CHAPTER IV

FINDINGS AND DISCUSSION

This chapter the researcher discusses about the finding of the research. The finding present about what the researcher found during the research. The researcher presents the statistical result based on the instrument that were used by the researcher in conducting the research, includes presentation of data and hypothesis testing.

A. Findings

In this research, the researcher explained about the background of the school, the location of the school and profile of the school.

1. Background of MTsN 2 Pamekasan

Based on investigated held at MTsN 2 Pamekasan from 12th November 2019 until the researcher got all the data. The researcher do investigated after gave the latter of permission to investigated and principal of the school gave permission. The background of the school divided into two categories, they are (a) The location of MTsN 2 Pamekasan, (b) The profile of MTsN 2 Pamekasan , whereas data in result and discussion are result of observation, test, and documentation about the correlation between metacognitive strategy and speaking skill at 8th grade student of MTsN 2 Pamekasan. And the categories explained as follow:

a. The location of MTsN 2 Pamekasan

MTsN 2 Pamekasan is located in Gatot Koco street No. 11 Kolpajung village and Pamekasan regency. To arrived in MTsN 2 Pamekasan is easy because that place is strategies near with Kolpajung market. We can used public transportation or private transportation to go there. Location of MTsN 2 Pamekasan not far from central of city it is about 1-2 km. here the writer conduct the research about the correlation between metacognitive strategy and speaking skill.

b. The profile of MTsN 2 Pamekasan

MTsN 2 Pamekasan was build on September 29th 1970, and now the age of this school it is about 50 years. This school had B accreditation where the location at Gatot Koco street No.11, post code (69314). MTsN 2 Pamekasan is a school which have a good achievement because MTsN 2 Pamekasan as Adiwiyata School in Pamekasan so the condition in this school is very

comfortable because this school is pure, free of smoke, and there are many green and shady trees.

The researcher conduct the research started from November 12th 2019 until January 15th 2020 at 8th grade student of D and F class. In this case why the researcher choose D and F class, because it was given by the English teacher.

2. **Presentation of Data**

After collecting all of the data that the researcher needs, in this research, the researcher can present some of data based on the research instruments that were used to collect the data. The data described by researcher are the result of questionnaire as a method to collect the data that relate to variable Y.

a. The result of Questionnaire Data

The population of this research was student of 8th grades in MTsN 2 Pamekasan that consist of intermadiate class. The researcher just took two class (D and F class) that consist of 38 students to be the sample in this study because the cluster sampling was used. To get the result of questionnare data, the researcher give to all of student of 8th in MTsN 2 Pamekasan D and F that consist of 38 student. The list of questionnaires were 15 questions with five alternative answers (multiple choice) wich are A, B, C, D, and E they mean that A= never, B= Seldom, C= sometimes, D= often, and E= always. The alternative that used by researcher to change the data quantitative into numerical data. the researcher gave score to each alternative answer and for The alternative have different score. The alternative scoring will be explained in the following formula:

Table 4.1

Table of Questionnaire scale

Questionnaire scale	Score
Never	1
Seldom	2
Sometimes	3
Often	4

Always	5

The populations of this research contain of 8th grades in MTsN 2 Pamekasan. In order to make the researcher easy to get accurate data, the researcher used cluster technique. The researcher only took two classes, so the sample was the students of 8th grades in MTsN 2 Pamekasan in two class (D and F class) that consist of 38 students. The researcher take an error 5%.

