

CHAPTER I

INTRODUCTION

A. Background of the Study

Speaking is a language skill that aims to express ideas, ideas, and feelings verbally as a communication process to others. In the process of speaking, a person will experience a thought process to express ideas and ideas widely. The process of speaking is closely related to the development factor of thinking, based on the underlying experience. This experience can be obtained through reading, listening, observation and discussion.

By definition, English in Indonesia is a foreign language. A language is said to be a foreign language in a country if it is not the mother tongue of any community group in the country where the language is being studied, and also does not have an internal communication function (Suwartono, 2020). Learning English is very important to be applied in a school. Students are expected to be able to master English well. Due to the low competence of speaking English students in learning English. The learning process from introduction, understanding, application in everyday life is needed in order to achieve the ideal English language learning, but there are still obstacles in its application. One of them is that students still have difficulty in mastering English speaking skills. Therefore, students' English speaking mastery needs to be improved by using learning strategies that attract students' interest in learning English.

Learning strategy is the overall general pattern of activities of educators and students in realizing effective learning events to achieve goals, effectively and efficiently formed by a combination of the sequence of activities, methods and learning media used, as well as the time used by educators and students in learning activities (Wahyudin, 2017). The learning strategy consists of methods, techniques, and procedures that will ensure that students will actually achieve the learning objectives.

In carrying out their duties, educators are also required to be able to develop effective and efficient learning strategies, and can facilitate students to achieve learning objectives optimally. Therefore, in the national education standard, it is stated that one of the competencies that educators must possess is pedagogic competence, namely the ability of educators to manage learning effectively and efficiently. To be able to manage learning effectively and efficiently, an educator needs knowledge of learning strategies.

Based on the found that the writers who perviously did an internship at the school for two months, there was a problem in this case, the metacognitive strategy in developing English speaking skills.

In the initial research, the writer used observations, questionnaires, and interviews to find out what strategies students used most in developing their speaking skills. In the questionnaire there are statements in several strategies, namely socio-affective, cognitive, and metacognitive, but the one that is more dominant or the most widely used by students is the metacognitive strategy. Metacognition is a person's skill in regulating and controlling his way of thinking. According to metacognitive theory, students who learn have certain skills to regulate and control what they learn. Therefore, the writer is interested in knowing more about the metacognitive strategies used by the students of SMA Batik 2 Surakarta in developing English speaking skills.

B. Limitation of the Study

This study focus on the metacognitive strategies used by the students at the second grade of SMA Batik 2 Surakarta in developing English speaking skills. That strategy is a strategy in learning English, especially in learning speaking.

C. Research Question

From the background stated above, the following problems can be formulated :

1. How do students apply the metacognitive strategies to develop their english speaking skills?

D. Objective of the Study

From the formulation of the problems that have been stated above, it can be seen that the research objectives are as follows:

1. Describes the application of metacognitive strategies used by students of SMA Batik 2 Surakarta in developing English speaking skills.

E. Benefits of the Study

From the research results obtained are expected to provide the following benefits:

1. Theoretical Benefits

The results of this study are useful for developing knowledge and insight about the metacognitive strategies used by SMA Batik 2 Surakarta students in developing English speaking skills.

2. Practical Benefits

For schools, it is hoped that this research can be an effective and efficient input for principals and teachers to be more precise in the application of metacognitive strategies used by students of SMA Batik 2 Surakarta in developing English speaking skills.