

**THE CORRELATION BETWEEN METACOGNITIVE
STRATEGIES AND SPEAKING ABILITY OF THE
SEVENTH SEMESTER STUDENTS OF
ENGLISH DEPARTMENT
IAIN LANGSA**

THESIS

By

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**Degree (S1)
Study Program : English Department
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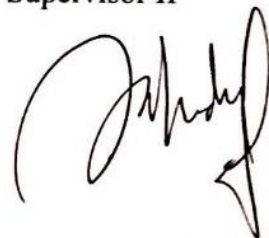
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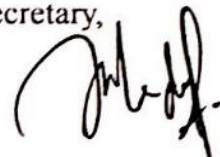
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Langsa, October 3th 2017
The Researcher

Alfri Nanda Putra S

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ABSTRACT

THE CORRELATION BETWEEN METACOGNITIVE STRATEGIES AND SPEAKING ABILITY OF THE SEVENTH SEMESTER STUDENTS OF ENGLISH DEPARTMENT IAIN LANGSA

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This research was conducted to find out the correlation and how the metacognitive strategies given the effective contribution for speaking achievement. The previous studies about metacognition, suggest that it is possible to reach a higher level of speaking ability if the metacognitive strategies are used. The research design is quantitative correlation research which is used to investigate the correlation between metacognitive strategies and speaking ability of the seventh semester students of English department, IAIN Langsa . The sample is chosen randomly. Finally, the sample is randomly that consist of 36 students from 102 the seventh semesters' population. Data was collected by using two kinds of instruments namely speaking test and Likert-Scale. Based on the result of this research, it was found that there is any positive correlation between metacognitive strategies and speaking ability of the seventh semester students of English department, IAIN Langsa. It was also supported by the result of data which has been computed by using *IBM® SPSS® Statistics Version 23.0 for Windows Software* that the result of T-test = 11,360 and sig. = 0,00 (sig. < 0,05) and correlation coefficient 0,890 and sig. 0.00 (sig. < 0.05). Moreover, the effective contribution given variable Metacognitive Strategies toward Speaking Ability with the percentage of 78,5%. Finally, the writer inferred that there is any positive correlation between metacognitive strategies and speaking ability of the seventh students of English department, IAIN Langsa. Metacognitive strategies give significant influence for students speaking ability. Besides that, the students' academic achievement become better by using this strategy.

Keywords : Correlation, Metacognitive Strategies and Speaking Ability

CHAPTER I

INTRODUCTION

A. Background of Study

In education, English has been chosen as one of the subjects that should be mastered by students from junior high school, senior high school, and to university levels. When learning English, the students are taught four intergrated language skills. Those skills are listening, speaking, writing and reading.

Speaking is one of four skills that must be mastered by the learners. Speaking is an essential tool of comunicating, thinking, and learning. It is an essential proficiency to be acquired in learning a language. Speaking as the basis of communication becomes an important element in language learning. As the Harris in states that one's capability of expressing her or himself orally is afirst sign of her/his language competence¹.

In recent times speaking English has become one of the main priorities for many people around the world. Nowadays, there is a diversity of reasons why people is trying to learn English in a proficient manner. According to Shumin as qouted by Ika state that the reasons can be different, starting from a simple conversation, until getting a scholarship or a Master Degree. That is the reason speaking is the competence which is more valued and desired in learning a language including in learning English. However, to have proficient English is not always easy because it requires the knowledge on how native speakers use the language in

¹ David P.Harris, *Testing English as a Second Language*, USA : McGraw-Hill, Inc, 1969. Page 81-93

the context of structures interpersonal exchange². Therefore, becoming a proficient English speaker still continues being a challenge.

There are many reasons a learner of English eager to learn and practice it continuously. One of the reasons is having a main goal of being able to speak to friends and even speak with foreigners. Luoma also says that speaking in a foreign language is very difficult and the competence in speaking takes a long time to develop³. It cannot be denied that being able to speak English fluently and accurately takes much time and needs a lot of efforts to maintain and to improve the speaking skills seriously. Sometimes the learners take a private English course or join to any English club to evaluate whether they have mastered this language or not.

Consequently, to speak English as a foreign language, the learners should master language components and have communicative competences. They must master the sound system of the language and have instant access to have appropriate vocabulary and be able to put words together intelligibly with minimal hesitation. In addition, they must also understand what is being said to them, and be able to respond appropriately to achieve their communicative goals. Communicative goals can be achieved well if they have master the four sub communicative competences such as grammatical competence, discourse competence, sociolinguistic

² Ika Handayani and Siti Aisyah, *Students' Meta-Cognitive Learning Strategies Toward Speaking Proficiency In EFL Class*, International Conference on Education and Language 2013, UBL, Indonesia. Page 448-454, <http://google.com/ipi158546.pdf/>.

³ Sari Louma, *Assessing Speaking*. Cambridge University Press, 2006. Page 2

competence and strategic competence. Therefore, learners of English should have abilities to plan, process and produce it since speaking is done in real-time.

IAIN Langsa is the one of colleges that conduct islamic characteristic as the academic system in Aceh. IAIN Langsa also becomes one of two accredited colleges in Langsa, which is located at Meurandeh Street, Langsa, Aceh. IAIN Langsa have four faculties namely ; Dakwah Faculty, Syariah Faculty, Economic Faculty and Tarbiyah Faculty.

The Tarbiyah's faculty which is known as the educational faculty has four departments and one of the four departments is English Department. Focusing on the place of the research, The English Department which is known as the department that develops English Language as education have a vision and mission. As quoted by English department : *"Menjadi Jurusan yang menghasilkan guru yang professional, unggul, dan berkarakter islami"* and one of mission *"Menyelenggarakan pembinaan karakter melalui bahasa dan budaya islami"*.

The researcher is interested in conducting the study because of the vision and mission of English Department which want to develop and create a good characteristic and proficient teachers, without excluding Islamic character values as the foundation. That is the factor which distinguishes this college with others.

In this study, the researcher choses the seventh semester from English Department as the population and sample of the research. In this study, researcher will measure the students' speaking skills in the seventh semester. As they have completed various courses gradually, starting from Pronunciation Drill, Speaking I, II and III. In other words, it can be concluded that they have passed the courses

that have been set with conditional on the basis of academic and also have the ability to speak English as the teachers proficient.

The seventh semester students of the English Department of IAIN Langsa are demanded to be able to speak English fluently and accurately because they will be English teachers who are going to be the model for their students. They are also demanded to give any academic presentation by using communicative and acceptable English in the class or in public. According to Thornburry state that students who are studying English for academic purpose are likely to need preparation in giving academic presentation or conference papers⁴. However, from the researcher pre-observations, most of the seventh semester students of English department in IAIN Langsa still find speaking as a difficult skill to be mastered especially when they have to present their papers, proposal or research project. The most problems which was found from the seventh semester are; the limited of range (the ability use the general information range, vocabulary range,) incorrect accuracy (using the non-appropriate structural grammatical control), fluency (they stalked with the speed of flow speech) and interaction (communication how to keep a conversation going). According to Latha and Ramesh,⁵ many factors which make speaking become difficulties for example, having lack of vocabulary, lack of self confidence, being afraid of making mistakes and having confused in using good context are some reasons that caused speaking is difficult to be mastered by them.

⁴ Scott Thornbury, *How to Teach Speaking*. Pearson Education Limited, 2005. Page 94

⁵ Latha and Ramesh, *Teaching English as A Second Language; Factors Affecting Learning Speaking Skills*. International Journal Engineering Research & Technology (IJERT), Vol. 1 Issue 7, ISSN: 2278-0181, Page. 1-6, <http://ijert.org>, Download on February 2017

To minimize those problems above, the student should have applied learning strategies to help and encourage the students speaking mastery. As Luoma stated that strategies make learner's communication efficient, and traces of them in learner performances provide evidence that they are actively engaged in meaning making. While learning strategy is used by the learner to be active in a process of teaching and learning. It infers that applying certain supporting strategy help the learners solve his/her language skills, especially speaking skill⁶.

Furthemore, to improve the English skills, language learner need to know, master and create their own language learning strategies. Knowing the types of language learning strategies will give the student same alternative in learning strategies that mostly appropriate to use. Based on Mahdavi in Hacker states that the theory of mind is defined as "a critical analysis of thought," or related to someone's awareness in acquiring knowledge and beliefs that are formed by one's experiences and that other people's experiences form their knowledge and beliefs. This refers to students' capability to manage their own way of thinking based on knowledge and experience. A student who is learning a language may have different understanding of how to learn a language from other students. She or he might believe at certain way of learning a language as the only key of success when she is only exposed to this way of learning⁷.

Additionally, in the recent finding, Keatly and Kennedy qouted by Azmi state that the formulate the criteria of good language learner. First, they state that

⁶ Sari Louma, *Assessing Speaking*. Cambridge University Press, 2006. Page 106

⁷ Hacker, *Handbook of Metacognition in Education*. New York : Routledge, Inc 2009. Page 28

good language learners are able to identify the best strategies for a specific task; poor learners have difficulty in choosing the best strategies for a specific task. Second, good learners are flexible in their approach and adopt a different strategy, if the first one doesn't work; poor learners have limited variety of strategies in their repertoires and stay with first strategy they have chosen even when it doesn't work. Third, good learners have confidence in their learning ability; poor learners lack confidence in their learning ability. Finally, good learners expect to succeed, fulfill their expectation, and are more motivated; poor learners expect to do poorly, fulfill their expectation and lose the motivation⁸. It can be concluded that to be a good language learner a student must have a strong will and should be creative to find his or her learning strategies. Willing to try new strategies is the key of a good language learner to get the outcome of language learning. During their effort of trying the new strategies, means that they are in the process of finding the most suitable strategies that really fit their potency and ability. Then, those are the criteria of student who use metacognitive strategies.

Oxford classified the learning strategies into direct and indirect strategies which are further subdivided into 6 groups⁹. Direct strategies consist of memory strategies, cognitive strategies, and compensation strategies. While, indirect strategies classified into metacognitive strategies, affective strategies and social strategies. In Oxford's system, metacognitive strategies help learners to regulate

⁸ Azmi, *The Students' Language Learning Strategies in Reading and Speaking*. Jurnal Al-Ta'lim, Jilid 1, No.2 juli 2012. Page 122-133, <http://goole.com/language/learning/strategi/in/speaking.pdf>, Download on June 2017

⁹ Rebecca Oxford, *Language Learning Strategies*. Newbury House Publishers, 1990. Page 11

their learning. Affective strategies are concerned with the learner's emotional requirements such as confidence, while social strategies lead to increased interaction with the target language. Cognitive strategies are the mental strategies that learners use to make sense of their learning. In short, by applying metacognitive learning students will be self regulated learners or independent learner who manage their own learning while accomplishing their tasks, the speaking tasks.

Focusing at the problem that faced by the students of English department in IAIN Zawiyah Cot Kala Langsa, the most suitable strategy may be applied in study activity at the classroom is metacognitive strategies. According to Baker & Brown in Shirley, Metacognition is most broadly defined as awareness and control of one's learning¹⁰. According to Flavell in Hope, described metacognition as awareness of how one learns; awareness of when one does and does not understand; knowledge of how to use available information to achieve a goal; ability to judge the cognitive demands of a particular task; knowledge of what strategies to use for what purposes; and assessment of one's progress both during and after performance. Whereas cognitive strategies enable one to make progress, to build knowledge-metacognitive strategies enable one to monitor and improve one's progress, to evaluate understanding and apply knowledge to new situations. Thus, metacognition is vital to cognitive effectiveness¹¹.

