CHAPTER I

INTRODUCTION

In this chapter, the researcher would like to present the introduction of this research consist of background of study, research problem, research objective, assumption, hypothesis, significance of study, scope and limitation, and definition of key terms.

A. Background of Study

Speaking is one of the important point to communicate and express our ideas, we are able to communicate each other with anyone. It cause of the function of language. English speaking is really needed to communicate well because the researcher conscious that English is international language and it should mastering by student in English department in teaching learning process.

In teaching learning process, speaking is one of ability which should have in English language, this statement is supported by Helen Joyce, one of the most important aspects of speaking is that it always occurs within a context, and also speaking is so much a part of daily life that we tend to take it for granted. However, learning to speak involves developing a number of complex skills and different types of knowledge.[1] In this case, it is clearly stated that the activity of transferring the message to other people and it can involve two or more people. Speaking has become part of our daily activities. When someone speaks, he or she interacts and uses the language to express his or her feeling, idea, and thought.

There are many ways to improve their speaking skills by practicing with their friend or used one of strategy when their study such as metacognitive strategy. According the expert metacognitive is thinking about thinking, it is mean that student use their thinking to choose learning style and strategies that dealing with student themselves and the other expert said that metacognitive knowing about knowing so, with that definition the researcher take comprehend that metacognitive is awareness about what we know and what we do not know, metacognitive strategies refer to the way how to increase about thinking process and learning that valid.

Metacognitive is important to recognizing the ability and then choosing the strategies dealing with the ability to make easier the researcher coach what have been plane before, and also

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[1] Anne Burns and Helen Joyce, *Focus on Speaking,* (Sidney: Robert Burton printers Pty Ltd 1999), page 3

metacognitive important in increasing students critical thinking because with metacognitive they would know the weakness and then the direction with suitable strategy.

From the explanation above In this process there are many student still difficult to expressed their ideas. English proficiency influenced by several factor such as, environmental differences, individual characteristics, and learning strategies used by student. One of learning strategy that is Metacognitive strategies related with thinking of student's knowladge about the learning process to planning of learning, monitoring, and self-evaluation conducted by student to deal with difficulties encountered in speaking English. So student can keep the conversation.

MTsN 2 Pamekasan is one of Islamic school at Pamekasan. The researcher ever do observation in MTsN 2 Pamekasan, when the researcher get a task in the previous semester and researcher sharing with the teacher. And the teacher said that "where student have stated that they feel difficult to speak English. They stated that they never determined or used a strategy to be able to speak English fluently". In other words, they do not make planning and certainly cannot evaluate their English speaking abilities or skill. So that, they have to accustomed to use strategy that can improve their speaking skills. One of the popular strategy is metacognitive strategy.

Besed on the phenomenon above the researcher interested to conduct a study *"The Correlation between Metacognitive Strategy and Speaking Skill at 8ᵗʰ Grade of MTsN 2 Pamekasan".*

There was studies earlier in line with the student learning. One of them is studying about metacognitive strategy had been studied by Sulhan Hadi by the title *The Correlation Between Metacognitive Strategy and Reading Comprehension at Eight Grade Students of MTS Al-Bayan Waru Pamekasan.* The result of this research proven after knowing the result of data analysis and comparing with the table of correlation's coefficient value "r(xy)" product moment. The result shows that "r(xy)" value of this research is 0,66. It is more than the table of correlation's coefficient value "r" product moment whether in level significant 5% with N=55. The value is 0,266. So, the alternative hypothesis is accepted. And also it proven after the researcher knows the result of the data analysis and comparing it with table of interpretation "r" product moment. It means that, there is correlation between metacognitive strategy and reading comprehension at the eighth grade student of MTs Al-Bayan Waru Pamekasan. [2]

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[2] Sulhan Hadi *"The Correlation Between Metacognitive Strategy and Reading Comprehension at Eight Grade Students of MTS Al-Bayan Waru Pamekasan"* (STAIN Pamekasan, 2016).

B. Research Problem

Problem of study consist of specifying an issue to study, developing a justification for study it. And suggesting the importance of the study for the reader.[3]

Based on the background of the study above the researcher formulate the research problem as follow:

1. Is there any correlation between metacognitive strategy and speaking skill at 8th grade of MTsN 2 Pamekasan?

2. How far the significant correlation between metacognitive strategy and speaking skill at 8th grade of MTsN 2 Pamekasan?

C. Research Objective

Research objective is a statement of intent used in quantitative research that specific goal that the investigator plans to achieve in a study[4]. Based on the research problem above researcher need to put a research objective, and the researcher formulates the research objective as follow:

1. To know the correlation between metacognitive strategy and speaking skill at 8th grade of MTsN 2 Pamekasan

2. To measure the significant correlation between metacognitive strategy and speaking skill at 8th grade of MTsN 2 Pamekasan
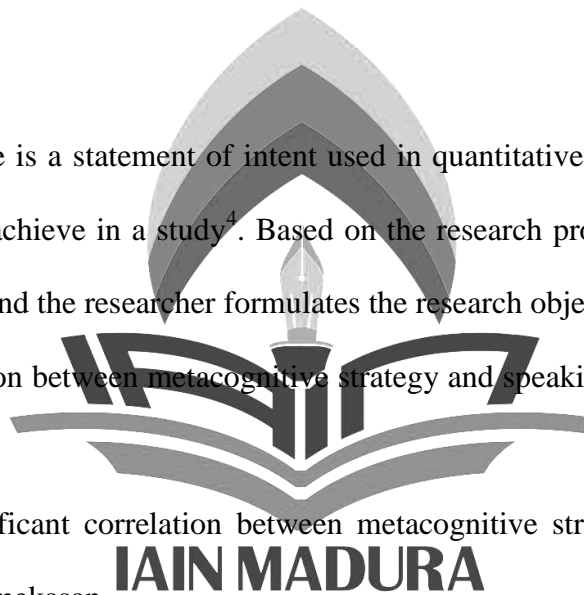
D. Assumption of Study

