

## **CHAPTER I**

### **INTRODUCTION**

This chapter presents an introduction of this research that consist of five sections. They are research background, research questions, research objectives, significances of the research, and limitation of the research.

#### **1.1.Research Background**

English as an international language brought a lot of important things especially in education. In the scope of English education, English communication has one of the stakeholders to support the learning process. As verbal communication, it is not easy for foreign language students to master the speaking skill because they were seldom used it in their society. It is necessary for students to find a way on how learning English is important for them especially because they do not use English as their first language. In other words, learning to speak a foreign language will be facilitated when students are active to communicate, because there is a proverb that says we learn to read by reading and we learn to speak by speaking. Speaking is a language skill or means of communication in which one can express his or her idea, feeling and information to others verbally.

English speaking skill is considered to be more complex compared to other skills because it needs direct interactions, in which someone speak to someone directly. In accordance with that statement, students need the right strategy in learning English with the right guidance from the teacher and it needs to be underline that the effect can be either negative or positive.

Speaking as verbal communication can determine how an individual define their self-thought. Speaking basically involves as a productive skill in which a speaker produces and uses the language by expressing ideas. Speaking is a part of daily life that it takes for granted, so it was natural and integral that people forget how they once struggled to achieve this ability, they have to learn how to do it all over again in a foreign language (Thornbury, 2005).

The complexity of learning process that requires professional handling demanded the teachers to master not only skills in teaching but also about what they teach. In the process of learning activities, every student has different efforts in learning English and it would give different progress, because it held in some different ways, facilities and experiences. There is a dilemma about how to conduct teaching and learning activities which are suitable for all students with suitable strategies. The strategies can be done by the students themselves whether it is inside or outside the classroom. (Oxford, 1990) classified language learning strategies into direct and indirect strategy. It also developed a taxonomy which divides language strategies into two main groups which are direct and indirect strategies. Language learning strategies that directly involve the target language are called direct strategies while the strategies that support the language learning process are called indirect strategies.

Regarding to the current conditions of the learning strategies itself, it is important to investigate the effectiveness of using learning strategies. Meta-cognitive strategy is one of the learning strategies which are familiar term. However, there are also many who are not familiar with this term, even for a number of teachers, even though they may have applied it in the classroom for a long time in their teaching, but they are not familiar with the term.

Meta-cognitive refers to a person's ability to think about thinking. (Cross, 1988) defines meta-cognitive as the knowledge and control that a person has over his or her way of thinking or learning activities. In another sense, meta-cognitive is the learner's ability to plan, control, evaluate, and reflect on how to learn so as to find effective strategies for learning independently and be able to formulate goals and steps to be taken for further learning. A learner with good meta-cognitive abilities will be able to predict the extent to which they can understand what they are learning and what must be done to make their learning more effective. With the explanation of the meaning of meta-cognitive above, what is meant by meta-cognitive strategies are strategies or steps in training someone to get used to learning by prioritizing meta-cognitive. Meta-cognitive strategies train a person in learning by prioritizing Higher Order Thinking Skills in a reflective learning scheme.

Achievement of the students in learning language and how they learn the language can be a real problem for students speaking ability because when students express their thoughts through speaking, their competence will be seen. Basically, students have a lot to say when it comes to the speaking performance section but they cannot show what they get because of the ineffective learning strategies they employ while learning the language. Therefore, these problems must be investigated and identified to build solutions for the effectiveness of the learning strategies used by students. Researcher noticed that this phenomenon actually occurred in English classrooms. Nowadays there are a lot of students struggles to improve their speaking skills. Therefore, this research will investigate learning strategies that can effectively use in students speaking classes, especially when used by high school students.

## **1.2.Research Question**

Based on the background, the research question of this research is:

1. How is the effectiveness of meta-cognitive strategy used in learning speaking at senior high school grade eleventh for students with low speaking ability?

### **1.3. Research Objective**

Based on the background, the research objective is:

1. To determine whether meta-cognitive strategy used in learning speaking effective for senior high school students on eleventh grade with low speaking ability.

### **1.4. Significance of the research**

This research is significance for:

Supporting the meta-cognitive strategy as one of the learning strategies that will be use by the students, while practically the results of this research are expected to give contribution in:

1. Giving consideration for English teachers to apply meta-cognitive strategy in the learning process for students at senior high school with low abilities.
2. Providing information for learners about the effectiveness of meta-cognitive strategy for learning speaking.
3. Providing information about the influence of students in speaking English by using the strategy itself to get equal learning outcomes.

### **1.5. Limitation of the research**

Based on the background of the research, the researcher will focuses on the effectiveness of meta-cognitive strategy in learning speaking. Considering that language learning strategies are important for language learning because they are tools for active competence, self-directed

involvement and also developing communicative competence. This research only focuses on the students at senior high school grade eleventh with low English-speaking ability.