¹⁰ Shirley Larkin, *Metacognition in Young Children*. New York: Routledge, Inc, 2010. Page 6-7

¹¹ Hope J.Hartman, *Metacognition in Learning and Instructions: Theory, Research and Practice*. New York: Springer Publishing Company, Inc, 2002. Page18-19

In conclusion, metacognition is the strategy that relate with how student recall their own knowledge which their have before in process teaching and learning then apply all of what them had to solve the problem with their own strategies to achieved the goal. Shortly, metacognition means thinking about thinking in higher level of thinking. In addition, the teacher teach the student some the strategies to understand the student selves well and choosing the effective stragies or plan or learning style to solve the problems. Furthemore the student become aware of how they learn, they will use these processes to efficiently acquire new information, and consequently, become more of an independent thinker.

Therefore the students can be encouraged to do metacognition by raising their awareness that metacognition is needed to improve their academic achievement. The results of Imel's study that students who use metacognition (metacognitively aware learners) perform better than the students who do not do metacognition, because metacognition allows students to plan, follow developments, and monitor the learning process¹². Another research conducted by Duning in Couthino find out metacognition is a strong predictor of academic achievement. Students with good or high metacognition rates will show better academic performance than students with poor or low metacognition.¹³

This strategy is defined as important strategy related to academic performance in the classroom. Therefore based on the explanations above, the

¹² Imel, *Metacognition Background Brief from the QLRC News Summer 2004*. On line. <http://www.cete.org/acve/docs/tia.0017.pdf>. Download on August 10 th, 2017.

¹³ Coutinho, S. A. *The Relationship between Goals Metacognition and Academic Success*. *Norhem Ilionis University*. United State of America. Educate- Vol 7 No. 1, 2007. Page 87-90

writer decide to conduct a reserach entitle “**THE CORRELATION BETWEEN METACOGNITIVE STRATEGIES AND SPEAKING ABILITY OF THE SEVENTH SEMESTER STUDENTS OF ENGLISH DEPARTMENT, IAIN LANGSA**”.

B. Research Question

Related to the background of the problem above, so the writer wants to formulate this problem as follow:

- Is there any positive correlation between metacognitive strategies and speaking ability of the seventh semester students of English department ?

C. Objective of Study

Based on the problem of the study above, the objective of study:

To find out and investigate the correlation between metacognitive strategies and speaking ability.

D. The Significant of Study

1. Theoretically

This research is expected to enrich knowledge for the reader and give contribution in science, especially for English Department in developing the science in its field education.

2. Practically

There are three significants of the study in practically. Those are:

- The effect for teacher who use metacognitive strategies can positively impact students who have learning disabilities by helping them to

develop an appropriate plan for learning information, which can be memorized and eventually routine.

- The effect for the student become aware of how they learn, they will use these processes to efficiently acquire new information, and consequently, become more of an independent thinker.
- To the researcher: it gives new information and increas researcher's knowledge about speaking and metacognitive strategies, in order the researcher can also improve her/his speaking ability.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. Speaking Ability

a. The Definition of Speaking Ability

In this chapter will discuss about speaking, According to Harris stated Speaking is an essential tool of communicating, thinking, and learning. It is an essential proficiency to be acquired in learning a language. Speaking as the basis of communication becomes an important element in language learning.¹⁴ Speaking also used for many different purposes and each purpose needs different skill. We may use to request something, to entertain people, to express opinion, to give instruction, to persuade someone, to have social contact with certain people, and etc . In other words, the purpose of speaking implies knowledge of the context or situation in which speech occurs, the participants involved and their specific roles and relationships, and the kind of activity the speakers are involved in.

As Brown stated that speaking as a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-taker's listening skill, which necessarily compromises the reliability and validity of an oral production test.¹⁵ From those statements above, the writer can conclude that speaking is an activity involving two or more people

¹⁴ Ibid., *Testing English as a Second Language*, USA : McGraw-Hill, Inc, 1969. Page 81-93.

¹⁵ H. Douglas Brown, *Teaching by Principle: An Interactive Approach to Language Pedagogy, Second Edition*. New York: Addison Wesley Longman, 2004. Page 140

in which the participants are both the listeners and the speakers having to act what they listen and make their contribution at high speed.

Speaking ability consists of two words are speaking and ability. To avoid misunderstanding about the meaning of speaking ability, it will clarify one by one. According of expert, that ability's potential capacity of power to do something physically or mentally. From those description may concluded that ability is capability of human which identical with ability.¹⁶ In addition, speaking is the activity to express thought and feeling orally.¹⁷

Moreover, related to speaking ability that defines by Tarigan in Sri stated that speaking ability is a skill to communicate a speech articulation or to speak a talk for expressing an idea and a message.¹⁸ According to Lado qouted in Sri that speaking ability is described as the ability to report acts or situation, in precise words, or the ability to converse or to express a sequence of ideas fluently. It can be concluded that speaking ability is a skill, which is communicating the speech sound for expressing and conveying a messages or ideas.

Lado in Sri said that: language teaching successfully may be examined by analyzing a series of lesson plans over a period of time which can tell us the procedures of presentation, the predominance of skills and the frequency of

¹⁶ WJS Poerwadarminta, *Kamus Umum Bahasa Indonesia*.

¹⁷ Munir, Ahmad, *Communication Strategies Toward Students' Speaking Ability: A Classroom Study of Speakin*, Selong STKIP Hamzanw, 2005. Page 12

¹⁸ Sri Endang Kusmaryati, *Improving English Speaking Ability Through Classroom Discussion For Students of MA NU BANAT KUDUS IN THE ACADEMIC Year2008/2009*. http://eprints.umk.ac.id/145/1/IMPROVING_ENGLISH_SPEAKING_ABILITY.pdf, Download on May 2017

reviews, how much by the method, what the teacher has omitted or added to text aim, include a lesson plan.

The ability to speak in a foreign language is being able to use it fluently and appropriately. According to Hymes as quoted by Ika said that learners of English need to know not only the linguistic knowledge but also the culturally acceptable ways of interacting with others in different situations and relationships.¹⁹ Furthermore, the learners of English as foreign language want to have communicative competence for the speaking skill. According to Canale and Swain in Richard and Renandya propose that communicative competence includes the following four competences.²⁰

a) *Grammatical competence*

It is an umbrella concept that includes increasing expertise grammar (morphology, syntax), vocabulary and mechanics. With regard to speaking, the term mechanics refer to basic sounds of letter and syllables, pronunciation of words, intonation and stress.

b) *Discourse competence*

It refers to hold the communication together in a meaningful way. The learners should have the ability to perceive and process stretches of discourse and to formulate representations of meanings from referents in both previous sentences and following sentences. In addition to grammatical competence, EFL learners

¹⁹ Ika Handayani and Siti Aisyah, *Students' Meta-Cognitive Learning Strategies Toward Speaking Proficiency In EFL Class*, International Conference on Education and Language 2013, UBL, Indonesia. Page 450, <http://google.com/ipi158546.pdf/>

²⁰ Jack Richard and Renandya Willy, *Methodology of Language Teaching: A Compilation*. Cambridge University Press, 2002. Page 206-207.

must develop discourse competence, which is concerned with interferential relationships.

c) *Sociolinguistic competence*

It involves knowing what is expected socially and culturally by users of the target language. The learners should also acquire the rules and norms governing the appropriate timing and realization of the speech acts. Understanding the sociolinguistic side of language helps learners know what comments are appropriate, how to ask question during interaction, and how to respond non verbally according to the purpose of the talk. Knowledge about language alone does not adequately prepare learners for effective and appropriate use of the target language.

d) *Strategic competence*

It refers to the ability know when and how to take the floor, how to keep a conversation going, how to terminate the conversation and how to clear up the communication break down as well as comprehension problems. in other words, this concerns with the strategy during a progress of conversation

To make it clear, there is a scheme of the explanation above as follows :

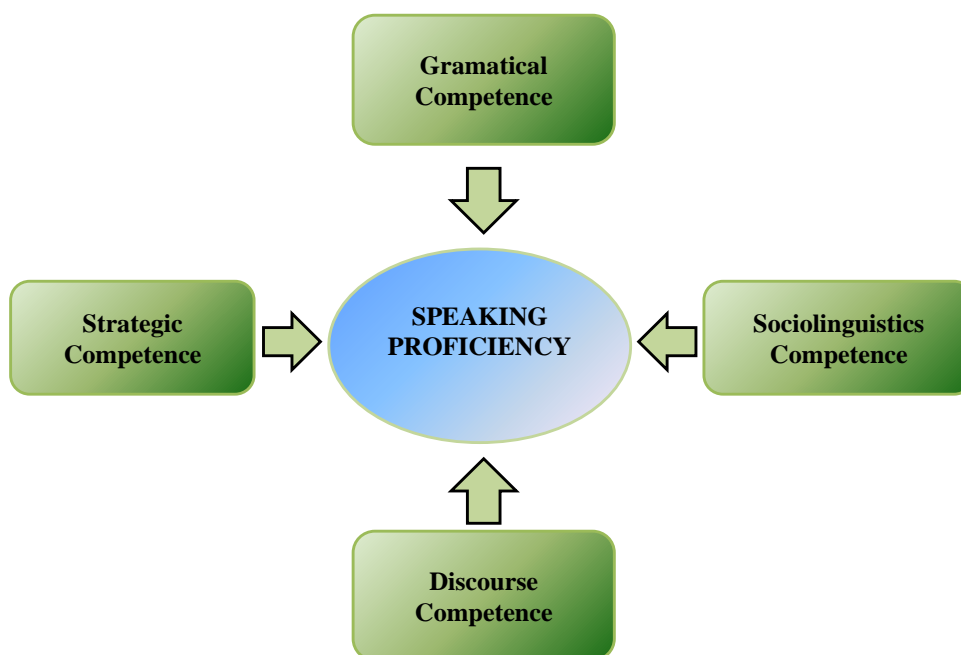


Figure 1 : Canale and Swain in Richard and Renandya about Speaking Proficiency.

The figure shows that grammatical competence, discourse competence, socio-linguistic competence and strategic competence are essential components of speaking effectiveness. The learners of English should have these components to create meaningful and communicative speaking. Furthermore, speaking proficiency also can be reached if the interlocutors apply those competences integratedly.

b. Factors Affecting Speaking Ability

In order to help students overcome problems in learning speaking, it is necessary for the teachers to figure out factors that affect their speaking

performance. Students' speaking performance can be affected by the factors that come from performance conditions (time pressure, planning, standard of performance and amount of support), affective factors (such as motivation, confidence and anxiety), listening ability and feedback during speaking activities.²¹

1) Performance conditions

Students perform a speaking task under a variety of conditions. Nation & Newton in Nuan believe that performance conditions can affect speaking performance. The four types of performance conditions that Nation & Newton suggest include time pressure, planning, the standard of performance and the amount of support.

2) Affective factors

According to Oxford stated that one of the most important influences on language learning success or failure is probably the affective side of the learner.²² Krashen in Nuan stated that a variety of affective variables has been confirmed to be related to success in second language acquisition in research over the last decade but most of those studies examined the three categories: motivation, self-confidence and anxiety.

3) Listening ability

Based on Doff stated that speaking skills cannot be developed unless we develop listening skills. Students must understand what is said to them to have a

²¹ Nuan and Mei, *Factors Affecting Students' Speaking Performance at Le Thanh Hien High School*, (Asian Journal of Education Research. Vol.3.2015) Page. 9-12, <http://multidisciplinaryjournal.com>

²² Ibid., *Language Learning Strategies*. Newbury House Publishers, 1990. Page 9-10

successful conversation. Shumin shares the ideas of Doff by stating that when one person speaks, the other responds through attending by means of the listening process. In fact, every speaker plays the role of both a listener and a speaker.²³ Therefore, one is certainly unable to respond if he/ she cannot understand what is said. It means speaking is closely related to listening.

