AN UNDERGRADUATE THESIS

THE CORRELATION BETWEEN STUDENTS' LEARNING STRATEGIES AND THEIR SPEAKING ABILITY AT THE ELEVENTH GRADE OF SMA NEGERI 1 TERBANGGI BESAR

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English Education Department

STATE ISLAMIC INSTITUTE OF METRO

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THE CORRELATION BETWEEN STUDENTS' LEARNING STRATEGIES AND THEIR SPEAKING ABILITY AT THE ELEVENTH GRADE OF SMA NEGERI 1 TERBANGGI BESAR

Presented as a Partial Fulfilment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Department

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TARBIYAH AND TEACHER TRAINING FACULTY

ENGLISH EDUCATION DEPARTMENT

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APPROVAL PAGE

Title	: THE CORRELATION BETWEEN STUDENTS' LEARNING STRATEGIES AND THEIR SPEAKING ABILITY AT THE ELEVENTH GRADE OF SMA NEGERI 1 TERBANGGI BESAR
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APPROVED

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Matter   : **In order to hold the Munaqosyah**
                of Bagus Putra Asnada

The Honorable of the Dean of Faculty of
Tarbiyah and Teacher Training
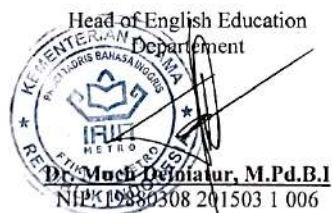State Islamic Institute of (IAIN) Metro

Assalamu'alaikum, Wr. Wb

       We have given guidance and enough improvement to research thesis script which is written by:

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                   STRATEGIES AND THEIR SPEAKING ABILITY AT THE
                   ELEVENTH GRADE OF SMA NEGERI 1 TERBANGGI
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       It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

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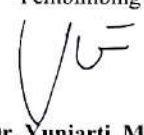
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                  ELEVENTH GRADE OF SMA NEGERI 1 TERBANGGI BESAR

Sudah kami setujui dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikumWr.Wb.

Mengetahui,   Metro, 10 Juni 2024
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RATIFICATION PAGE
No. ß-3049/In.21/D/PP.00.9/06/2024

The Undergraduate Thesis entitled: THE CORRELATION BETWEEN STUDENTS' LEARNING STRATEGIES AND THEIR SPEAKING ABILITY AT THE ELEVENTH GRADE OF SMA NEGERI 1 TERBANGGI BESAR. Written by Bagus Putra Asnada, student number 2001051004. English Education Study Program, had been examined (Munaqosyah) in Tarbiyah and Teachers Training Faculty on Thursday, June 19th 2024 at 13.00 - 15.00 WIB.

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ABSTRACT

THE CORRELATION BETWEEN STUDENTS' LEARNING STRATEGIES AND THEIR SPEAKING ABILITY AT THE ELEVENTH GRADE OF SMA NEGERI 1 TERBANGGI BESAR

By:
BAGUS PUTRA ASNADA

The aim of this research was to find out: the correlation between students' learning strategies and their speaking ability at the eleventh grade of SMA Negeri 1 Terbanggi Besar. This research focus to find out the learning strategies in term of metacognitive strategies used in student speaking task at the eleventh grade of SMA Negeri 1 Terbanggi Besar.

The research design was quantitative. In collecting the data, the researcher used questionnaires adapted from Metacognitive Awareness Inventory (MAI) and Speaking Test. The population of this research were all eleventh grade of SMA Negeri 1 Terbanggi Besar. The sample of the research were all member of A2 class consisted of 39 students. the sampling technique of this research was purposive sampling. The technique of data analysis used the nonparametric test by spearman test of correlation and calculated in SPSS 29 version.

The research finding showed that the substantial correlation coefficient of 0,899. It means that the correlation between students' learning strategies and their speaking ability categorized in high score of correlation. Then it showed that alternative hypothesis (Ha) was accepted, and null hypothesis (Ho) was rejected, it because the score of significant of correlation was $0,001 < 0,05$. Therefore, students' speaking ability will always develop corresponding with the use of learning strategies in term of metacognitive strategies by planning, monitoring, and evaluating in speaking task used by students at the eleventh grade of SMA Negeri 1 Terbanggi Besar.