Assumption is basic belief or postulate about research problem which is the truth received by the researcher. The function of assumption of study are as a foundation for thinking in carry out the research, to emphasize the variables, and to make the hypothesis. In this research the assumption of the study is metacognitive strategy can be an effective strategy to make students more understand and increase their speaking. Because the researcher believes the students who have mastery in speaking can share their knowledge when metacognitive strategy apply in speaking class.

E. Hyphotesis

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[3] John, W. Creswell, Educational Research (Boston Pearson Education, 2012), p 8

[4] Pedoman penulisan karya ilmiah, (STAIN pamekasan, 2011), p 10

Hypothesis is defined as statement in quantitative research in which the investigator makes prediction or a conjecture about the outcome of relationship among attributes or characterictics[5]. There are two types of hypothesis: the Null Hypothesis (Ho) and the Alternative Hypothesis (Ha).

Null hypothesis (Ho) is a statement that states no relationship, no change, and no difference in the general population. Alternative to the null hypothesis (Ha) suggest a relationship, a change, and a difference. This hypothesis may be true if the null hypothesis is rejected.

1. Null Hypothesis : there is no correlation between metacognitive strategy and speaking skill at 8th grade of MTsN 2 Pamekasan.

2. Alternative Hypothesis : there is a correlation between metacognitive strategy and speaking skill at 8th grade of MTsN 2 Pamekasan.

And the hypothesis of research used alternative hypothesis (ha). As mean of guessing the result of research. The hypothesis of this research is: there is correlation between metacognitive strategy and speaking skill at 8th grade of MTsN 2 Pamekasan.

F. Significant of Study

Significance of the study is the part where the researcher tell how the study would be benefical to specific people or parts of the society and how they could use it. In other word, in this parts, the researcher tell the benefit of the research and for whom it could be beneficial. There are two benefits of this research, such as :

1. Theoretical

The significance means the importance of studying that focus on knowledge. The theoretical significant of this study are:

a. The result of this research is expected to enrich scientific theory dealing with speaking skill because speaking one way to construct communication

b. The result of this research can be used as a reference for the other people who want to conduct a research about the strategy used in speaking skill

c. To the students to be better in learning English especially in speaking

2. Practically:

a. For the student

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[5] Cresswell, *Educational Research*. P.111

- The students can use metacognitive strategy to get the more comprehend in speaking skill

- The students can anticipate the problem in learning especially in speaking skill.

b. For the teacher

- Be a reflection for the teacher to be a good teaching in future

- Giving some addition information to the teacher for their teaching especially in speaking subject.

c. For researcher

- Giving some reference for another researcher to conducting similar research concerning the problem of learning in English.

- Enabling to another researcher to know the essential of metacognitive strategy in speaking skill.

d. For farther researcher

- As reference to be information to continued study for the next researcher who wants to study about metacognitive strategy.
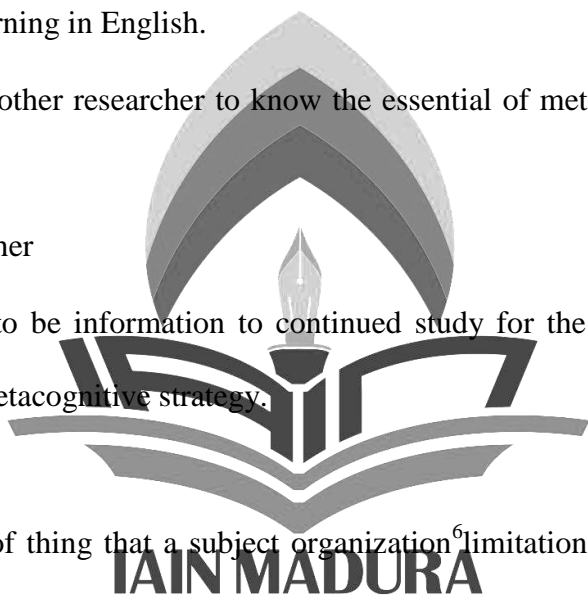
G. Scope and Limitation

Scope is a range of thing that a subject organization[6] limitation is the potential weaknesses or problem with the study identified by the researcher.

In this study the researcher has a scope the correlation between metacognitive strategy and speaking skill, but it is limited to the 8th grade of MTsN 2 Pamekasan.

H. Definition of Key Term

In order to avoid misunderstanding and misinterpretation between researcher and reader, it important for researcher to write the definition of each variable as follows:

1. Metacognitive strategy

Metacognitive strategy is strategy that used by the teacher to prove student thinking e.g. Help the student make planning for learning, thinking about the learning process as it is taking place, monitoring of one's production or comprehension, and evaluating learning after an activity complicated.

2. Speaking skills

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[6] Oxford learner dictionary, pocket dictionary, (new york:oxforduniversity press,2003), p 393

Speaking is the action of covey information or expressing one's thought and feelings in spoken language. It means that when the students speak with each other the student can convey or express their ideas.

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