4) Topical knowledge

Topical knowledge is defined as knowledge structures in long-term memory. In other words, topical knowledge is the speakers' knowledge of relevant topical information. The information that topical knowledge provides enables learners to use language with reference to the world in which they live. Bachman & Palmer state certain test tasks may be easier for those who possess the relevant topical knowledge and more difficult for those who do not. Bachman & Palmer believe that topical knowledge has effects on speaking performance.²⁴

5) Feedback during speaking activities

Most students want and expect their teachers to give them feedback on their performance. However, all speaking production should not be dealt with in the same way. Harmer asserts that the decisions that the teachers make about how to react to students' performance will depend upon the stages of the lesson, the activities, the types of mistake made and the particular student who is making that mistake. If the teachers correct whenever there is a problem, the conversational flow as well as the

²³ Shumin, K. *Factors to Consider: Developing Adult EFL Students Speaking Abilities*. In J. C. Richards, & W. A. Renandya (Eds.), *Methodology in Language Teaching*. Cambridge: Cambridge University Press, 2002. Page 204-211

²⁴ Bachman, L., & Palmer, A. S. *Language Testing in Practice*. Oxford: Oxford University Press, 1996.

purpose of the speaking activity will be destroyed.²⁵ If the students are corrected all the time, they can find this very demotivating and become afraid to speak. According to Baker & Westrup in Nuan suggested that the teachers should always correct the students' mistakes positively and with encouragement.

c. Speaking Problems

Based on Latha and Ramesh, there are some speaking problems that teachers can come across in getting students to talk in the classroom. These are: inhibition, lack of topical knowledge, low or uneven participation and mother-tongue use.²⁶

The first problem that the students often encounter is inhibition. When students try to say things in a foreign language in the classroom they are often inhibited. They are worried about making mistakes, fearful of criticism or losing face. They are shy of the attention that their speech attracts. Littlewood in Latha asserts that a foreign language classroom can create inhibitions and anxiety easily.

Secondly, learners often complain that they cannot think of anything to say and they have no motivation to express themselves. Rivers in Latha believes that the learners have nothing to express maybe because the teacher had chosen a topic which is not suitable for him or about which he knows very little. It is difficult for many students to respond when the teachers ask them to say something in a foreign

²⁵ Harmer, J. *The Practice of English Language Teaching. The 3th Edition.* Longman: London and New York, 1991. Page 28

²⁶ Madhavi Latha and Pettela Ramesh, *Teaching English as A Second Language; Factors Affecting Learning Speaking Skills*, International Journal of Engineering Research & Technology (IJERT), Vol. 1 Issue 7, September – 2011, ISSN: 2278-0181, Page 2-5, <http://ijert.org>, Download On February 2017

language because they might have little ideas about what to say, which vocabulary to use, or how to use the grammar correctly.

Another problem in speaking class is that participation is low or uneven. In a large group, each student will have very little talking time because only one participant can talk at a time so that the others can hear him/her. There is a tendency of some learners to dominate while others speak very little or not at all.

Finally, when all or a number of learners share the same mother-tongue, they tend to use it because it is easier for them. Harmer suggests some reasons why students use mother-tongue in class.²⁷ Firstly, when the students are asked to have a discussion about a topic that they are incapable of, if they want to say anything about the topic, they will use their own language. Another reason is that the use of mother-tongue is a natural thing to do. In addition, using the first language to explain something to another if there is no encouragement from the teachers. Finally, if teachers frequently use the students' language, the students will feel comfortable to do it.

d. The Aspects of Speaking Ability

Aspects of speaking that is the requirements of effective speaking such as: intonation, phonetic transcription and environment expression.

Like writing speaking is complex skill requiring the simultaneous use of number of the different abilities which often developed of different rates either four of five components are generally recognized in analyze of the speak process: (a)

²⁷ Ibid., *The Practice of English Language Teaching. The 3th Edition*. Longman: London and New York, 1991. Page 29

Range means the ability use the general information range, vocabulary range, phrase and develop idea, (b) Accuracy means using the appropriate structural grammatical control, (c) fluency (the ease and speed of the flow speech), (d) Interaction means comprehension for oral communication how to keep a conversation going, how to terminate the conversation and how to clear up the communication break down as well as comprehension problems or certainly requires a subject the response to speak as well as imitation, (e) Coherence appropriate use of variety of organization pattern and wide range of connectors.

The ability to speak in a foreign language is being able to use it fluently and appropriately. Hymes quoted by Ika says that learners of English need to know not only the linguistic knowledge but also the culturally acceptable ways of interacting with others in different situations and relationships.²⁸ Furthermore, the learners of English as foreign language want to have communicative competence for the speaking skill because effective oral communication requires the ability to use the language appropriately in social interactions.²⁹ According to the components of English speaking proficiency and the strategies used by regulation of cognition is necessary to know the English speaking proficiency level that we possess through the Common European Framework (CEF) used for Council Europe.

An essential guideline in the area of English speaking proficiency is the Common European Framework (CEF), consistent with Language Policy Unit,

²⁸ Ika Handayani and Siti Aisyah, *Students' Meta-Cognitive Learning Strategies Toward Speaking Proficiency In EFL Class*, International Conference on Education and Language 2013, UBL, Indonesia. Page 450, <http://google.com/ipi158546.pdf/>

²⁹ Ibid., *Methodology of Language Teaching: A Compilation*. Cambridge University Press, 2002. Page 206-207.

Strasbourg, Council of Europe. It describes in a comprehensive way what language learners have to learn in order to use a language for communication and what knowledge and skills they have to develop to be able to act effectively. The description also covers the cultural context in which language is set. The framework also defines levels of proficiency which allow learners' progress to be measured at each stage of learning and on a life-long basis.³⁰

This system adds a variety of items to measure both language skills and to develop specific programs of teaching in a specific language. Likewise, this guideline is formed for three specific levels which are Basic User as the lowest level (A), Independent User as the intermediate level (B), and Proficient User as the highest level of proficiency (C) . Then, each of these are divided into two levels from 1 to 2. For the detail of specific level language ability will explain by following this table : ³¹

Table 2.1
Three specific levels guideline

Language Ability	Common Reference Level	The Criteria	English Level
PROFICIENT USER	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.	Native Speaker

³⁰ Council of Europe, *Common European Framework of Reference for Languages: Learning, teaching, assessment*. UK : Cambridge University Press, 2011. Page 1-5.

³¹Ibid., *Common European Framework of Reference for Languages: Learning, teaching, assessment*. UK : Cambridge University Press, 2011. Page 21-25.

	C1	<p>Can understand a wide range of demanding, longer texts, and recognise implicit meaning.</p> <p>Can express him/herself fluently and spontaneously without much obvious searching for expressions.</p> <p>Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.</p>	Advanced Speaker
INDEPENDENT USER	B2	<p>Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.</p> <p>Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.</p>	Upper Intermediate Speaker
	B1	<p>Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.</p>	Intermediate Speaker
BASIC USER	A2	<p>Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal, information, shopping, local geography, employment).</p> <p>Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.</p>	Beginner Speaker
	A1	<p>Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.</p>	Starter Speaker

2. Metacognitive Strategies

a. Definition of Metacognition

According to Flavell in Hope, described metacognition as awareness of how one learns, awareness of when one does and does not understand, knowledge of how to use available information to achieve a goal, ability to judge the cognitive demands of a particular task, knowledge of what strategies to use for what purposes, and assessment of one's progress both during and after performance. Whereas cognitive strategies enable one to make progress, to build knowledge-metacognitive strategies enable one to monitor and improve one's progress, to evaluate understanding and apply knowledge to new situations. Thus, metacognition is vital to cognitive effectiveness.³²

Furthermore, It seems like Flavell defined about metacognition Schraw and Dennison stated that metacognition refers to the ability to the reflect upon, understand and control one's learning.³³ Also According to Baker & Brown in Shirley, Metacognition is most broadly defined as awareness and control of one's learning.³⁴ Based on the expert explanation about metacognition it can be concluded that awareness means understanding or knowing when or why strategies are relevant to the particular comprehension task or problem. While control means planing, monitoring and revising. Metacognitive strategy is related to the understanding of a person about his or her personal learning schema including the

³² Ibid., *Metacognition in Learning and Instructions: Theory, Research and Practice*. New York: Springer Publishing Company, Inc, 2002. Page18-19

³³Scheineder Wolfgang, *Metacognition, Strategy use, & Instruction*. New York: The Guilford Press, 2010. Page 54-81

³⁴ Ibid., *Metacognition in Young Children*. New York: Routledge, Inc, 2010. Page 6-7

strategies used to accomplish tasks, and the process of his or her oversees and monitors the use of strategies

According to Flavel and Brown in Susan defined metacognitive strategies and learning the language both are interlated. Learning about language especially speaking needs strategy to understand all of aspect which known as the meaning, the aim of the speaker and etc. While metacognition strategies require awareness and control of the cognitive involved. Awareness means understanding or knowing when or why strategies are relevant to the particular comprehension task or problem. While control means planing, monitoring and revising.³⁵

Oxford also agree with Brown statements about metacognitive strategy. She said that among the main metacognitive strategies, it is possible to include advance organizers, directed attention, selective attention-management, functional planning, self-monitoring, delayed production, self-evaluation. Further she said that metacognitive strategies allows the learners to control their own cognition by coordinating the learning process such as centering, arranging, planning and evaluating their own learning.³⁶

Furthemore, to have improve the English skills, language learner need to know, master and create the language learning strategies. Knowing the types of language learning strategies will give the student same alternative in learning strategies that mostly appropriate to use. Based on Mahdavi in Hacker states that

³⁵ Susan E. Israel, *Metacognition in Literacy Learning Theory, Assessment, Instruction, and Professional Development*. New Jersey : Lawrence Erlbaum Associates, Inc, 2005. Page 102-104.

³⁶ Ibid., *Language Learning Strategies*. Newburry House Publishers, 1990. Page135

the theory of mind is defined as “a critical analysis of thought,” or related to someone’s awareness in acquiring knowledge and beliefs that are formed by one’s experiences and that other people’s experiences form their knowledge and beliefs. This refers to students’ capability to manage their own way of thinking based on knowledge and experience. A student who is learning a language may have different understanding of how to learn a language from other students. She or he might believe at certain way of learning a language as the only key of success when she is only exposed to this way of learning.³⁷

Additionally, in the recent finding, Keatly and Kennedy quoted by Azmi state that the formulate the criteria of good language learner. First, they state that good language learners are able to identify the best strategies for a specific task; poor learners have difficulty in choosing the best strategies for a specific task. Second, good learners are flexible in their approach and adopt a different strategy, if the first one doesn’t work; poor learners have limited variety of strategies in their repertoires and stay with first strategy they have chosen even when it doesn’t work. Third, good learners have confidence in their learning ability; poor learners lack confidence in their learning ability. Finally, good learners expect to succeed, fulfill their expectation, and more motivated; poor learners expect to do poorly, fulfill their expectation and lose the motivation.³⁸ It can be concluded that to be a good language learner a student must have a strong will and should be creative to find his or her

³⁷ Hacker, *Handbook of Metacognition in Education*. New York : Routledge, Inc 2009. Page 28

³⁸ Azmi, *The Students’ Language Learning Strategies in Reading and Speaking*. Jurnal Al-Ta’lim, Jilid 1, No. 2 juli 2012. Page 122-133

learning strategies. Willing to try new strategies is the key of a good language learner to get the outcome of language learning. During their effort of try the new strategies, means that they are in the process of finding the most suitable strategies that really fit their potency and ability. Then, those are the criteria of student who use metacognitive strategies.