Keyword: *learning strategies, metacognitive strategies, speaking ability*.

ABSTRAK
KORELASI ANTARA STRTEGI BELAJAR SISWA DAN KEMAMPUAN BERBICARA MEREKA DI KELAS XI SMA NEGERI 1 TERBANGGI BESAR

By:
BAGUS PUTRA ASNADA

Tujuan dari penelitian ini adalah untuk mengetahui: korelasi antara strategi belajar siswa dan kemampuan berbicara mereka di kelas XI SMA Negeri 1 Terbanggi besar. Penelitian ini difokuskan untuk mengetahui strategi pembelajaran dalam hal strategi metakognitif yang digunakan dalam tugas berbicara siswa di kelas XI SMA Negeri 1 Terbanggi Besar.

Desain penelitian bersifat kuantitatif. Dalam mengumpulkan data, peneliti menggunakan kuesioner yang diadopsi dari Metacognitive Awareness Inventory (MAI) dan Speaking Test. Populasi penelitian ini adalah seluruh kelas sebelas SMA Negeri 1 Terbanggi Besar. Sampel penelitian adalah seluruh anggota kelas A2 terdiri dari 39 siswa. Metodologi pengambilan sampel dari penelitian ini adalah purposive sampling. Teknik analisis data menggunakan nonparametric test dengan spearman test korelasi dan dihitung dalam SPSS versi 29.

Temuan penelitian menunjukkan bahwa koefisien korelasi substansial sebesar 0,899. Ini berarti bahwa korelasi antara strategi belajar siswa dan kemampuan berbicara mereka dikategorikan dalam skor korelasi yang tinggi. Kemudian menunjukkan bahwa hipotesis alternatif (Ha) diterima, dan hipotesis nol (Ho) ditolak, karena skor signifikan korelasi adalah $0,001 < 0,05$. Oleh karena itu, kemampuan berbicara siswa akan selalu berkembang sesuai dengan penggunaan strategi pembelajaran dalam hal strategi metakognitif dengan merencanakan, memantau, dan mengevaluasi pada tugas berbicara yang di gunakan oleh siswa di kelas XI SMA Negeri 1 Terbanggi Besar

Kata kunci: *Strategi Belajar, Strategi Metacognitif, Kemampuan Berbicara.*

STATEMENT OF RESEARCH ORIGINALITY

The undersigned

Name   : Bagus Putra Asnada

Student Number   : 2001051004

Department   : English Education Department (TBI)

Faculty   : Tarbiyah and Teacher Training

States that this undergraduate thesis is originally the result of the research's research, in expection certain parts which are excerpted from the bibliography mentioned.

Metro, June, 19th 2024
The Researcher,

BAGUS PUTRA ASNADA
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ORISINALITAS PENELITIAN

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Nama   : Bagus Putra Asnada

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Jurusan   : Tadris Bahasa Inggris

Fakultas   : Tarbiyah dan Ilmu Keguruan

Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya, kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 19 Juni 2024
Penulis,

BAGUS PUTRA ASNADA
NPM. 2001051004

MOTTO

<div dir="rtl">

فَإِنّ مَعَ الْعُسْرِ يُسْراً إِنّ مَعَ الْعُسْرِ يُسْراً

</div>

So, surely with hardship comes ease.

Surely with ˊthatˋ hardship comes ˊmoreˋ ease.

(Q.S. Al-Insyroh:5-6)

"Aim for the stars with your arrow,

I know that the arrow does not hit the star,

but it will fly much higher

than if you aim at an object parallel to you"

~Ary Ginanjar Agustian in ESQ Way 165~

DEDICATION PAGE

This Thesis is dedicated to:

My beloved parents Mr. Mohammad Yusuf and Mrs. Nurjariyah, who always struggle for their eleven children especially Bagus as the seventh who often sick and willing something beyond their ability, yet because their support, motivation, advice and the key of my success from their pray I could finished my thesis.

