THE USE OF METACOGNITIVE STRATEGY TO IMPROVE STUDENTS' SPEAKING ABILITY AT EIGHTH GRADE SMPN 2 LANGSA

THESIS

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ABSTRACT

This research investigated the improvement of students' speaking ability by using metacognitive strategy at eighth grade of SMPN 2 Langsa. The interest in doing this research came to the writer when there were some issues about students who was not active to speaking English in the English classroom activity. The kind of this research is classroom action research which was conducted in two cycle. The subject of this research is VIII-4 grade SMPN 2 Langsa in academic year 2015-2016 with total number is 30 students which had taken by using purposive sampling technique. The technique of collecting data were by using test and observation. The data of observation were analyzed qualitatively by observing teaching and learning process. meanwhile the data of test were analyze quantitavely through assessing students' speaking performance. The result of this research showed that the use of metacognitive strategy was successfull to improve students speaking ability. Based on the qualitative data, the use of classroom activities helped the students to be more familiar with English. It helped the students to increase all of aspect of speaking skill. Meanwhile, the use of various media could attract their attention during the class. Based on the quantitative data, the students' average scores for the speaking skill improved. The average in pre-test was 64.13. In the first cycle, the students' average score was 69.6 and in the second cycle students got 77.4. To know the significance of improvement in the result of first and second cycle, it used t_{tes} and the computation of t_{count} was 6.07 and the calculation of t_{table} was 2,04. It means the result is $t_{count} > t_{table}$ (6,07 > 2,04) so H_1 hypothesis of this research is accepted.

KEYWORDS: Speaking, Metacognitive Strategy, speaking ability

CHAPTER 1

INTRODUCTION

1.   **Background of Study**

Speaking is so much a part of daily life that we take it for granted.[1] Every one produces tens of thousand of a words a day, although some people may produce evenmore than that. In the english learning program speaking is one of the important in the language learning. Each student must be able to speak English. Since, one of the main purpose in the study English is able to speak and communicate English fluently. Through speaking, student can express ideas or feelings and maintain social relationship. They can also convey information and receive information that is happening in their lives.

To succeed in learning English, the student should be able to organize the learning strategy to be able to speak English fluently. One of strategy to encourage in better communication is master in Language Learning Strategies. Language learning strategies (LLS) is spesific actions taken by learner to make learning easier, faster, more enjoyable, more selfdirected, more effective and more transferable to new situation.[2] It means that use Language Learning Strategy will be easier the student to understand learning English. Language learning strategies are also the main factors that help to determine how well the students learn a second

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[1] Scott Thornbury, *How to Teach Speaking*, (Pearson Education Limited, 2005), 1.
[2] Rebecca L. Oxford, *Language learning strategies: what every teacher should know*, (Boston: Heinle & Heinle publisher, 1990), 20.

language. So, it can help the student become better language learners and better in communication competence.

Based on the writer's experiencing of the teaching and learning process in the class room, the writer's found there are some problem in teaching and learning English especially in Speaking part. The first is . The students assumed that speaking is a difficult thing to be mastered. It made the students have not desire to speak English. They do not want to try speaking since they are affraid making mistakes. They are afraid of using the incorrect words and the composition of grammatical. It can be caused a lack of vocabularies. The second is when students are invited to speak English with the teacher, the student does not respond using the English even they look confused and there are also keeping quiet. Even when the teacher made a discussion, the student feels difficult to express their opinion. It can all be caused by several factors, one of which is a process of learning and teaching that is not focused. Because it is very important for the student to improve their learning strategy. The third is Sometimes the teacher use the boring the strategy to solve the problem in teaching and learning English Speaking and the limit time to teach and learning Speaking English in the classroom because the teacher do not focus on the students speaking ability speaking.