Therefore, The students can be encouraged to do metacognition by raising their awareness that metacognition is needed to improve their academic achievement. The results of Imel's study that students who use metacognition (metacognitively aware learners) perform better than the students who do not do metacognition because metacognition allows students to plan, follow developments, and monitor the learning process.³⁹ Another research conducted by Duning in Couthino find out metacognition is a strong predictor of academic achievement. Students with good or high metacognition rates will show better academic performance than students with poor or low metacognition.⁴⁰

b. The Aspects of Metacognitive Strategies

Oxford classified metacognitive strategies into three major strategies.⁴¹ They are centering the learning, arranging and planning the learning and evaluating the learning. She said that The strategies are essential to be applied in learning a

³⁹ Imel, *Metacognition Background Brief from the QLRC News Summer 2004*. On line. <http://www.cete.org/acve/docs/tia.0017.pdf>. Download on August 10 th, 2017.

⁴⁰ Coutinho, S. A. *The Relationship between Goals Metacognition and Academic Success*. Northern Illinois University. United State of America. Educate- Vol 7 No. 1, 2007. Page 87-90

⁴¹ Ibid., *Language Learning Strategies*. Newbury House Publishers, 1990. Page 138

foreign language that emphasize on the skills, reading, writing, listening and speaking.

The first strategy is *centering* the learning which consists of three sets strategies: over-viewing and linking with already known material, paying attention and delaying speech production to focus on listening. In this stage the student focus for strategies instruction by identifying their prior knowledge about and the use of specific strategies. The use of strategies provide a focus for language learning.

The second strategy is *arranging and planning* the learning. That consists of six strategies: finding out about language learning, organizing, setting goals and objectives, identifying the purpose of language task, planning for a language task and seeking practice for opportunities. In this stage students are prepared in relation to their learning goal and start thinking about what their goals are and how they will go about accomplishing them. In the process of deciding when to use particular strategies, students think and make conscious decisions about the learning process and choose the best and most appropriate strategy in a given situation. These strategies help learners to organize and plan the language learning.

The last strategy is *evaluating* the learning. There are two related strategies: self monitoring and self evaluation. The students evaluate and monitoring their use of the learning strategy and how well the strategy was working for them. In the last component, students attempt to evaluate whether what they are doing. It will be more effective by means of self questioning, debriefing discussions after strategies practice and checklists of strategies used to allow students to reflect through the cycle of learning. At this stage, all the previous stages are evaluated. Both strategies

add learners in checking their language performance. Here is the diagram based on the explanation above :

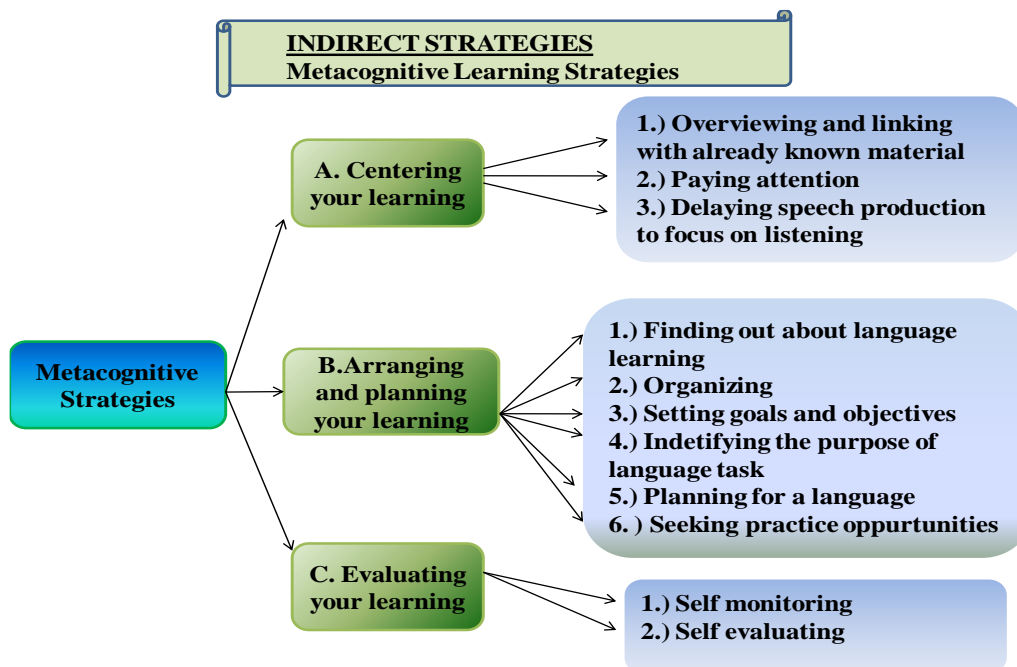


Figure : 2 Diagram of Meta-cognitive Learning Strategies based on Oxford.

In conclusion, metacognitive learning strategies are used to oversee, regulate or self direct language learning which involve various processes as planning, prioritizing, setting goals and self management. Metacognitive strategy is related to the understanding of a person about his/her personal learning schema including the strategies used to accomplish tasks, and the process of his or her oversees and monitors the use of strategies. In other words, if the students use or apply the metacognitive strategies, They will improve his or her learning time organization, self monitoring and self evaluation well. In other word metacognition is the strategy that relate with how student recall their own knowledge which their have before in process teaching and learning then apply all of what them had to

solve the problem. Shortly, metacognition means thinking about thinking in higher level of thinking. In addition, the teacher teach the student some the strategies to understand the student selves well and choosing the effective stragies or plan or learning style to solve the problems.

c. Factors Affecting Metacognitive Strategies

These are some factors that affecting the student in choosing their own leaning strategies. Oxford synthesizes existing research on how the following factors influence the choice of metacognitive strategies used among students learning a second language.⁴²

1. Motivation

More motivated tended to use more strategies than less motivated student, and the particular reason for studying the language (motivational orientation, especially related to career field) was important in the choice of strategies. The student who have high motivation consider with their strategies use to face the task in learning a language. They know the suitable strategies, manage and control the step process to achive the goal. In other word it is the characteristic of metacognitive strategies.

2. Gender

Females reported greater overall strategy use than males in many studies (although sometimes males surpassed females in the use of particular strategy). It show with the research that conducted by Harris in Nurmaliah argue that female

⁴² Ibid., *Language Learning Strategies*. Newburry House Publishers, 1990. Page 75

and male have the differences attitudes in learning process. For example, female usually used more strategies than male in face the task.⁴³

3. Attitudes and Belief

These were reported to a profound effect on the strategies learners choose, with negative attitudes and beliefs often causing poor strategy use or lack of orchestration of strategies.

Based on Mahdavi in Hacker stated that the theory of mind is defined as “a critical analysis of thought,” or related to someone’s awareness in acquiring knowledge and beliefs that are formed by one’s experiences and that other people’s experiences form their knowledge and beliefs. This refers to students’ capability to manage their own way of thinking based on knowledge and experience. A student who is learning a language may have different understanding of how to learn a language from other students. She or he might believe at certain way of learning a language as the only key of success when she is only exposed to this way of learning.⁴⁴

4. Age and L2 stage

Students of different ages and stages of L2 learning use different strategies, with certain strategies often being employed by older or more advanced students. Based on Schraw and Moshman quoted by Nurmaliah state that the development of metacognition begins at a young age and will continue throughout the process of

⁴³ Cut Nurmaliah, *Analisis Keterampilan Metakognisi siswa SMPN di kota Malang Berdasarkan Kemampuan Awal, Tingkat Kelas, dan Jenis Kelamin*. Universitas Syah Kuala : Banda Aceh, 2007. Page 18-20

⁴⁴ Ibid., *Handbook of Metacognition in Education*. New York : Routledge, Inc 2009. Page 28

maturation. The Adult student use more the metacognitive strategies because the student have the capability to manage their own way of thinking based on knowledge and experience.

5. Learning Style

Learning style (general approach to language learning) often determine the choice L2 learning strategies. For example, analytic–styles students preferred strategies such as contrastive analysis, rule–learning, and dissecting words and phrase, while global student use strategies to find meaning (guessing, scanning, predicting) and to converse without knowing all the words (paraphrasing, gesturing). The student who have capability to manage their own way of thinking based on their knowledge experience become more creative and challenge to use more variety of learning strategies.

6. Tolerance of Ambiguity

Students who are more tolerant of ambiguity use significantly different learning strategies in some instances than did the students who were less tolerant of ambiguity. If the students are interested the ambiguity, they are motivated to learning something such as learning language. In addition they will find the suitable strategy to faced the learning task.

B. Related Previous Study

In this study there are many studies as references, which is similar to this present study, The one is the thesis which written by Sulis Rahma Nofiyantomi.⁴⁵

⁴⁵Nofiyantomi, Sulis Rahma. *The Correlation Between Metacognitive Strategies to The Students' Reading Comprehension of Eleventh Grade Students at SMK PGRI Kediri*

The title of her thesis is "*The Correlation between metacognitive strategies to the students at SMK PGRI Kediri 2 Academic year 2015/2016*". The purposes of her thesis is to find out and investigate the positive correlation between metacognitive strategies the student's reading comprehension.

Then, the thesis which written by Rahimi and Katal at Shahed Rajee Teacher Training University of Tehran.⁴⁶ From their thesis "*The impact of Metacognitive instruction on EFL Learners' Listening Comprehension and Oral Language Proficiency*" The findings of the study provide evidence that metacognitive instruction can be an alternative to traditional teaching listening as metacognitive awareness of listening strategies brings about accomplishments in listening comprehension and oral language proficiency. Also the thesis which written by Ghapanchi and Taheryan at Ferdowsi University of Mashhad, Iran with the title "*Roles of Linguistic Knowledge, Metacognitive Knowledge and Metacognitive Strategy Use in Speaking and Listening Proficiency of Iranian EFL Learners*" the finding, there are positive correlation between metacognitive and every skills when learning language especially Speaking and Listening.

From the study above, the writer compares their researches with those are the thesis. There are many similarities and differences between theirs and the writers. The similarities between the previous study and this study: object the previous study were the reading test, listening, oral language and about

2 Academic Year 2015/2016, *The Journal of Universitas Nusantara PGRI Kediri*, <http://simki.unpkediri.ac.id.pdf>, Download On December 2016

⁴⁶Rahimi and Katal. *The impact of Metacognitive instruction on EFL Learners' Listening Comprehension and Oral Language Proficiency*, *The Journal of Teaching Language Skills (JTLS)*, 5 (2), Summer 2013, Ser. 71/4 ISSN: 2008-8191, page. 69-90, <http://google.com.pdf>, Download On February 2017

metacognitive strategies that used to develop learning language especially English. Then, the differences are the location of the research and the samples of the research. The result of both are thesis, there are any positive correlation between metacognitive strategies to the process learning language.

C. Conceptual Framework

The seventh semester students of the English Department of IAIN Zawiyah Cot Kala Langsa are demanded to be able to speak English fluently and accurately because they will be English teachers who are going to be the model for their students. They are also demanded to give any academic presentation by using communicative and acceptable English in the class or in public. Students who are studying English for academic purpose are likely to need preparation in giving academic presentation or conference papers.⁴⁷ However, from the researcher pre-observations most of the seventh semester students of English department in IAIN Zawiyah Cot Kala Langsa still find speaking as a difficult skill to be mastered especially when they have to present their papers, proposal or research project. Many factors which make speaking become difficulties for example, having lack of vocabulary, lack of self confidence, being afraid of making mistakes and having confused in using good context are some reasons that caused speaking is difficult to be mastered by them.⁴⁸

⁴⁷ *Ibid.*, *How to Teach Speaking*. Pearson Education Limited, 2005. Page 94

⁴⁸ Madhavi Latha and Pettela Ramesh, *Teaching English as A Second Language; Factors Affecting Learning Speaking Skills*, International Journal of Engineering Research & Technology (IJERT), Vol. 1 Issue 7, September – 2011, ISSN: 2278-0181, Page 1-6, <http://ijert.org>, Download On February 2017.