My beloved brother Iqbal Khizbullah and his wife Atin Nurmala, I need thank you in every day of my life. Because of them I could achieve my dream to continue my study in university.

My beloved friends who always help and support me. even if we never recognize each other before, yet all of you such as my family in Lampung thanks to TBI C 2020 (Clown's Crown).

ACKNOWLEDGMENT

Alhamdulillahi Robbil 'Alamin, first all the researcher would like to thank to Alloh SWT because His blessing and mercy the researcher could completed his undergraduate thesis. *Shalawat* and *salam* are addressed to our Prophet Muhammad SAW who has guide us from the stupid era to the cleverness era through His struggles in the way of Islam.

The researcher feels so happy because he could completed his undergraduate thesis with the tittle "THE CORRELATION BETWEEN STUDENTS' LEARNING STRATEGIES AND THEIR SPEAKING ABILITY AT THE ELEVENTH GRADE OF SMA NEGERI 1 TERBANGGI BESAR". The researcher realize that he could completed this undergraduate thesis by his own self only, yet many people also contributed behind it. From their guided, motivation, suggestion, support and pray the researcher would like to thanks to:

1. Prof. Dr. Siti Nurjanah, M. Ag. PIA, the Rector of State Islamic Institute of Metro.

2. Dr. Zuhairi, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty.

3. Dr. Much Deniatur, M.Pd, B.I the Head of English Education Department of IAIN Metro.

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distance of Jakarta Lampung, but I believe your prayers will always reach me.

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7. Clown's Crown member, my beloved friends who always stay beside me, support me and even hear my life story which really weird in your ears.

Metro, June, 19th 2024
The researcher,

Bagus Putra Asnada
Student Number 2001051004

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CHAPTER I
INTRODUCTION

A. Background of Study

Communication play as an important role in human life, through communication they establish relationship with other human and language is one of the tools used by human to communicate. Nowadays, English is rapidly becoming the language of communication in all contexts, both local and global. The demand for English speakers in every country is very high. Therefore, the importance of speaking English cannot be understated since it has emerged as a main language for communication with people worldwide.

By speaking, students can share and exchange their ideas, they can easily express what they feel, what they learnt, and what they want to the others orally. Ideally, in learning speaking, the students at senior high school should be able to speak English appropriately, the students must be capable to build an interactive communication each other to express meaning even formal or informal conversation in the context of daily life.[1]

However, each student has a different perspective about speaking. Most students think speaking is a difficult lesson to learn. Factors influence students to have problem in learn speaking, such as, they lack vocabulary, so they confused to say words in English, students sense shyness cause not sure with themselves, students are seldomly practicing

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[1] C H Wardoyo, "Using Classroom Presentation Technique in Teaching Speaking Explanation Text in Senior High School," *Retain* 06, no. 1 (2018): p.35.

English in daily communication, and they like to speak their first language. It applied because they are not familiar to applied English in and out the classroom.[2]

While Indonesia currently needs to prepare higher quality education. Moreover, English language skills are required as a new and major issues in developing countries towards industrial revolution 4.0.[3] So, the government in Indonesia is changing the curriculum, from 2013 to *Merdeka* curriculum, and it is also changing the paradigm of education, so that education is now student-centered rather than teacher-centered. The students are the central focus of instruction in this program. The government creates this curriculum and implements it in a way that modifies learning corridors based on student characteristics and achievement levels through differentiated instruction.

Differentiated instruction is the method that guarantees each student's learning in line with their readiness level, interests, and chosen manner of learning.[4] Students given a freedom to determine the desired learning by this instruction, so students are expected to be able to organize and control their learning independently.[5] In other words, students take responsibility for their own learning, design their environment of learning, and define their learning way in the *Merdeka* curriculum. Therefore,

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[2] Penny Ur, *A Course in Language: Practice and Theory, Cambridge University Press, 1996*, n.d., p.121.

