive in the 9th grade students of SMP N 20 Bengkulu.