

CHAPTER I

INTRODUCTION

A. Background of the Study

English is a language that is widely used in most countries in this world. Therefore English is called the lingua franca. The lingua franca is the language of instruction or language used to communicate with people who come from different language backgrounds. Considering the importance of language as a language of communication, people must learn it correctly. And in Indonesia, English as a foreign language has been taught since elementary level to high-level students, are competent in English. It means that giving great attention to English language learning is always conducted.

There are four skills in the language that must be mastered in learning languages, namely: listening, speaking, reading and writing. And speaking is considered an important skill because people must know how to express their thoughts, opinions and, ideas through speaking. Speaking is a basic skill that is often judged first by someone compared to other skills in language learning.¹ Thornbury also defines speaking as a part of daily life that we take it for granted.² In other words, in our daily life speaking is important tool that we use to communicate through the arrangement of words produced.

¹ Jo, McDonough. C, Shaw. & Hitomi Masuhara, *Materials And Methods In ELT: A Teacher's Guide*, (Oxford: Wiley Blackwell Publishing,2013), 156.

²Scott Thornbury.*How To Teach Speaking*. (Longman:2002), 1.

In learning English, students must pay attention to things that make success in learning English.³ The learning process is at the core of the education process to carry out educational goals. The learning process will run well if all the components in educational institutions are met, such as adequate facilities and infrastructure, quality educators. Angelianawati stated that several other factors influence the language learning process that must be considered as well, which have not been explored optimally by most teachers, such as: beliefs, styles, and learning strategies used by their students.⁴ To make the goal of teaching English and become a successful language learner.

Learning strategy is one of the important factors in the learning process. It can help students overcome their difficulties and weaknesses in learning. Oxford says that learning is done by students to improve their learning. Appropriate language learning strategies can be increased skills and greater self-confidence.⁵ According to Oxford as cited by Angelianawati, language learning style and strategies are among the main factors that help determine how and how well students learn a second and foreign language.⁶ Learning strategy is a process or activity carried out to understand the material. Understanding of a material concept about

³ L. Angeliawati, *The Contribution Of Students' Beliefs About Language Learning, Learning Style, And Language Learning Strategies Toward The English Achievement Of The Eleventh Grade Students Of State Senior High School In Singaraja*. Vol 1. (2012). 2.

⁴ Angeliawati, *The Contribution Of Students' Beliefs About Language Learning, Learning Style, And Language Learning Strategies Toward The English Achievement Of The Eleventh Grade Students Of State Senior High School In Singaraja*, Vol. 1, (2012), 3.

⁵ Rebecca L. Oxford. *Language Learning Strategies*. (Boston: Heinle & Heinle, 1990)

⁶ Angeliawati. *The Contribution Of Students' Beliefs About Language Learning, Learning Style, And Language Learning Strategies Toward The English Achievement Of The Eleventh Grade Students Of State Senior High School In Singaraja*. Vol 1. (2012). 3.

language is not enough if it is only delivered by the teacher, but students must also take part in understanding the concept. The use of proper learning strategies can improve efficiency and effectiveness in language learning. The learning process that takes place should be able to give opportunities for students to consciously organize their own knowledge.

Most learning processes only focus on cognitive aspects in students only, cognitive aspects are important because this is related to create students' intelligence. However, in addition to the cognitive development of students, we must also focus on how students manage or regulate cognitive abilities in response to a situation or problem. The main aspects of cognitive can not walk alone, but need to be controlled or regulated so that if someone is going to use their cognitive abilities it is necessary to be able to decide and regulate what cognitive activities to use. Therefore a student must have an awareness of his own thinking ability and be able to manage it, this arrangement is also often called metacognitive. Malamed defined metacognition is a regulatory system that helps a person understand and control his or her own cognitive.⁷ Students must know their abilities and their strategies appropriate to their learning, so that they can arrange their own learning methods based on their own needs.

Based on observations made by researchers at students of English education department found that there are still many students who are not fluent and still have difficulty in speak English even though they have

⁷ Connie Malamed, Metacognition And Learning: Strategies For Instrutional Design, Available On <http://Theelearningcoach.Com/Learning/Metacognition-And-Learning/> On August 21th 2019 At 16.00.

passed the speaking subjects 1 to 4. Some reasons that cause this to happen are, their lack of motivation in learning speaking, the lack of vocabulary students have and they cannot relate what they are talking about with their prior knowledge, individual characteristics, and the strategies they use in learning. In addition, they often feel shy when they are speak in front of classroom and it makes them could not speak up what up their mind.

One learning strategy such as a metacognitive strategy that is related to students' thinking about the learning process, starting from organizing their learning plans, monitoring learning outcomes, and evaluating themselves by students can help students deal with their difficulties in learning to speak English. As said by Chamot and O'malley that metacognitive is the best strategy can be implied by learners, because it is up to the learner to decide what, when, how to learn.⁸ Metacognitive is important for students to help their focus in learning speaking, as well as assist students in organizing what they will learn to better optimize their learning outcomes.

