

STATEMENT OF ORIGINALITY

Here with I declare that the research paper I wrote as a partial fulfillment of the requirements for the sarjana degree and submitted to the English Education Department, the Faculty of English and Teacher Training wholly constitutes my own original scientific writing.

As for other persons' works whose ideas are quoted in this paper have been referred to appropriately in accordance to the prevailing legal and intellectual ethic in the world of scientific writing tradition.

However, if the originality of this paper either partially or wholly is, letter on, proved or it falls under convincing plagiarism, I would be prepared to receive any consequences in the form of any sanction such as losing my related academic degree obtained from the institution as well as other rules prevailing in Indonesia.

Serang, December 27th, 2019

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In the name of Allah, the most gracious, the merciful, all praise be to Allah SWT, the almighty God, who has sent Muhammad, peace be upon him, to be his prophet and messenger people all over the world. without his blessing, mercy, and guidance, the researcher can't finish her paper as one of requirement for achieving graduate degree of Education faculty.

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ABSTRACT

Titi Husniyati 152301833. 2019. Metacognitive Strategy Used By Students Of English Education Department In Learning Speaking Skill (A Case Study on Second Year Students of English Education Department At The State Islamic University Sultan Maulana Hasanudin Banten)

This research investigates the students used of metacognitive strategy in learning speaking skill and the most dominant metacognitive strategy in learning speaking skill by second year students of English Education Department at The State Islamic University Sultan Maulana Hasanuddin Banten. The method used in this research was qualitative method. The data were collected in three ways, observation, distributing the questionnaire, and interviewing. The participants of this research was 30 students with 6 of the students were used as sample of the research. The researcher used one class to help this research. The research found that the students used metacognitive strategies in various ways and possible metacognitive strategies they used the same. Especially in the three main aspects of metacognitive strategy namely, planning, monitoring, and evaluation. Based on the result, the Comprehensively the metacognitive abilities of students in learning speaking are in the sufficient category. The most dominant metacognitive strategy used by students is in planning. And the strategy the least used by students is evaluation. Students care more about monitoring their learning outcomes than evaluating their learning outcomes. From these result, it can be concluded that students used metacognitive strategy in propotional way. However, the most dominant metacognitive strategy that the students used in learning speaking was in planning the learning activities and behaviours.

Key words: *metacognitive strategy, students' metacognitive, speaking skill*

THE ADVISERS' APPROVAL

This is to certify that the undergraduate research paper of Titi Husniyati entitled “Metacognitive Strategy Used By Students of English Education Department In Learning Speaking Skill” (A Case Study on Second Year Students of English Education Department At The State Islamic University Sultan Maulana Hasanudin Banten). Has been approved by the research paper advisers for further approval by the board of examiners.

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EDUCATION DEPARTMENT IN LEARNING SPEAKING SKILL**

(A Case Study on Second Year Students of English Education Department at the
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DEDICATION

This research paper dedicated to:

The researcher' beloved parents as her first respected teacher "Hasbulloh and Asnawati".

MOTTO

“Our greatest weakness lies in giving up. The most certain way to succeed is always to try just one more time.” Thomas A. Edison

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