[3] W. Ninsiana, *Pembelajaran Berbicara Bahasa Inggris Dengan Moodle.*, 2021, p.3.

[4] Carol A. Tomlinson, *How to Differentiate Instruction in Mixed-Ability Classrooms* (Association for Supervision and Curriculum Development, 2001), p.5.

[5] Aria Septi Anggaira, *Integrasi Keilmuan Dalam Menyongsong Merdeka Belajar*, *Integrasi Keilmuan Dalam Menyongsong Merdeka Belajar*, 2021, p.6.

learning strategies become important such as to motivate students to reach and manage the learning outcomes in order to be autonomous learners.

Student must put in a lot of study time to speak English to ensure their success. However, factors that significantly affect the outcome of speaking English, like motivation, passion, self-assurance, intelligence, and the significant impact on the outcomes of speaking English is the strategy used.[6] Therefore, if the students use the best learning strategies for them and exercises how to apply the strategies appropriately, they will become even more successful student.

Oxford distinguished between direct and indirect learning strategies. According to her, direct strategies require mental processing of the target language. On the other hand, indirect strategies support language learning indirectly by concentrating, organizing, assessing, looking for chance, reducing anxiety, fostering more collaboration and empathy. The direct strategies consisted of memory, cognitive, and compensation strategies. While indirect strategies consisted of metacognitive, affective, and social strategies.[7]

In the *Merdeka* curriculum, senior high school students are encouraged to build interaction in the classroom, students are expected to be active learners and could talk. Speaking, reading, listening, writing, viewing and presenting are 6 skills in English in the *Merdeka* curriculum,

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[6] Samhudi Samhudi, "Students' Strategies in Overcoming the Difficulties Encountered in Speaking," *Al-Madaris Jurnal Pendidikan dan Studi Keislaman* 3, no. 1 (2022): p.105.

[7] Rebecca L. Oxford, *Language Learning Strategies : What Every Teacher Should Know* (Heinle & Heinle Publisher, 1990), p.14-15.

one of them is presentation which aims to encourage students to be involved in the learning process, students present their work in front of the class either individually or in groups in order to improve student's confidence, giving students' real experience and making students' better public speaker.[8]

The researcher saw metacognitive strategies which most suitable for students to conduct their presentation, because it consists of planning, monitoring, and evaluating that help student to finish the speaking task. Metacognitive awareness allowed the students to reflect upon problem areas such as vocabulary, accuracy, and confidence that they faced in speaking.[9] When they use metacognitive strategies, it teaches them how to control the cognitive process that they are going through. In this section the researcher focuses on metacognitive strategies from Oxford because it most important strategies to learn English language.

Based on the researcher's pre-survey in SMA Negeri 1 Terbanggi Besar on December 6th, 2023, from the interview to students and English teacher the researcher found that the quality of speaking ability in eleventh grade was unbalanced, there were several of them who have a good speaking ability while others did not have it. It is because the students often found frequent problems. Such as, students cannot practice their English effectively in the classroom, students did not talk in English

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[8] Ahmad Burhanuddin, "Improving Students' Oral Communication Skills in Public Speaking through Individual Presentation Task," *Jurnal Lingua Idea* 12, no. 2 (December 31, 2021): p.162-164.

[9] Daisy Rizqi Putri, "Facilitating the Development of Students' Metacognitive Awareness in Speaking through Self-Assessment," *Edulangue* 2, no. 2 (2019): p.91.

outside of the classroom, students feel shyness because their anxiety, and they prefer to communicate in their mother tongue.

On the other hand, students face the *Merdeka* curriculum, that the learning outcomes are based on the student characteristics and achievement levels through differentiated instruction. On this kind of learning, students must be coming autonomous in learning. While speaking task in the classroom of SMA Negeri 1 Terbanggi Besar tend to take the form of structured sentence expressions, such as in first semester presentations 3 times, storytelling 2 times or just giving some opinions in every single English lesson. So, it is challenging students to conduct the task as well. The use of metacognitive strategies by the students is really needed, in order to planning, monitoring, and evaluating their speaking activity in developing the autonomous students' speaking abilities.