Therefore, the researcher want to observe the used of metacognitive strategy and the dominant of metacognitive strategy that used by students of English Education Department. The researcher would like to conduct a study under the title "METACOGNITIVE STRATEGY USED BY STUDENTS OF ENGLISH EDUCATION DEPARTMENT IN

⁸ J. Michael O'Malley & Anna uhl Chamot, *Learning Strategies In Second Language Acquisition*, (New York: University Of Cambridge, 1990).

LEARNING SPEAKING SKILL” (A Case Study on Second Year Students of English Education Department a The State Islamic University Sultan Maulana Hasanuddin Banten).

B. The Limitation Of The Problem

Based on the problem above, the researcher limits the problem this research that concern about the used of metacognitive strategy and the dominant of metacognitive strategy in learning English used by second years students of English Education Department in academic speaking skill.

C. Research Questions

Based on the background, the researcher formulates research questions as follows:

1. How are metacognitive strategy used by the second years students of English Education Department in speaking skill?
2. What is the dominant metacognitive strategy in learning English used by the second year students of English Education Department in speaking skill?

D. Research Objectives

In the relation to the research question above, the aims of the research are:

1. To describe the metacognitive strategy used by the second years students of English Education Department in speaking skill.

2. To describe the dominant metacognitive strategy in learning English used by the second years students of English Education Department in speaking skill.

E. Significant Of The Study

In this research will be beneficial for both

1. For the Students

This research is expected to be useful to give the students more knowledge about their strategy in learning English, and can understand the learning strategies that they use to create the best learning outcomes.

2. For the lecturer

The researcher hope this research will give information and help the lecture in determining method or strategies that are suitable for students that can be used in the process of learning English.

2. For other researcher

The researcher hopes this research will help and give beneficial in giving information, and will be useful for those who want to conduct a further research on metacognitive strategy in the future.

F. Previous study

In this research, the writer used some previous studies to guide her research.

First is The study written by Hanum Sintari, “*Metacognitive Strategy In Indirect Learning Strategies Used By EFL Students In Academic Speaking Class Of English Department Surabaya State University*,” the focus of this research were the used of metacognitive strategy in direct learning strategies by the students in academic speaking class and their speaking performances after using metacognitive strategy. This study used theory based on Oxford (1990) about metacognitive strategy that have three main strategies: centering, arranging and planning, and evaluating the learning. This study was conduct qualitative method and use observation, interview, and speaking rubrics to collect data. The subject of this study is 6 students from academic speaking class at Surabaya State University. The conclusion indicated that students used all aspects in metacognitive strategies, and the students got easier to deliver presentations and master the material well. And the differents between this research are this research using different instrument, like speaking assessment rubrics, and the metacognitive theory models used is different.

The second conducted from **Ina Musarofah** 2014, “*Improving Students’ Vocabulary By Using Metacognitive Strategy (A Classroom Action Research At The Nineth Grade Of MTS Negeri Pulomerak)*”. This research is qualitative method and uses classroom action research, and to collect the data, the writer uses observation and test. The writer conducted two cylice. The result of the test cycle I is 61 and the cycle II is 86. The result the test shows that students’ vocabulary increase and by using

metacognitive strategy the students' vocabulary improved. And the differences between this research are used The State Of Islamic Junior High School as sample, and this research just focused in vocabulary.

The third conducted from **Ade Hidayat** 2014, "Students' Metacognitive Strategies In Learning English" (A Descriptive Study At Second Year Students Of SMA 5 Kota Serang). This research is qualitative method uses descriptive study. The writer uses questionnaire and interview to collect the data. and this study focuses on finding out the dominant metacognitive strategy used by students and the most preferred aspect of metacognitive strategy in learning English that is used by students of SMAN 5 Bengkulu.

That study above has similarity with this research in the topic that conducted which is about metacognitive strategy. But the previous study and this research also has differences. The first difference is the collect data method. This research use observation, questionnaire, and interview. And the second difference is in the research question. The researcher combines all the research questions above as the focus of the study.

G. The Organization Of Writing

To make this research easy to comprehend, the researcher will divide the research into five chapters:

Chapter I is Introduction. In this chapter the researcher puts some points: background of the study, problem statement, research objective, the significant of the study, and the writing organization.

Chapter II is Theoretical Frameworks. This chapter consists of definition of speaking, types of speaking, elements of speaking, definition of learning strategy, kinds of learning strategy, Definition of metacognitive, model metacognitive, elements of metacognitive.

Chapter III is Research Methodology. Which consists of research method, research setting, subject of the research, technique of data collecting, and technique of data analysis.

Chapter IV is Finding And Discussion, it consists of a description of the data identifying the result of the observation, questionnaire, and interview in description form analysing all the data collected. Conclude the result of research in the documentation.

Chapter V is the conclusion and suggestion.