Table 4.2

The Result of Metacognitive (X)

No	Name	METACOGNITIVE (X)															SUM
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
1	Achmad Widdiyanto H	3	5	5	5	3	1	5	5	3	5	5	3	3	5	3	59
2	Adelia Yunita Akmarina	5	4	3	5	3	3	5	5	5	4	3	3	4	3	4	59
3	Alan Akmalah	5	4	5	3	1	3	3	5	3	5	3	1	2	4	5	52
4	Ayu Nurindah Sari	4	5	3	1	5	3	1	1	4	1	4	1	1	4	1	39
5	Cindy Vebriani Rosa	3	3	3	1	1	3	2	2	5	4	3	4	4	2	3	43
6	Ikfina Aulina	3	5	5	5	5	5	2	4	5	2	2	5	4	5	5	62
7	Imam Wahyudi	3	3	4	3	1	3	1	4	3	5	3	1	1	3	3	41
8	Khoriatul Maughfiroh	2	3	1	3	3	1	4	4	3	4	1	1	1	3	4	38
9	Lailatul Muharromah	3	4	1	3	1	1	4	2	1	2	3	2	3	4	5	39
10	Maughfiroh	5	4	3	5	3	3	5	5	5	4	3	3	4	3	4	59
11	Muhammad Jailani	5	5	4	5	3	4	3	5	5	4	4	5	1	5	4	62
12	Muhamad Ikhwan Hidayat	3	5	5	5	2	5	5	5	2	4	3	3	3	1	5	56
13	Murlianti Mustriam Fembi A	3	5	4	3	1	3	2	5	3	1	4	3	1	5	5	48
14	Nabilah Arista Widya	5	3	3	3	1	1	3	4	3	1	3	1	4	2	4	41
15	Nafa Abadiayah S	4	4	2	4	3	2	3	4	5	3	3	4	4	4	4	53
16	Nurul Fitriyah	5	4	4	4	5	4	5	4	4	4	5	5	5	5	5	68
17	Raihan Asy-Syifa' Syahda Mukti	4	4	5	4	5	3	5	4	5	3	3	4	1	4	5	59
18	Fina Amaliatus Zakia	5	4	3	4	3	5	4	4	3	4	4	2	4	2	3	54
19	Ali Imron	4	4	3	5	3	4	5	1	4	1	5	5	4	5	4	57
20	Wardatul Harumiyah	3	4	3	5	4	3	5	2	2	4	2	2	1	5	4	49
21	Alif Pratama Diky	4	2	5	2	3	4	2	4	4	3	2	5	3	3	3	49
22	Amaliatul Maughfiroh	3	4	1	5	3	4	4	3	4	3	3	3	5	4	5	54
23	Fahmi Zainul Ibad	5	4	5	5	3	3	5	5	4	3	5	4	5	3	3	62
24	Fauziyatus Silmi	3	3	5	2	4	6	1	3	3	3	2	2	2	2	3	44
25	Habibatur Rahmah	2	4	3	2	3	3	1	3	2	2	1	2	1	3	5	37
26	Jamilatul Fauziyah	3	3	4	3	2	4	4	4	4	2	2	3	4	3	4	49
27	Khairur Roziqi Abdillah	3	3	3	5	3	3	3	3	5	4	1	3	3	3	4	49
28	Luluk Permatasari	4	5	1	5	4	3	2	5	4	5	1	5	2	5	4	55
29	Magfibiyah Dwi Hikmadani	5	5	5	5	5	4	5	4	4	5	5	3	5	5	5	70
30	Moh. Farid Juli Yanto	3	4	3	4	4	1	3	2	2	5	3	1	2	4	3	44
31	Nabila Ashari Putri	3	4	4	5	4	3	4	5	4	4	5	5	5	4	5	64
32	Ridho Vahrezi	3	3	4	5	2	3	4	3	5	4	3	2	1	4	4	50
33	Riski Zahriyadi	1	2	4	5	3	1	5	1	4	3	3	1	1	4	1	39

No	Name																Total
34	Surya Ramadani	3	2	4	5	3	1	5	1	4	3	3	1	1	4	1	41
35	Trias Ramadani	4	2	3	5	3	2	3	2	1	4	2	4	1	5	5	46
36	Habibullah Syukron	3	2	4	5	1	4	2	1	1	3	2	1	2	3	5	39
37	Dani Rizaldi	2	4	3	5	1	3	1	2	4	2	2	1	3	4	3	40
38	Halifi Hamdan Soleh	3	1	4	4	2	5	3	2	4	3	1	1	1	3	3	40
	Total Score																1910