To minimize those problems above, the student should have applied learning strategies to help and encourage the students speaking mastery. The strategies make learner's communication efficient, and traces of them in learner performances provide evidence that they are actively engaged in meaning making. While learning strategy is used by the learner to be active in a process of teaching and learning. It infers that applying certain supporting strategy help the learners solve his/her language skills, especially speaking skill.⁴⁹ The suitable strategy is metacognitive strategy. Metacognitive strategy is related to the understanding of a person about his or her personal learning schema including the strategies used to accomplish tasks, and the process of his or her oversees and monitors the use of strategies.

Metacognition is indispensable for successful learning, because metacognition allows students to be able to manage cognitive skills and be able to see or find weaknesses that will be improved with subsequent cognitive skills. People who are able to perform some skill can be said to be able to do metacognition, which is thinking about how to do these skills. Students can be encouraged to do metacognition by raising their awareness that metacognition is needed to improve their academic achievement. The results of Imel's study that students who use metacognition (metacognitively aware learners) perform better than the students who do not do metacognition, because metacognition allows students to plan, follow developments, and monitor the learning process.⁵⁰ Another

⁴⁹*Ibid.*, *Assessing Speaking*. Cambridge University Press, 2006. Page 106

⁵⁰ Imel, *Metacognition Background Brief from the QLRC News Summer 2004*. On line. <http://www.cete.org/acve/docs/tia.0017.pdf>. Download on August 10 th, 2017.

research conducted by Duning in Couthino find out metacognition is a strong predictor of academic achievement. Students with good or high metacognition rates will show better academic performance than students with poor or low metacognition. In other words, if the students use or apply the metacognitive strategies, They will improve his or her learning time organization, self monitoring and self evaluation well.⁵¹

Metacognitive learning strategies are used to oversee, regulate or self direct language learning which involve various processes as planning, prioritizing, setting goals and self management. Based on the purpose of metacognitive strategy in speaking, it help the student know more, manage the suitable step to achieve the goal and leads them to develop a system to have better in speaking performance because learning strategies they employ contribute on it. Then effect for student who applied the metacognitive strategies in speaking performance, they able to manage the time of organitaion, regulate (planning, setting goals), self monitoring and evaluating their use of the learning strategy and how well the strategy was working for them in faced of the speaking task. Therefore the researcher assumes that students who applied metacognitive strategies more frequently have improved aspects of speaking. Focus on following aspect of metacognitive strategies in develop speaking performance :

The first is *centering* the learning which consists of three sets strategies: over-viewing and linking with already known material, paying attention and

⁵¹ Coutinho, *The Relationship between Goals Metacognition and Academic Success. Northem Ilionis University*. United State of America. Educate- Vol 7 No. 1, 2007. Page. 39-47

delaying speech production to focus on listening. In this stage the student focus for strategies instruction by identifying their prior knowledge about and the use of specific strategies. The use of strategies provide a focus for language learning.

The second is *arranging and planning* the learning. That consists of six strategies: finding out about language learning, organizing, setting goals and objectives, identifying the purpose of language task, planning for a language task and seeking practice for opportunities. In this stage students are prepared in relation to their learning goal and start thinking about what their goals are and how they will go about accomplishing them. In the process of deciding when to use particular strategies, students think and make conscious decisions about the learning process and choose the best and most appropriate strategy in a given situation. These strategies help learners to organize and plan the language learning.

The last is *evaluating* the learning. There are two related strategies: self monitoring and self evaluation. The students evaluate and monitoring their use of the learning strategy and how well the strategy was working for them. In the last component, students attempt to evaluate whether what they are doing. It will be more effective by means of self questioning, debriefing discussions after strategies practice and checklists of strategies used to allow students to reflect through the cycle of learning. At this stage, all the previous stages are evaluated. Both strategies add learners in checking their language performance.

By the end the students are expected to regulate their metacognitive strategy use in speaking. The process they experience also develops their speaking

performance to be better. Therefore the researcher assumes that there is correlation between metacognitive strategies and speaking ability.



D. Hypotesis

According to Arikunto state that the hipotesis is a statement about the state of the population to be tested for truth through data obtained from the research sample. Statically, the hypothesis is a declaration of state of the parameters that will be tested through a statistical sample.⁵²

1. (Ho) : there is no correlation between metacognitive strategies and speaking ability of the seventh semester students of English department.
2. (Ha) : there is any positive correlation between metacognitive strategies and speaking ability of the seventh semester students of English department.

⁵² Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta, 2013. Page109-111

CHAPTER III

METHODOLOGY

A. Approach and Kinds of Research

The approach used in conducting this research is quantitative correlation. In this study, the non-experimental design as a kind of the research will be used. This design which is the label given to the study when researchers do not control, manipulate or alter the predictor variable or subjects, as in the case of English speaking proficiency, but instead, relies on interpretation or interactions to come to a conclusion.⁵³

Furthermore, This research will use a quantitative correlation research, because the researcher sought to determine the relationship between the two variables that are being studied: Metacognitive strategies and English speaking ability. In other words, this research will try to investigate the relationship or correlation between metacognitive strategies and speaking ability.

B. Place and Time of Research

This research was done at IAIN Langsa's environment that located at Meurandeh street, Langsa. In this study, the reason why the researcher choosing the location are ; First, the college is reasonable for the writer to conduct the research and for the accessibility because of the researcher also the student of English Department in IAIN Langsa. The second, the writer found some difficulties for the most of the seventh semester student of the English department when the students

⁵³ Ibid., *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta, 2013. Page 1-29

speak in the learning process and they can not develop their speaking performances because they had no idea and didn't consider the strategy to face the speaking task. Furthermore, another reason why the seventh student of English department have been passed the English course which as Pronunciation Drill, Speaking – I, Speaking –II and Speaking –III. It is suitable for this study because to find out the ability of speaking skill. The researcher conducted this study were four months, the following time in this research.

Table 3.1
Plan Time

ACTIVITIES	MONTH			
	JUNE	JULY	AUGUST	SEPT
Designing Chapter I				
Designing Chapter II				
Designing Chapter III				
Designing Instrument				
Determining Validity				
Research				
Designing Chapter IV				
Designing Chapter V				

C. Variable of Research

According to Arikunto stated that variable is any trait that can change values from case to case or variable is a variation object of the study. There are two kinds of research variables. They are independent variable and dependent variable. Independent variable is presumed to have an effect on, to influence some how

another variable, while dependent variable is a variable that the independent variable is presumed to affect.⁵⁴ So, the variables in this study are:

1. Independent Variable (x) : Metacognitive strategies
2. Dependent Variable (y) : Speaking Ability

D. Operational Definition

Speaking ability is a skill to communicate a speech articulation or to speak a talk for expressing an idea and a message. Speaking ability the ability to report acts or situation, in precise words, or the ability to converse or to express a sequence of ideas fluently. It can be concluded that speaking ability is a skill, which is communicating the speech sound for expressing and conveying a messages or ideas.

Generally to recognized in analyze of the speak process: (a) Range means the ability use the general information range, vocabulary range, phrase and develop idea, (b) Accuracy means using the appropriate structural grammatical control, (c) fluency (the case and speed of the flow speech), (d) Interaction means comprehension for oral communication how to keep a conversation going, how to terminate the conversation and how to clear up the communication break down as well as comprehension problems or certainly requires a subject the response to speak as well as imitation, (e) Coherence appropriate use of variaety of organitaion pattern and wide range of conectors.

⁵⁴ Ibid., *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta, 2013. Page158-164

In this study, English speaking ability was measured through the use of the interview guide called “Spiral Development” for English language learners. This consists of 5 questions and each question belongs to a specific level from the lowest A1 to the highest C2. Students are assigned a score for their speaking performance; the scores represent the extent to which the student exhibits certain level of English speaking proficiency.⁵⁵

Metacognition strategies require awareness and control of the cognitive involved. Awareness means understanding or knowing when or why strategies are relevant to the particular comprehension task or problem. While control means planing, monitoring and revising. Metacognitive strategy is related to the understanding of a person about his or her personal learning schema including the strategies used to accomplish tasks, and the process of his or her oversees and monitors the use of strategies.

The aspect of metacognitive strategies are *centering* (In this stage the student focus for strategies instruction by identifying their prior knowledge about and the use of specific strategies), *planning, arranging* (In this stage students are prepared in relation to their learning goal and start thinking about what their goals are and how they will go about accomplishing them) and *evaluating* (The students evaluate and monitoring their use of the learning strategy and how well the strategy was working for them). Therefore all the aspects of metacognitive strategies to measure the students metacognitive strategies.

⁵⁵ Ibid., *Common European Framework of Reference for Languages: Learning, teaching, assessment*. UK : Cambridge University Press, 2011. Page 58-59.

Furthermore, in relation with the metacognitive strategies the researcher adapted by Oxford's SILL (Strategy Inventory for Language Learning) were defined by five-point scale which consists of 50 close-ended Likert-type questions.⁵⁶ Ranging from one to five in six parts based on Oxford's classification of learning strategies, Although researchers will assess the whole strategies they will focus only in the metacognitive strategies to indicate the use of metacognitive strategies by the students that is: never: 1; seldom: 2; sometimes: 3; usually: 4; and always: 5; for identifying the relationship between variables.

E. Population and Sample

1. Population

Based on Arikunto stated that population is all data that concerns us in a scope and time that we specify. Thus, population related data, not human. If every human being to provide a data, the number or size of the population will be equal to the number of humans.⁵⁷

Table of the students' English Department at IAIN Langsa shown in table below:

Table 3.2

No.	Semester	Jumlah Mahasiswa		Total
		Laki-laki	Perempuan	
1.	III (tiga)	9	49	58
2.	V (lima)	18	55	73
3.	VII (tujuh)	17	85	102
4.	IX (sembilan)	14	103	117
	Total	38	292	350

Sources : Subbag Administrasi Akademik Biro AUAK Institut Agama Islam Negeri Langsa

⁵⁶ Ibid, *Language Learning Strategies*. Newbury House Publishers, 1990. Page 294-295

⁵⁷ Ibid., Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta, 2013. Page 173

The population in this research are students in the seventh semester at IAIN Langsa which the total than was 102 students. The researcher limited the population and sample because of many factors such as energy, time and cost. Then, the reason why the researcher choose the seventh semester as the population and sample because all of the students have been applying English in every single of English course.

2. Sample

According to Arikunto stated that the sample is any number of things, people or events which are less than the total population. Arikunto also says that if the samples are less than 100, take all the sample. And if the sample more than 100, take 10-15% or 20-25% or more. That is also depend on the researcher ability in time, energy and find.

In this research, the sample of the study is dawn from the population by using simple random sampling.⁵⁸ $102 \times 35\% = 36$. This study, the researcher will take 35% from 102 all of student in the seventh semester of English Department which is consist of 36 students as the sample.

F. Data Collection Techniques

The researcher must use instrument to get the better data. The instrument of the research is a tool or facility that is used by researcher for collecting data in order to get better result. To get the accurate data, in this study the researcher chosed some instruments for collecting the data, they were:

⁵⁸ Ibid., Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta, 2013. Page 174

1. Test

Test is a set of questions and exercises used to measure the achievement or capacity of the individual or group. Test is use to obtain the quantitative data.⁵⁹ In this research, the researcher evaluated the speaking test and adapted by Common European Framework (CEF).

2. Questionnaire

According to Riduwan stated questionnaire is a research instrument consisting of a series of questions for the purpose of gathering information. In this research, the researcher use the likert scale close-ended type question for measuring the metacognitive strategies which adapted by Rebeca Oxford.

The Likert- Scale used to measure attitudes, opinions and perceptions of a person or group of social events or phenomena. By using Likert scale, the variables to be measured are translated into dimensions, dimensions are translated into sub-variables and sub-variables are translated into indicators.⁶⁰ Measurable indicator used as item of instrument in the form of question or statement that must be answered by respondent.