Based on situation above the researcher conducted research entitled: "THE CORRELATION BETWEEN STUDENTS' LEARNING STRATEGIES AND THEIR SPEAKING ABILITY AT THE ELEVENTH GRADE OF SMA NEGERI 1 TERBANGGI BESAR"

B. Problem Identification

Referring to the Background above, some problems could be identified:

1. Students speaking ability are unbalanced.
2. Students cannot practice their English effectively.
3. Students feel shyness because their anxiety.

4. Students face the *Merdeka* curriculum.

C. Problem limitation

Due to focusing the research, the researcher limits his Research to the students' learning Strategies and their speaking ability that use by students in the eleventh grade of SMA Negeri 1 Terbanggi Besar. The learning Strategies here focus on metacognitive strategies by Oxford. And the speaking here focusses on pronunciation, grammar, vocabulary, fluency, and comprehension.

D. Problem Formulation

In line based on the identification and limitation of the problem above, the problem formulation "is there any correlation between students' learning strategies and their speaking ability at SMA Negeri 1 Terbanggi Besar?"

E. Objective and Benefits of the Research

1. Objective of the Research

Referring to the background of the Research, this Research intends to measure the correlation between students' learning strategies and their speaking ability at SMA Negeri 1 Terbanggi Besar.

2. **Benefit of the Research**

a. **For English Teacher**

By knowing the relationship between learning strategies and learning achievement in students, teachers are expected to be able to adjust teaching strategies and assignments according to the way students catch the material so that student achievement significantly increases.

b. **For Students**

After understanding the effect of learning strategies on their speaking achievement, students will focus to use the appropriate learning strategies to develop their speaking ability.

c. **For Further Researcher**

In addition to complementing and concluding earlier research, this study will serve as a resource for future research projects and for the next research could search the correlation between students' speaking ability and the other kinds of learning strategies, because this research only discusses about metacognitive strategies.

F. Prior Research

There are several previous studies who have conducted this research, these previous studies will support this research. The first, from Nisa in the title "Students' Language Learning Strategies in Speaking Skills". The research was conduct in 2020, at Islamic boarding school of tahfidz Darr Alqalam, Ngaliyan, Semarang. The purpose of this study is to clarify the methods that students utilize to improve their speaking abilities, as well as the advantages and disadvantages of those methods (santri). Descriptive qualitative research was employed in the study. The researcher employed interviewing and observation to get the data. According to the study's findings, the students practically exclusively used the cognitive, metacognitive, and socioaffective strategies put out by O'Malley et al. to acquire speaking proficiency. The students' strengths include gaining a large vocabulary, speaking English fluently, pronouncing words correctly, and having greater confidence when speaking the language.[10]

The second, from Julianti with the title "Language Learning Strategies Used by Learners in Learning Speaking at The First Grade in SMAN 22 Makassar".[11] The research was conducted in 2018, at SMA 22 Makassar. The research focus on investigating to searched the language learning strategies used by students with good and poor scores in SMA Negeri 22 Makassar. This study was conducted under a descriptive

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[10] Fitrotun Nisa, "Students' Language Learning Strategies in Speaking Skills" (UIN Walisongo, 2020).

[11] Sitti Rezki Julianti, "Language Learning Strategies Used by Learners in Learning Speaking at The First Grade in SMAN 22 Makassar" (UM Makassar, 2018).

quantitative approach. The researcher found the most learning strategies used by good learners were cognitive strategy with score (M=3.71) and the fewest learning strategies used by good learners were affective strategy with the score (M=3.13). while The most learning strategies used by poor learners were compensation strategy with score (M=3.63) and the fewest learning strategies used by poor learners were memory strategy with score (M=2.16).