Source: Taken based on the student questionnaire test

Table 4.3

The Result of Speaking Test (Y)

No	Accuracy	Vocabulary	Grammar	Fluency	Pronunciation	SUM	Score
1.	5	5	5	2	4	21	84
2.	4	5	4	3	5	21	84
3.	3	5	5	3	3	19	76
4.	5	5	4	2	3	19	76
5.	4	4	4	3	5	20	80
6	5	5	5	4	5	24	96
7.	4	5	5	2	5	21	84
8.	3	5	4	4	4	20	80
9.	5	3	3	3	5	19	76
10.	4	4	5	3	5	21	84
11.	4	4	5	3	5	21	84
12.	5	4	5	2	5	21	84
13.	4	4	4	2	4	18	72
14.	4	5	4	3	4	20	80
15.	5	4	3	2	4	18	72
16.	4	5	4	5	5	23	92
17.	5	5	4	4	5	23	92
18.	4	5	4	3	4	20	80
19.	5	4	4	3	4	20	80
20.	3	3	5	3	5	19	76
21.	4	4	4	3	5	20	80
22.	5	4	4	3	4	20	80
23.	5	5	5	3	3	21	84
24.	3	4	5	2	5	19	76

25.	5	3	5	3	4	20	80
26.	5	5	3	3	4	20	80
27.	4	4	5	3	5	21	84
28.	5	4	4	3	5	21	84
29.	4	5	5	4	5	23	92
30.	5	4	4	3	4	20	80
31.	5	5	3	3	3	19	76
32.	5	3	3	3	5	19	76
33.	5	4	4	3	3	19	76
34.	5	5	3	3	5	21	84
35.	5	4	5	3	4	21	84
36.	5	4	3	3	4	19	76
37.	5	4	4	3	3	19	76
38.	5	5	3	3	5	21	84
Total Score						771	3084

Source: Taken based on student speaking test

b. Validity of test

The researcher explain the result of the validity test of each question item and total respondent was 38. Significant level was 0.05 or 5%, and the value of r_{table} 0.320. as follow:

Table 4.4

The Table of Result Validity Test Every Item Question in Metacognitive Strategy Variable (X)

Item	Coefficient Correlation	r_{table}	Validity
X1	0.600	0.320	Valid
X2	0.558	0.320	Valid
X3	0.330	0.320	Valid
X4	0.486	0.320	Valid
X5	0.505	0.320	Valid
X6	0.339	0.320	Valid

X7	0.513	0.320	Valid
X8	0.623	0.320	Valid
X9	0.433	0.320	Valid
X10	0.333	0.320	Valid
X11	0.584	0.320	Valid
X12	0.723	0.320	Valid
X13	0.592	0.320	Valid
X14	0.340	0.320	Valid
X15	0.409	0.320	Valid

Source: Output SPSS, primer data made in 2020.

Based on the table 4.4 explain that all of item from each question in independent variable is valid because have a correlation coefficient more than 0.320. So that, all of item can be used to research.