Furthermore the researcher will be conducted the study by using following step ;

1. First, The sample invites to the special class and gives the test and the Likert-Scale.

⁵⁹ Riduwan, *Belajar Mudah Penelitian Untuk Guru dan Karyawan*. Bandung : Alfabeta, 2011. Page 76

⁶⁰ Ibid., *Belajar Mudah Penelitian Untuk Guru dan Karyawan*. Bandung : Alfabeta, 2011. Page 87-89

2. Second, they give the Likert-Scale that consist of 50 questions about metacognitive strategies. They are given 15 minute to finish it. After scoring, the researcher know how far the student's English department in speaking ability from their score and the questionnaires score can give the researcher know whether or not indirect learning strategies specially metacognitive strategies in finish speaking problems.
3. Then, The researcher will give the speaking test. They are given 3-5 minute to fix it.
4. The data (score) will use to investigate whether there is any correlation between metacognitive strategies and students' speaking ability.

G. Validity and Realibility

1. Validity

Validity of the test is the accuracy measure that has by the tool measure (it is an inseparable from test as totally) in measuring what is needed to measure. The reliability is analyzed by using with the *IBM SPSS® Statistics Version 23.0 for Windows Software*. From *Scale Metacognitive test* results adapted from Oxford based on SPSS results found 6 items that are not valid. Even though because it has been standardized then 6 items that are not validated still used for measure metacognitive strategies.

2. Realibility

Reliability is meant the stability of test scores. A test cannot measure anything well unless it measures consistently. The reliability is analyzed by using with the *IBM SPSS® Statistics Version 23.0 for Windows Software*. From the result

for the metacognition test by using SPSS found the Cronbach's Alpha of 0,947. It may be inferred that the metacognition test has been reliable.

H. Instruments of The Research

The researcher described in detail the type of instruments that implemented to the study. These instruments were: a questionnaire and an interview guide with its respective rubric. Similarly, for the exploration of the students' metacognitive strategy, the researcher used the Oxford's Strategy Inventory of Language Learning (SILL) for speakers of other languages learning English which is a language learning strategy instrument 50 that has been extensively field-tested for its reliability and validated in multiple ways.

There are two ways of collecting data in this research, the researcher uses the following instrument :

1. Metacognitive Strategies

a. Likert Scale

The first instrument that researcher used was a likert scale which consists of 50 close-ended Likert-type questions which adapted by Rebecca Oxford. Ranging from one to five in six parts based on Oxford's classification of learning strategies, that is, memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies. In this study, the students only answered the questions which were related to metacognitive strategies and asked to indicate their use of metacognitive strategies on a five-point scale, that is: never: 1; seldom: 2; sometimes: 3; usually: 4; and always: 5; since an interval

scale was necessary for identifying the relationship between variables, numerical values were given to each option.

2. Speaking Ability

b. Oral Test

The second instrument was an oral test guide to assess students' English speaking proficiency level. This guide is called Spiral Development and it is used to measure students speaking ability and consists of 5 questions. Each question belongs to a specific level from the lowest A1 to the highest C2. Its reliability has been established in the Common European Framework of Reference for Language (CEFR - Council of Europe). The interview guide is decoded and rated by the rubric Common Reference Levels global scale to assess spoken performance whose reliability has been established in the Common European Framework (CEF). This rubric describes a continuum of performances from Level C2 (most proficient) to Level A1 (least proficient) there are six criteria (called dimensions or descriptors) in the speaking rubric: Range, accuracy, fluency, interaction, and coherence.

The descriptors are articulated in the left column of the rubric (see the table 3.3), here it is described the characteristics of the performance at each level. The scorers are in the top of the rubric in numerical way from 1 to 6. Scores are determined by matching evidence from exchanges with students to the language of the rubric. Students are assigned a score for their performance in speaking on each of the six dimensions. The raw scores for each dimension represent the extent to which the student exhibits proficiency on that dimension; that is to say, the individual scores recognize a student's strength in the areas of range, accuracy,

fluency, interaction, and coherence. The scores for each dimension are then added to determine a total raw score. The raw score is converted to a score ranging from 0 to 30 points which establishes the Speaking English proficiency level reached by the students interviewed. In this case the writer uses the instrument for speaking assessment that is adapted from CEFR.⁶¹ Following this the table;

Table 3.3
Rubric Assessment of Speaking Ability
(Common Reference Levels : Global Scale)

DESCRIPTORS	1	2	3	4	5	6
RANGE	Has a very basic repertoire of words and simple phrases related to personal details.	Uses basic sentences patterns with memorized phrases, in order to communicate limited information.	Has enough language to get by with sufficient vocabulary to express himself or herself with some hesitation.	Has a sufficient range of language to be able to give clear description, express view points on most general topics.	Has a good command of a range of the language allow him or her to select a formulation to express him/herself clearly in an appropriate style on a wide range on general topics.	Shows a great flexibility reformulating ideas in differing linguistic forms to convey finer shades of meaning precisely.
ACCURACY	Shows only limited control of a few simple grammatical structures and sentence patterns.	Uses some simple structures correctly, but still systematically makes basic mistakes.	Uses reasonably accurately a repertoire of frequently use patterns associated with more predictable situations.	Shows a relatively high degree of grammatical control and can correct most of his/her mistakes.	Consistently maintains a high degree of grammatical accuracy; errors are rare.	Maintain consistent grammatical control of complex language, even while attention is otherwise engaged.
FLUENCY	Can manage very short, isolated, mainly prepackage	Can make him/herself understood in very short utterances	Can keep going comprehensibly, even though	Can produce stretches of language with a fairly even tempo.	Can express him/herself fluently and spontaneously	Can express him/herself fluently and spontaneously at length

⁶¹ Ibid., *Common European Framework of Reference for Languages: Learning, teaching, assessment*. UK : Cambridge University Press, 2011. Page 58-59

	utterances with much pausing to search for expressions.	even though pauses false starts and reformulation are very evident.	pausing for grammatical and lexical planning and repair is very evident.	There are few noticeably long pauses.	ly, almost effortlessly.	with a natural flow.
INTERACTION	Can ask and answer questions about personal details: can interact in a simple way but communication is totally depending on repetition.	Can answer questions and respond to simple statements. Can indicate when he/she is following but is rarely able to understand enough to keep conversation going.	Can initiate, maintain and close simple face to face conversation on topic that are familiar or of personal interest.	Can initiate discourse, take his/her turn when appropriate and end a conversation when he/she needs to, though he/she may not always do this elegantly.	Can select a suitable phrase from a readily available range of discourse functions to preface his remarks in order to get or to keep the floor.	Can interact with ease and skill, picking up and using non-verbal and intonational cues apparently effortlessly.
COHERENCE	Can link words or groups of words with very basic linear connector.	Can link group of word with simple connectors.	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.	Can use a limited number of cohesive devices to link his/her utterances into clear, coherence discourse.	Can produce clear, smoothly flowing, and well-structured speech. Showing controlled use of organizational patterns, connectors and cohesive devices.	Can create a coherent and cohesive discourse making full and appropriate use of variety of organizational patterns and a wide range of connectors.
Total Score						

Table 3.4
Scoring Chart Measure English Levels

SCORING CHART			
Language Ability	Common Reference Level	English Level	Score
PROFICIENT USER	C2	Native Speaker	26 to 30
	C1	Advanced Speaker	21 to 25
INDEPENDENT USER	B2	Upper Intermediate Speaker	16 to 20
	B1	Intermediate Speaker	11 to 15
BASIC USER	A2	Beginner Speaker	6 to 10
	A1	Starter Speaker	0 to 5

I. Techniques of Data Analysis

The data analysis is the last part that is going to provide the final outcome in the investigation. All data collected was analyzed with the use of statistics formula, making use of the Excel and its applications, and the SPSS 23 program (Statistical Package for the Social Sciences). As well, the researchers used Excel as fundamental base. The writer will use regression formulation to measure the relationship between independent variable and dependent variable. The two analysis test that conduct by using SPSS are ;

1. Classical Assumption Test

a. Normality

The normality test used to determine whether the population data is normally distributed or not. Usually used for ordinal scale data, interval or ratio. In this study the population and sample will determine the data is normally distributed or not by using SPSS 23.0 application.

b. Linearity

The Linearity test used to measure whether the data linearly distributed or not. In this research also to measure the data linearly by using the *IBM® SPSS® Statistics Version 23.0 for Windows Software*.

2. Hypothesis Test

Hypothesis test is used to test the truth of a statement statistically and draw the conclusion of whether to accept or reject the statement. In this study, the researcher conduct the regression formulation which as for test the hypothesis. Regression analysis is essentially a study of the dependence of one dependent variable with one or more independent variables, with the aim of estimating and / or predicting the average population or mean dependent variable based on the value of the independent variable which is known. The focus is on explaining and evaluating the relationship between a variable with one or more independent variables. To find the result of the correlation between two variables, the researcher uses the following formula :

Y = Dependent Variable
 β = Coefficient X variable
X = Independent Variable

$$Y = \alpha + \beta X$$

α = Constanta

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. The Implementation of The Research

The implementation of the research begins with preparing the research permit. The process of research permission begins by submitting a Letter of Permission for Data Collection to the Dean of the Faculty of Tarbiyah of Institut Agama Islam Negeri Langsa and the Head of English Department through the Sub Division of General Administration and Finance of Tarbiyah Faculty on September 10, 2017. The study was conducted from the 13th to 25th of September 2017 and adjusted to the lecture schedule of the research subjects of the seventh semester student of English department, IAIN Langsa. The Selection of sample is done by randomizing student attendance number based on student absentee number active status to get 36 student which used as sample (simple random sampling). After retrieving the data, the researchers then do the data tabulating and analyzing the data.

B. Data Analysis and Research Finding

1. The Description of Research Data

The results obtained from data collection are speaking ability and metacognitive strategies in English education students semester seven. To describe the results of research to be more useful and provide an overview of the subject of research, the researcher set the criteria of the categorization scale of speaking ability and metacognitive strategies. The research subjects were categorized using the principle of normal curve divided into 5 categories, namely very low, low, medium, high and very high. The magnitude of 1 category equals 1 standard deviation. Categorization of the subject of the study is as in the table - the following:

Table 4.1 The Criteria for Categorization of Research Subjects

No.	Criteria	Categories
1	$\bar{X} + 1,5 SD \leq x$	Very High
2	$\bar{X} - 0,5 SD \leq x \leq \bar{X} + 1,5 SD$	High
3	$\bar{X} - 0,5 SD \leq x \leq \bar{X} + 0,5 SD$	Medium
4	$\bar{X} - 1,5 SD \leq x \leq \bar{X} - 0,5 SD$	Low
5	$x \leq \bar{X} - 1,5 SD$	Very Low

Source : Azwar (2014)⁶²

\bar{X} = Mean

SD = Standard deviation

This category is based on the assumption that the subject score in the group is an estimate of the subject score in the population as well as normally distributed.

Moreover, to obtain an overview of the state of the research subject some descriptive statistics are needed. Among which are the minimum (X_{min}), the maximum (X_{max}), the mean (\bar{X}), and the standard deviation (s). The descriptive data statistics are calculated as hypothetical scores and empirical scores. Hypothetic score is the score of assumptions obtained based on the state of the research instrument used, while the empirical score is the score obtained from the place of research that describes the sample research.

The minimum (X_{min}) hypothetical score is the lowest total scores of the variable assuming each item gets the lowest scores. The hypothetical X_{min} score is derived from the lowest scores multiplication on the scale used (in this study the lowest score is 1) by the number of items used in the measurement instrument of the variable. Thus, it was found that the X_{min} score on the *Speaking Ability* variable is $1 \times 6 = 6$ and the *Metacognitive Strategies* variable is $1 \times 50 = 50$.