The third, from Thawarom with the entitle "Metacognitive Knowledge in Performing a Speaking Task".[12] The research was conducted 2022, at Thai University. The research was analyzes the use of metacognitive knowledge in performing a speaking task between high-proficient and low-proficient university students. The data was coded under metacognitive knowledge. The result of this research show that most of students in Thai University applied metacognitive strategies in order to complete their speaking task. There are significant differences between student in high-proficient and low-proficient in applying metacognitive strategies High-proficient students proper to apply knowledge strategies such like, vocabulary strategies, planning strategies and problem-solving strategies. However, the high-proficient students were found to apply the strategies differently from the low-proficient students. the low-proficient students were lack in speaking such as, limited vocabulary knowledge and

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[12] Thiwaporn Thawarom, Jeffrey D. Wilang, and Wareesiri Singhasiri, "Metacognitive Knowledge in Performing a Speaking Task: A Report From High and Low Proficient Thai University Students," *Journal of Language Teaching and Research* 13, no. 3 (2022).

grammatical deficiency that inhibited their learning and speaking. The finding implies the importance of raising metacognitive knowledge to accomplish learning tasks.

This study shows similarities to the earlier researchers mentioned above. Specifically, talking about speaking abilities and learning strategies. The first and second prior studies have been discussed the general of learning strategies that used by student to enhance the developing of speaking abilities, while in this research the researcher discussed more specific of metacognitive strategies in order to develop students' speaking abilities for becoming autonomous learners in *Merdeka* curriculum. The prior research used qualitative or descriptive quantitative method while in this research the researcher used of correlation quantitative method that distinguishing this study from prior research.

CHAPTER II
THEORITICAL REVIEW

A. The Concept of Learning Strategies

1. Definition of Learning Strategies

Learning strategies act as important role within achieving the success of learners to achieve their learning outcomes in school. Furthermore, it become as the way for students to make students' learning more effective and efficient. There are several experts defined the learning strategies as follows:

Cohen explained learning strategies are an activity in which language learners deliberately choose and operationalize thoughts and behaviours to assist them in taking a variety of activities from the starting of learning to the mastering of target language performance.[13] While Weden stated learning strategies refers to language learning behaviours learners engage in to learn and regulate the learning of a second language; what they know about strategies they use, what they know about aspect of their language learning other than the strategies they use.[14]

Furthermore, Oxford defined learning strategies is certain action taken by learner to make learning easier, faster, more enjoyable, more

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[13] Cohen, Andrew D., *Strategies in Learning and Using a Second Language*, second. (London and New York: Routledge taylor & francis Group, 2011), p.7.

[14] Ernesto Macaro, *Learning Strategies in Foreign and Second Language Classrooms*, first. (London & New York: Continuum, 2001), p.17.

self-directed, more effective, and more transferable to new situation.[15] Conscious way to control how they learn and apply those strategies. It will be much easier to manage student learning if they can monitor their own achievements, and this method is quite effective in increasing student learning motivation.

2. Classification of Learning Strategies

Learning strategies are the important things to motivate students. So, by applying their own learning strategies, students could know and manage their own ways of learning and goals to make a choice in order to become autonomous learners. However, learning strategies have been classified by Oxford (1990). She classified learning strategies in direct and indirect strategies.

Direct strategies are defined as strategies that directly involve the target language in the sense that they require mental processing language. While indirect strategies provide indirect support for language learning through focusing, planning, evaluating, seek opportunities, controlling anxiety, increasing cooperation and emphatic, and other means such as summarizing or reasoning deductively. These are enabled to understand and produce new language by many different means.

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[15] Oxford, *Language Learning Strategies : What Every Teacher Should Know*, p.8.

a. Direct Strategies:

1) Memory Strategies

Memory strategies: they help students retain spoken insight for use afterwards in communication. Furthermore, information is moved from the reality level to the level of competence, where knowledge is more procedural and automatic, with the aid of the memory approach of organized reviewing. Memory strategies divided into;[16]

a) Mental associations

Explain how a new language is learned and relate lessons that have previously been passed, to sort known words to include in conversations, essays, or discussions to make easier for them to memorize it.

b) Use of sound and picture

Use significant visualization, either in the mind or through real illustrations, to connect newly learned linguistic material with concepts in memory. Thus, making connections between new words visually and aurally. As well as to Retrieve new language knowledge based on auditory representations.