c. Reliability of test

The reliability test aims to determine the consistency of the answer of the respondents or the questionnaire given by the researcher. If the value of *cronbach's alpha (α)* a variable $\geq 0,60$ so the indicator that used by independent variable is reliable, but if the value of *cronbach's alpha (α)* a variable < 0.60 so the indicator that used by independent variable is not reliable.
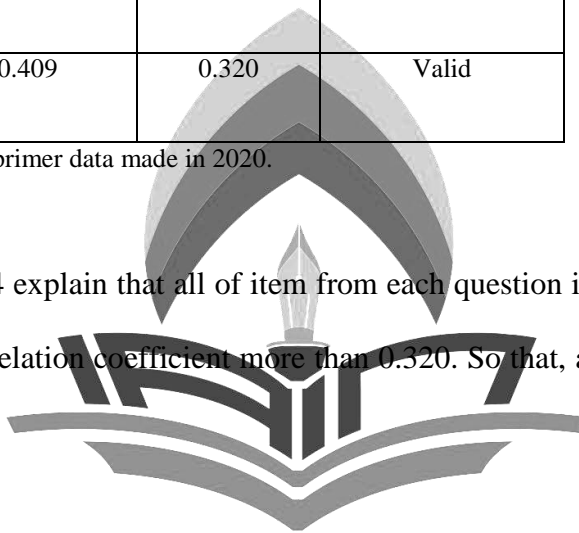
Table 4.5

The Result Of Reliability Test

Variable	The value of Cronbach Alpha	Explanation
Metacognitive strategy	0.791	Reliable

Based on the table above showed that the result of the calculation of variable have *cronbach's alpha* > 0.60. So that metacognitive strategy variable can be stated that is reliable.

B. Hypothesis Testing

1. Simple Linear Regression Analysis

A simple linear regression statistical analysis was used because there are two variables namely Metacognitive strategy (independent variable) and Speaking Skill (dependent variable). Simple linear regression analysis used to determine the correlation between Metacognitive strategy and Speaking skill. Beside that this research gives information about contribution of Metacognitive strategy to Speaking skill. A simple linear regression model with the following equation:

$$Y = \alpha + bX$$

Based on the analysis used by SPSS program version 20 for window the result as follow:

Table 4.6

The result of simple linear regression analysis

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	65.009	4.210		15.441	.000
	METACOGNITIVE	.321	.082	.545	3.899	.000

a. Dependent Variable: SPEAKING

Based on the analysis of simple linear regression on the table so the result model of coefficient regression as follow:

$$Y = 65.009 + 0.321x$$

Model of coefficient simple linear regression it is mean that:

a) a = (65.009) it is mean that independent variable have positive effect to speaking skill. The value of speaking skill constant is (65.009) it'is mean that if the school give attention of metacogntive strategi to the student, so higher the effect to the speaking skill.

b) b = (0.321) it is mea that the value of simple linear regression metacognitive variable is (0.321). so if there is an increase 1% to that variable so speaking skill wlil increase 0.321 or 32.1% with the assumption other variable is constant.

Based on the value of simple linear regression known that metacognitive variable have effect about 0.321 to speaking skill in MTsN 2 Pamekasan.
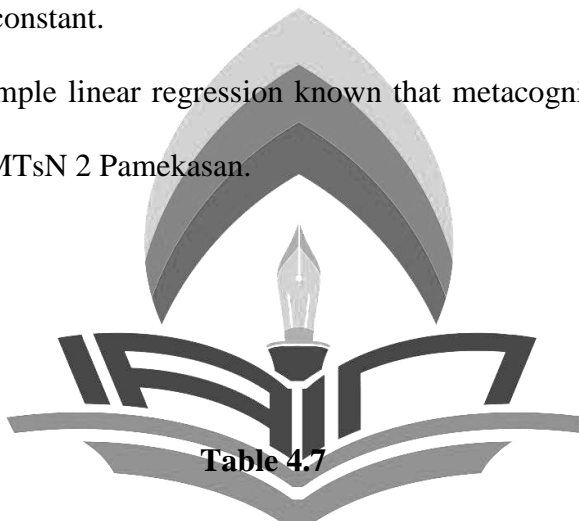
2. **T-test**

Table 4.7

Table of T-test

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	65.009	4.210		15.441	.000
	METACOGNITIVE	.321	.082	.545	3.899	.000

a. H_0 = There is no correlation between metacognitive strategy and speaking skill.

b. H_a = There is correlation between metacognitive strategy and speaking skill.