To minimize the problems above, There are learning strategies that can help students improve their speaking skills. The Learning strategy is divided into two parts. According Rebecca L. Oxford, there are two

learning strategy, they are direct and indirect strategies which is subdiveded into six group. In direct strategies consist of memory strategies, cognitive strategies, and compensation strategies. While, indirect strategies classified into metacognitive strategies, affective strategies and social strategies.

Metacognitive strategies involve planning and thinking about learning, such as planning one's learning, monitoring one's own speech and evaluating how well one is done.[3] So, metacognitive strategy emphasizes the abilty of monitoring the students' learning process by regulating the process of thinking.

Meanwhile, affective refers to emotions, attitudes, motivations and values.[4] It means that in the affective it's relating with a value that is difficult in measuring. The behavior in which individuals have a tendency to like or dislike on the object. especially to meet a need in the process of learning a second language.

And Social strategy is language learning strategies which the learner participate in the social. So, indirectly students learn a second language through social activities where students will have the ability to learn a second language and social skills.

For this case, The writer will be focussed in to the metacognitive strategies which the writer hope by metacognitive learning strategies, the

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[3] Vivian Cook, *Second Language Learning and Language Teaching,* (London : An Hachette UK Company, 2008), 115

[4] Rebecca L. Oxford...140

student can increase self-confidence to speak English. so that, they can regulate their speaking and also can organize their learning and be able accomplishing their speaking task. Because by the use metacognitive strategy the student can solve the speaking problem.

Based on the explanation above the writer feel has an interest to do a research entitled "the use of metacognitive strategy to improve speaking ability at eighth grade of SMP Negeri 2 Langsa ".

2.   The Problem of Study

The problem of study in "The Use of Metacognitive Strategy to Improve Students' peaking Ability at Second Grade of SMP Negeri 2 Langsa are

1. Does metacognitive strategy improve students' speaking skill at eighth grade of SMP Negeri 2 Langsa?

2. How is Learning process by using metacognitive strategy at eighth grade SMP Negeri 2 Langsa?

3.   PURPOSE OF STUDY

The purpose of study in "The Use of Metacognitive Strategy to Improve Students' peaking Ability at Second Grade of SMP Negeri 2 Langsa " are

1. To find out the improving of students' speaking ability through metacognitive strategy at eighth grade of SMP Negeri 2 Langsa.

2. To know the learning process by using metacognitive strategy at eighth grade of SMP Negeri 2 Langsa.

4.   SIGNIFICANT OF STUDY

1. Theorical

The writer hope the research can increase the knowledge about research that investigated and it can help the student for easier to speaking english freely, in order to student realize their own learning process and tendency which use strategies and for the the teacher can help to explore of strategies that used by student.

2. Practical

The writer hope the research can help the student to improve speaking ability in English lesson and the student will be more active, creative and innovative to learn English lesson. In addition, the result of this research are useful for English teacher at SMP Negeri 2 Langsa to motivate the teachers to be more creative so the students will be more enthusiastic in learning English in the class. And the last for the writer, the result of this research can develop her experience that related to her knowledge in research on English teaching,

5. **SCOPE OF STUDY**

Research should be limited in its scope, so that the problem being examined is not too wide and the research is effective. To limit the scope of the discussion and to analyze the problem, the writer limited the research on the using metacognitive strategy to improve students' speaking ability. It means that the writer only analyzed how students use metacognitive strategies to improve their speaking abilities. It will be foccused in classroom activity which the writer asked the student to made a role play with the partner and prepared talk. This research was applied only to the eighth grade of SMP Negeri 2 Langsa in Academic year of 2015 - 2016

6. **HYPOTHESIS**

Hypothesis is a temporal answer of problem statement.[5] therefore, the research problem are usually arranged in the form of a question. It is said temporary, because the answers given are based on the relevant theory, not based on empirical facts obtained through data collection.

So the Hypothesis in "The Use of Metacognitive Strategy To Improve Students' Speaking Ability at Eighth Grade of SMP Negeri 2 Langsa are : Metacognitive strategy improve student's speaking ability.

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[5] Sugiono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2008),