⁶² Azwar, Metode Penelitian (*cet-ke15*). Yogyakarta: Pustaka Pelajar, 2014. Page. 65-

The hypothetical X_{max} score is the highest total scores obtained from the variable assuming each item gets the highest score. The hypothetical X_{max} score was derived from the highest score multiplication on the scale used (in this study, the highest score on the *Speaking Ability* variable is 6 and the variable *Metacognitive Strategies* is 5) by the number of items used for the measurement instrument variable. Thus, the X_{max} score on the *Speaking Ability* variable is $5 \times 6 = 30$ and the *Metacognitive Strategies* variable is $5 \times 50 = 250$.

The hypothetical mean is the average value obtained on each variable with the following formula:

$$\mu = \frac{1}{2} (i_{min} + i_{max}). \sum k$$

μ = hypothetical mean samples

i_{max} = maximum score items

i_{min} = minimum score items

$\sum k$ = sum of item instruments

From the equation above, then obtained the hypothetical mean for *Speaking Ability* variable of 18 and *Metacognitive Strategies* is 150. Standard deviation is higher deviation score responder of the mean (mean value). Standard hypothetical deviation is calculated by the following equation:

$$\sigma = \frac{1}{6} (X_{max} - X_{min})$$

σ = hypothetical standard of deviation

X_{max} = maximum total scores (with the assumption each items get the highest scores)

X_{min} = minimum total scores (with the assumption each items get the lowest scores)

From this formula, it is found that hypotetic standard deviation value for *Speaking Ability* variable is 4 and variable *Metacognitive Strategies* is 33,3.

The calculation of empirical score is done by using data obtained from sample research. From the calculations with the *IBM SPSS® Statistics Version 23.0 for Windows Software*, the lowest scores (X_{min}) for *Speaking Ability* and *Metacognitive Strategies* are 15 and 114, while the highest (X_{max}) are 28 and 229 respectively. The empirical mean (\bar{X}) for *Speaking Ability* variable is 21,27 and *Metacognitive Strategies* is 179,05. The result of deviation standard score on *Speaking Ability* variable is 3,313 and *Metacognitive Strategies* is 26,84. Furthermore, the descriptive statistical results of this study are presented in table 4.2 as follows:

Table 4.2
The Hypothetic Scores and Empiric Scores of the research

Variable	Hipothetic Scores				Empiric Scores			
	X_{min}	X_{max}	\bar{X}	SD	X_{min}	X_{max}	\bar{X}	SD
Speaking Ability	6	30	18	4	15	28	21,27	3,313
Metacognitive Strategies	50	250	150	33,3	114	229	179,05	26,84

X_{min} = The lowest scores

X_{max} = The highest scores

\bar{X} = Mean

SD = Standard devitiation

1) Speaking Ability

Based on the data presented in the table 4.2, it is seen that the hypothetical mean of the *Speaking Ability* variable is 18. If viewed from the empirical mean value of 21,27 then the comparison results show that the empirical mean is higher than the hypothetical mean ($21,27 > 18$). This indicates that the *speaking abilities* experienced by the study subjects are significantly high but not as the targets desired by the English

Department in IAIN ZCK Langsa. Furthermore, using the categorization norms of adapted research subjects from the Common European Framework of Reference for Language (CEFR - Council of Europe) are presented in the following table :

Table-4.3 Scoring Chart Measure Speaking Ability

SCORING CHART					
Language Ability	Common Reference Level	English Level	Score	f	%
PROFICIENT USER	C2	Native Speaker	26 to 30	4	11,1
	C1	Advanced Speaker	21 to 25	16	44,4
INDEPENDENT USER	B2	Upper Intermediate Speaker	16 to 20	15	41,7
	B1	Intermediate Speaker	11 to 15	1	2,7
BASIC USER	A2	Elementary Speaker	6 to 10	0	0
	A1	Starter Speaker	0 to 5	0	0
TOTAL				36	100,0

From the table above, it is seen that speaking ability in this research move from middle to very high category. Furthermore, the table above shows the number of subjects in the Advanced Speaker category (44,4%) and Upper Intermediate Speaker (41,7%) more than Native Speaker (11,1%) and Intermediate Speaker (2,7 %). If the empirical mean of Speaking Ability variable (21,27) as seen in table 4.3 compared with table 4.6 above, then category high category value is at value ($21 < x < 25$). This indicates that the speaking ability experienced by the subject tends to be high in the *Advanced Speaker* category and is followed by *Upper Intermediate Speaker*, this is actually highest and good. However, from the percentage of *advanced speaker* and

upper intermediate speaker categories is not too much difference. It can be deduced that it is not very well suited to the English Department IAIN ZCK Langsa's target for an English education degree who wants more students at *Advanced Speaker* level even more.

2) Metacognitive Strategies

When viewed from the data presented in table 4.2 it can be seen that the hypothetical mean in the Metacognitive Strategies variable is 150. If viewed from the empirical mean value of 179.05 then the comparison results show that the more empirical mean ($179,05 > 150$). This shows that the Metacognitive Strategies experienced by seventh semester English students as the subject in this research is high. Furthermore, using the categorization norm of the research subject as presented in table 4.2 from the result of measurement of variable *Metacognitive Strategies* are distributed into very low, low, medium, high or very high category. The illustration of the category of *Metacognitive Strategies* in the table -4-the following:

Table 4.2
The Categorization of *Metacognitive Strategies* in The Research Subject

No.	Criteria	Scores	Categories	f	%
1	$\bar{X} + 1,5 SD < x$	$199,95 < x$	Very High	8	22,2
2	$\bar{X} - 0,5 SD < x \leq \bar{X} + 1,5 SD$	$166,65 < x \leq 199,95$	High	16	44,4
3	$\bar{X} - 0,5 SD < x \leq \bar{X} + 0,5 SD$	$133,35 < x \leq 166,65$	Medium	11	30,5
4	$\bar{X} - 1,5 SD < x \leq \bar{X} - 0,5 SD$	$100,05 < x \leq 133,35$	Low	1	2,7
5	$x \leq \bar{X} - 1,5 SD$	$x < 100,05$	Very Low	0	0
TOTAL				36	100,0

From the data above, it can be seen that the level of metacognitive strategies in this study is concentrated on High category. The table 4.4 shows that almost half of the sample (44,4%) have or use metacognitive strategies at a high level, while the number of

subjects categorized medium (30,5%) and very high (22,2%) more than the number of subjects categorized Low (2,7%) and Very Low which is nonexistent (0%). This shows that metacognitive strategies move from low to very high categories. If the empirical mean of the variable Metacognitive Strategies (179,05) as shown in table 4.2 compared with the above 4.7 table then the metacognitive level is in the high category ($166,65 < x \leq 199,95$), therefore it can be concluded that *Metacognitive strategies* in the study subjects were in high category.

2. Assumption Test

Before performing the hypothesis test, there are several conditions that must be met to measure that the data used is feasible to be analyzed, namely the fulfillment of assumptions in parametric statistics. Therefore, some tests were conducted then that the conclusions drawn didnot deviate from the correctness. The tests conducted among them is the test of normality and linearity.

1) The Normality Test

The normality assumption test is performed to find out whether the data collected from the study subjects is normally distributed or not. The normal distribution is a description that the data used has represented the population. The normality test used is with the *Kolmogorov-Smirnov Test* procedure. The rule used is if $\text{sig} > \alpha$ (0,05) hence distribution of normal data, whereas if $\text{sig} < \alpha$ (0,05) hence data distribution not distributed normally. The data distribution of a research variable can be categorized following the normal curve distribution if the significance value is greater than 0,05. Normality test results can be seen in table 4.5 following:

Table 4.5 The Result of Normality Test

	Kolmogorov-Smirnov^a	Shapiro-Wilk
--	---------------------------------------	---------------------

	Statistic	Df	Sig.	Statistic	df	Sig.
Speaking Ability	0,131	36	0,125*	0,957	36	0,177
Metacognitive Strategies	0,82	36	0,200*	0,974	36	0,554

From the results of the data analysis of both research variables, obtained Kolmogorov-Smirnov value on the variable *Speaking Ability* = 0,131 with a significance value of 0,125 (sig. > 0,05) and variable *Metacognitive Strategies* = 0,82 with a significance value of 0.200 (sig.> 0.005). These results indicate that the distribution of data in each variable can be labeled following the normal curve, therefore it can be concluded that the variable *Spekaing Ability* and *Metacognitive Strategies* were normally distributed.

2) The Linearity Test

As well as testing the data normality, the linearity test should be performed to test whether the relationships between the variables of the study follow linear lines (forming a straight line). The linearity is fulfilled when the significance of the *F deviation of linearity* is greater than 0,05. The result of linearity calculation with *Compare Means* technique can be seen in table 4.6 following:

Table 4.6 The Result of Linearity Test

	Deviation from Linearity	
	F	Sig
Speaking Ability * Metacognitive Strategies	198,232	,000

The result of linearity test in table 4.6 above shows that *F deviation of linearity* for the relationship between variable *Speaking Abillity* and *Metacognitive Strategies*

is 198,232 with significance value 0,000 ($\text{sig} < 0,005$). Based on the result, it can be said that the relationship variables between *Speaking Ability* and *Metacognitive strategies* is linear.

Table 4.7
The Result of Speaking Ability and Metacognitive Strategies Linearity Test

	Sum of Squares	Df	Mean Square	F	Sig.
Regression	27,702	1	27,702	129,049	,000 ^b
Residual	7,298	34	0,215		
Total	35,000	35			

The results of linearity test presented in table 4.7 above shows that the value of F on the regression equation between *Speaking Ability* variable and *Metacognitive Strategies* is 129,049 with 0,000 significance ($\text{sig} < 0,05$). Based on the results of this analysis, it may be concluded that the relationship of the variables *Speaking Ability* with *Metacognitive Strategies* is linear.

3. Hypothesis test

Hypothesis test is performed to find out whether there is relationship between variable *Speaking Ability* and *Metacognitive Strategies*, hypothesis test is done by using regression statistic test with *IBM® SPSS® Statistics Version 23.0 for Windows Software* since the regression model used has fulfilled classical parametric assumption and classical regression assumption. The regression results from the primary data can be seen in table 4.8 as follows:

Table 4.8 The Result of Regression Coefficients Test

	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
<i>(Constant)</i>	2,339	0,077		0,000	1,000

Metacognition	0,890	0,078	0,890	11,360	0,000
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a. Dependent Variable : Speaking Ability

Based on table 4.8 above, obtained model of regression equation as follows:

$$Y = \alpha + \beta X + e$$

$$Y = 2,339 + 0,890 X + e$$

The constant (α) of 2,339 means that if the variable metacognitive strategies donot exist or the value is 0, the *Speaking Ability* value is 2,339. The regression coefficient of variable *metacognitive strategies* (X) of 0,890 means that if *Metacognitive strategies* is increased by 1 point, the *Speaking Ability* has increased by 0,890 scores. The coefficient of positive value means there is a close relationship between *Speaking Ability* and *Metacognitive Strategies*. It can be concluded that if the Metacognitive strategies are improved, the Speaking Ability score will increase as well.

Furthermore, the correlation analysis is used to find out the relationship between independent and dependent variables. Through this correlation analysis will look for the relationship between *Metacognitive Strategies* and *Speaking Ability* variables in the seventh students of English Department students, IAIN Zawiyah Cot Kala Langsa. The level of relationship between variables is based on table 4.9 as follows:

Tabel 4.9 The Criteria of Relationship between Variables

No.	Interval Coefficients	Tingkat Hubungan
1	0,000 - 0,199	Very weak
2	0,200 - 0,399	Weak
3	0,400 - 0,599	Strong Enough
4	0,600 - 0,799	Strong
5	0,800 - 1,000	Very Strong

Source : Sugiyono (2010)⁶³

In addition, through analysis with *IBM® SPSS® Statistics Version 23.0 for Windows Software* found that the correlation between independent variable (*Metacognitive Strategies*) and dependent (*Speaking Ability*) as follows:

Tabel 4.10
The Result of Correlation between Independent and Dependent Variables

	Metacognition	Speaking Ability
Pearson Correlation	0,890**	0,890**
Sig. (2-tailed)	0,000	0,000
N	36	36

** . Correlation is significant at the 0,01 level (2-tailed).

From the table 4.10 above, it is seen that the value of correlation coefficient between variable *Speaking Ability* and *Metacognitive Strategies* is 0,890. If the value of correlation coefficient between variables is compared with criteria as table 4.9, it can be concluded that the correlation between variable *Speaking Ability* and *Metacognitive Strategies* are in the category of very strong relationship.