The formula to know t_{table} = (α/ 2; n-k-1). The error rate used is a = 5% with degrees of freedom (df) = (α/ 2; n-k-1), where n is the number of sample are 38 and k is the number of independent variable is 1 variable, then df = (0.05/2; 38-1-1) = (0.025; 36). At the significant level is 5% the value of t_{table} = 2.028.

The following decision with make criteria as follow:

a. H_0 = accepted if, $t_{table} \leq t_{testt} \leq t_{table}$

b. H_a = accepted if, $t_{test} > t_{table}$

Based on the table above the value with SPSS in the table coefficient as follow: The value of t_{test} is 3.899 while t_{tablet} is 2.028 which is smaller than t_{testt}. It is mean that metacognitive strategy has a positive effect on speaking skill or in other word H_a is accepted.

3. Determination Coefficient (R^2)

Determination coefficient (R^2) were used to see how much influence the independent variable on the dependent variable. The coefficient of determination showed the amount of contribution of the variable (X) to the variable (Y). The greater the value of the coefficient of determination, is better to ability of dependent variable (Y).

Table 4.8

Table of Determination Coefficient (R^2)

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.545[a]	.297	.277	4.67067	1.682

a. Predictors: (Constant), META

b. Dependent Variable: SPEAKING

The result of data analysis table 4.8 above can be seen that the magnitude or R *square* is 0.277 or 27.7% it is mean that the independent variable (metacognitive strategy) is able to explain the dependent variable (speaking skill) of 27.7%. While the rest (100%-27.7% = 72.3%) is explained by other variable not include in this research (not examined). The result of the coefficient of determination test have meaning that there are still other independent variable that affect speaking skill because one of the most important skills in language teaching that must be mastered is speaking. In the process of communicate in English, many student feel difficult to express their idea. English language proficiency which is a foreign language is influenced by several factor that can improve their speaking such as the learning strategy that used by student when they learning as the research do by researcher. And other factor such as, environment differences there is family environment, the teacher and how they teach it, the tools or instrument that used while the teaching learning, and social motivation. A comfortable and effective environment will support conducive learning activities. Then the individual characteristic,

where there are maturity of growth, intelegence, training, motivation, and personal factor. From the reason it must be there developed research related with this topic.

C. Discussion

The purpose of the research to examine the correlation of applying metacognitive strategy to speaking skill. The sample in this research about 38 respondent were the student of 8th D and F class at MTsN 2 Pamekasan. The researcher used a simple linear regression analysis program with SPSS 20.

The result of the simple linear regression correlation test of the relationship between metacognitive strategy and speaking skill show the value of T_{test} 3.899 with a significant value is $0.000 < 0.05$ these result indicate that null hypothesis is rejected and alternative hypothesis is accepted, means that there is a correlation between metacognitive strategy and speaking skill. Simple linear regression analysis also show the value of R is it 0.545. the value of R shows that there is correlation between metacognitive strategy and speaking skill. And the result of coefficient regression is $Y= 65.009 + 0.321x$ with the contribution of the independent variable to dependent variable is 27.7% while the remaining 72.3% is contributed by other variable that is not examined. Other variables that can affect include academic ability, learning motivation, school environment, family, and society.

The result of this study are in line with the analysis conducted by O'Malley and Chamot that classified learning strategy into four types they are : cognitive, metacognitive , effective , and social. One of learning strategy related to learner's tactics or ways and learner's feelings in dealing with the process study[1]. That strategy awareness to student to process of thinking by understanding the meaning when they speak English. And also this strategy is a way to grow and increase awareness of the thought process the student. Awareness of the things that are understood or not understood, and as well as answering questions arising from the thought process. This process automatically raise their curiosity, because people used their own cognitive process to think or ponder cognitive process itself.