Moreover to find out whether there is a significant relationship predicting between variable *Metacognitive Strategies* and *Speaking Ability*, then do the test of significance. To know the significance of the relationship of independent variables with the dependent variable, using F-Test. The test result of F value is presented as in table 4.11.

Table 4.11 The Result of F-Test

	Sum of Squares	Df	Mean Square	F	Sig.
Regression	27,702	1	27,702	129,049	,000 ^b
Residual	7,298	34	0,215		
Total	35,000	35			

⁶³ Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D)*. Bandung: Alfabeta, 2010. Page 125

Based on table 4.11 above, if both values are compared then the value of F arithmetic is greater than F_{tabel} ($129,049 > 3,91$) and significance = 0,000 (sig. $< 0,05$) therefore H_0 is rejected. Thus it can be concluded that Metacognitive Strategies have a significant relationship with the Speaking Ability of the seventh semester students of the English Department, IAIN Zawiyah Cot Kala Langsa.

To know the relation of independent variable with dependent variable, the test of regression coefficient by using T test statistic. T-test is also done to see or predict the effectiveness of X influence Y or in other word to see significance value of F. The determination of test result can be done by comparing t_{hitung} value with t_{tabel} ($t_{hitung} > t_{tabel}$) or able to compare the significant value ($< 0,05$). T-test results using *IBM® SPSS® Statistics Version 23.0 for Windows Software* are as follows:

Table 4.12 The Result of T-Test

	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	2,339	0,077		0,000	1,000
Metacognition	0,890	0,078	0,890	11,360	0,000

Dependent Variable : Speaking Ability

From the table 4.12 it can be seen that the value of significances of Metacognitive Strategies (X) = 0,000 (sig. $< 0,05$), hence H_0 is rejected and H_a accepted. On this basis, it can be inferred that the variable *Metacognitive Strategies* (X) has a significant correlation with the variable *Speaking Ability* (Y).

Furthermore, The coefficient of determination aims to measure how far the ability of the model in explaining variations of variables. The coefficient of determination is used because it can explain the goodness of the regression model in

the dependent variable. The higher the value of the coefficient of determination, the better the ability of the independent variables used in the study to explain and predict the dependent variables. The value of coefficient of determination shown by a small value R^2 means the ability of independent variables in explaining the dependent variable is very limited. In contrast, the value of R^2 which is close to 1 indicates that the free variable used can provide almost all the information needed to adjust the dependent variable. With the calculation statistically obtained coefficient of determination as follows:

Table 4.13 The Result of Determination-Test

Output	R	R Square (R^2)	Adjusted R^2	Std. Error of Estimate
X - Y	0,890	0,791	0,785	0,463

From the table 4.13 above, it can be seen that the value of determination coefficient (R^2) between the variable X (*Metacognitive Strategies*) with the variable Y (*Speaking Ability*) is equal to 0,785 or 78,5%. This shows that the *Metacognitive Strategies* variable influences the *Speaking Ability* experienced by the seventh semester students of English Department IAIN ZCK Langsa at 78,5% while the remaining 21,5% is influenced by the unexamined variable (epsilon variable).

C. Discussion

In this step, the researcher would like to explain the research result after calculating data and analyzing it by using *IBM® SPSS® Statistics Version 23.0 for Windows Software*.

Before that, it was important to look at the research question, the research question of this study was about : Is there any positive correlation between metacognitive strategies and speaking ability of the seventh students of English department ? There were two hypothesis which had been formulated in this research: those were research hypothesis (H_a), and null hypothesis (H_0). Research hypothesis: There is any positive correlation between metacognitive strategies and speaking ability of the seventh students of English department and Null hypothesis: There is no correlation between metacognitive strategies and speaking ability of the seventh students of English department. To establish a hypothesis was accepted or rejected, the researcher needed to find out the score of Regression-Test, F-test, T-test and Determination-Test. Then, it was compared with the critical value which was used at level of significant 5% ($\alpha = 0,05$) for educational level. If obtained t-test score was higher than critical value of table, it means that the (H_0) was rejected, while research (H_a) was accepted.

Speaking ability is a skill to communicating the speech sound for expressing and conveying a messages or ideas. Speaking in a foreign language is very difficult and the competence in speaking takes a long time to develop. It cannot be denied that being able to speak English fluently and accurately takes much time and needs a lot of efforts to maintain and to improve the speaking skills seriously. Like writing speaking is complex skill requiring the simultaneous use of number of the different abilities which often developed of different rates either four of five components are generally recognized in analyze of the speak process: (a) Range means the ability use the general information range, vocabulary range, phrase and develop idea, (b) Accuracy means

using the appropriate structural grammatical control, (c) fluency (the ease and speed of the flow speech), (d) Interaction means comprehension for oral communication how to keep a conversation going, how to terminate the conversation and how to clear up the communication break down as well as comprehension problems or certainly requires a subject the response to speak as well as imitation, (e) Coherence appropriate use of variety of organization pattern and wide range of connectors.

Based on Latha and Ramesh many factors which make speaking become difficulties for example, having lack of vocabulary, lack of self confidence, being afraid of making mistakes and having confused in using good context are some reasons that caused speaking is difficult to be mastered by them.

Therefore, to have improve the English skills, language learner need to know, master and create the language learning strategies. Knowing the types of language learning strategies will give the student some alternative in learning strategies that mostly appropriate to use. Then, to be a good language learner the student must have a strong will and should be creative to find his or her learning strategies. Willing to try new strategies is the key of a good language learner to get the outcome of language learning. During their effort of try the new strategies, means that they are in the process of finding the most suitable strategies that really fit their potency and ability. Then, those are the criteria of student who use metacognitive strategies.

Metacognitive learning strategies are used to oversee, regulate or self direct language learning which involve various processes as planning, prioritizing, setting goals and self management. Based on the purpose of metacognitive strategy in speaking, it help the student know more, manage the suitable step to achieve the goal

and leads them to develop a system to have better in speaking performance because learning strategies they employ contribute on it. Further, it be in accordance with the Flavell and Oxford statements that by using the metacognitive strategies the positive effect for student who applied the metacognitive strategies in speaking performance, they able to manage the time of organitaion, regulate (planning, setting goals), self monitoring and evaluating their use of the learning strategy and how well the strategy was working for them in faced of the speaking task. Therefore the researcher assumes that students who applied metacognitive strategies more frequently have improved aspects of speaking. Focus on following aspect of metacognitive strategies in develop speaking performance :

The first is *centering* the learning which consists of three sets strategies: over-viewing and linking with already known material, paying attention and delaying speech production to focus on listening. In this stage the student focus for strategies instruction by identifying their prior knowledge about and the use of specific strategies. The use of strategies provide a focus for language learning.

The second is *arranging and planning* the learning. That consists of six strategies: finding out about language learning, organizing, setting goals and objectives, identifying the purpose of language task, planning for a language task and seeking practice for opportunities. In this stage students are prepared in relation to their learning goal and start thinking about what their goals are and how they will go about accomplishing them. In the process of deciding when to use particular strategies, students think and make conscious decisions about the learning process and choose the

best and most appropriate strategy in a given situation. These strategies help learners to organize and plan the language learning.

The last is *evaluating* the learning. There are two related strategies: self monitoring and self evaluation. The students evaluate and monitoring their use of the learning strategy and how well the strategy was working for them. In the last component, students attempt to evaluate whether what they are doing. It will be more effective by means of self questioning, debriefing discussions after strategies practice and checklists of strategies used to allow students to reflect through the cycle of learning. At this stage, all the previous stages are evaluated. Both strategies add learners in checking their language performance.

Moreover, from the findings of this study, the researcher agree with the opinion Duning and Rahimi that students who realize with their metacognitive during the learning process tends to be better on the results of academic achievement.

Metacognition is a strong predictor of academic achievement. Students with good or high metacognition rates will show better academic performance than students with poor or low metacognition (Duning in Couthino)

In other words, The students who use their metacognitive strategies will be brief to make decisions, solve the problem, creative, innovative, independent thinker and critical in learning or facing something. This is in accordance with the findings in this study that metacognition of the research subject from 36 sample of the seventh students of English department shows that almost half of the sample (44,4%) have or use metacognitivenya at a high level, while the number of subjects categorized medium (30,5%) and very high (22,2%) more than the number of subjects categorized Low (2,7%) and Very Low which is nonexistent (0%). From the table of the categorization of *Metacognitive Strategies* in the research subject, the level of

metacognitive in the high category ($166,65 < x \leq 199,95$), therefore it can be concluded that *Metacognitive strategies* in the study subjects were in high category. While from the speaking ability found that the number of subjects in the Advanced Speaker category (44,4%) and Upper Intermediate Speaker (41,7%) more than Native Speaker (11,1%) and Intermediate Speaker (2,7 %). If the empirical mean of Speaking Ability variable (21,27) this indicates that the speaking ability experienced by the subject tends to be high in the *Advanced Speaker* category and is followed by *Upper Intermediate Speaker*, this is actually highest and good. However, from the percentage of *advanced speaker* and *upper intermediate speaker* categories is not too much difference. It can be deduced that it is not very well suited to the English Department IAIN Langsa's target for an English education degree who wants more students at *Advanced Speaker* level even more.

Moreover, from the correlation test found that The value of correlation coefficient between variable *Speaking Ability* and *Metacognitive Strategies* is 0,890. It can be concluded that the correlation between variable *Speaking Ability* and *Metacognitive Strategies* are in the category of very strong relationship. Not only that from the test of determination found that metacognitive strategies play a major role by contributing effectively as much as $R^2 = 0,785$ OR 78,5% towards speaking ability while the remaining 21,5% were the epsilon (the influence of other variables werenot examined).

It also related with the previous thesis which conducted by Rahma with the title *The Correlation between metacognitive strategies to the students at SMK PGRI Kediri 2 Academic year 2015/2016*". The findings of her thesis is find out there is any the

positive correlation between metacognitive strategies the student's reading comprehension with the value $r(xy) = 0,1678$.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results obtained from the research conducted on the seventh student English department, IAIN Langsa. It may be inferred that there is any positive correlation between metacognitive strategies and speaking ability of the seventh students of English department, IAIN Langsa. This is evidenced by the result of t test = 11,360 and sig. = 0,00 (sig. < 0,05) and correlation coefficient 0,890 and sig. 0.00 (sig. < 0.05). Effective contribution given variable *Metacognitive Strategies* toward *Speaking Ability* with the percentage of 78.5%

Moreover, Metacognition is a strong predictor of academic achievement. It means the students who realize with their metacognitive during the learning process tends to be better on the results of academic achievement. Then, the possitive impact for the students who use their metacognitive strategies will be brief to make decisions, solve the problem, creative, innovative, independent thinker and critical in learning or facing the task.

B. Suggestion

After analyzing the data, the researcher would like to give some suggestions :

1. For teacher

The teachers should help the students to encourage the student's metacognitive which as explain and give experience as the alternative variation in teaching learning proces as a motivator then develop an appropriate plan for learning information, which can be memorized and eventually routine.

2. For the students

The students should realize and encourage about their metacognitive to solve the task and getting the better goal in academic achievements.

3. For the next researcher

They can make this study as their reference to conduct other researcher on the same field and they can conduct a research with the same approach but in different genres.

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