Waode also said that The metacognitive strategy consists over 3 stages ,namely: 1. Planning (planning) by   Conducting are view of the topic being discussed and understanding the conditions that can Help the students. 2. Selfmonitoring (monitoring) is like checking understanding of what was Said and heard,or checked accuracy pronunciation or way of expressing opinions when the Discussion is being take place. 3.Evaluation (Evaluation) is carried out to check the results Achieved by students if

---

[1] O' Malley and Chamot 1990 in WaodeHamsia , *strategi metakognitif untuk keterampilan berbicara bahasa inggris,* 2017

the students have completed their assignments. This metacognitive strategy is very use full in providing judgment and correction of all student Learning activities. Students don't feel pressured ,no feel cornered when you make a mistake or Have not been optimal in learning and more importantly students know and realize weaknesses And mistakes when talking. The implementation of metacognitive strategies in learning skills speaking English has implemented the three stages, namely stages self-planning, self-monitoring and self-evaluation. Strategy implementation metacognitive shows optimal results especially in Improving awareness, independence, and understanding of students in speaking[2]. And then According to *Dawson*, Metacognitive skills are usually conceptualized as an interrelated set of competencies for learning and thinking, and include many of the skills required for active learning, critical thinking, reflective judgment, problem solving, and decision-making[3]. And also *Imel* stated that metacognitive achievement is very necessary for successful learning, considering that metacognitive skills enable students to be able to manage cognitive skills and be able to see their weaknesses so that improvements can be made in subsequent actions. Furthermore, it was stated that students who used metacognitive skills had better performance than students who did not use their metacognitive abilities. This is because metacognitive skills enable students to plan, keep abreast of, and monitor the learning process[4].
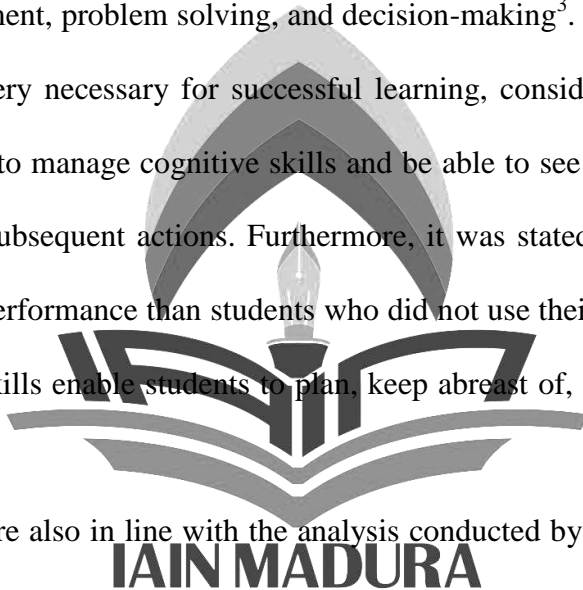
The result of this study are also in line with the analysis conducted by *Karen and Linda* about the impact of expanding advanced secondary school level student' awareness and use of metacognitive learning strategies on confidance proficiency in speaking stated the findings indicate that bthe use of learning strategies seems to have a positive impact on pupils confidence and proficiency in speaking (speaking skill)[5]. And also added by *Sari* analysis that students' abilities improved significantly after implementing a metacognitive strategyon speaking skill[6].

Based on the explanation above it can be conclude that metacognitive strategy has a correlation to speaking skill with the result of coefficient regression is Y= 65.009 + 0.321x with the contribution of the independent variable to dependent variable is 27.7%.

---

[2] WaodeHamsia , *strategi metakognitif untuk keterampilan berbicara bahasa inggris,* 2017
[3] . Theo L. Dawson1, *Metacognition and learning in adulthood* Prepared in response to tasking from ODNI/CHCO/IC Leadership Developmental Testing Service, LLC*2008:3*
[4] Susan Imel, *Metacognitive skills for adult learning,* 2002 no. 39
[5] Karen and Linda in they article, *The language learning journal 46 (2), 173-185,* 2018
[6] Sari. *Penerapan strategi metakognitif dalam pengajaran bahasa Inggris sebagai bahasa asing,* vol 2,2015