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[16] *Ibid., p.38-42.*

c) Reviewing well

Reviewing should be done at carefully calculated intervals, first closely together and subsequently farther apart.

d) Action

Connect the new expression with the physical feeling or feeling of the body. To help remember new information in the target language through imaginative but practical means.

2) Cognitive Strategies

In order to acquire a new language, cognitive strategies are essential. These strategies come in many different forms, like summarizing, evaluating language, and repeating. Cognitive strategies divided into;[17]

a) Practicing

Practice a new language by doing something over and over again, practice sounds naturally in various ways and do it regularly and make an effort to incorporate elements of a newly known word into a sentence repeatedly.

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[17] *Ibid., p.43-46.*

b) Receiving and sending a messages

Look for the main idea by skimming and so that it is easy to buy something important. In sending a message, try to understand either in the form of letters or implied.

c) Analyzing and reasoning

Use appropriate learning strategies in learning a new language and break down learning into detailed parts. Comparing new language elements with everyday language, transforming knowledge and concepts in the new language into everyday language to make it easier to apply.

d) Creating structure for input and output

Record the core of the lesson and summarize it into an abstract and emphasize important information in the note.

3) **Compensation Strategies**

Allow learners to use the new language for production or understanding in spite of their knowledge gaps. The goal of compensating strategies is to compensate for a lack of vocabulary and/or poor grammar. Compensation strategies divided into;[18]

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[18] *Ibid., p.47-51.*

a) Guessing intelligently

If you don't have complete knowledge of vocabulary, grammar, or other elements of the target language, look for and use language-based clues to guess the meaning of what is heard or read in the target language. You can also use out-of-touch clues to make it easier to guess sounds or meanings according to the target language.

b) Overcoming limitation in speaking and writing

Use the first language as a bridge to the target language and strive to communicate with others by discussing the target. You can use gestures as word reminder codes when you forget them while communicating. Create new terms to convey the desired ideas. convey meaning through the explanation of concepts or the use of comparable words.

b. Indirect Strategies:

1) Metacognitive strategies

Metacognitive strategies are actions that extend beyond cognitive tools and give students a means of managing their own education. These strategies establish

that language learners become more competent with cognitive strategies. Metacognitive strategies divided into;[19]

a) Organizing and planning your learning

Creating an attempt to understand how language acquisition functions by reading books and speaking with others, and then applying this knowledge to enhance one's own language learning capabilities. Comprehend and apply the guidelines for the best way to master a foreign tongue, including setting up a timetable, a physical setting, and an instructional short-term or long-term goals and objectives for language learning.

b) Centering/monitoring your learning

Providing a thorough review of a major idea, set of guidelines, or body of content for a future language exercise and connecting it to prior knowledge. choose ahead of time to focus on a language learning task in general, ignore distractions, and pay attention to language elements or contextual details. choosing strategically to postpone speaking in a foreign language entirely or in an element until comprehension abilities are more fully developed.

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[19] *Ibid., p.136-140.*

c) Assessing your learning

Detecting and giving priority to faults in comprehending or generating the new language. Assessing oneself in terms of one's own language proficiency, such as seeing if one is speak more louder and comprehending the content several times, or if one understands a larger proportion of each interaction.

2) **Affective Strategies**

Affective strategies include motivation, emotions, attitudes, and values. Those who can regulate their emotions and learning mindset are frequently considered to be good language learners. Self-esteem is one of the main components of affect. It is a value judgment made by the individual based on perceived effectiveness. Affective strategies divided into;[20]

a) Self-encouraging

To make yourself more confident when learning a foreign language, write or say encouraging things to yourself. Encouraging oneself to take chances when studying a language, even if it has a possibility of failing or seeming silly. Rewarding oneself with a

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[20] *Ibid., p.140-144.*

meaningful rephrase for an especially strong effort in the target language.

b) Reducing anxiety

Employing the method of alternating between tensing and relaxing all of the bodily function main muscular groups, including the face and neck muscles, to promote relaxation. A method of mediating through mental imagery or auditory cues. Relaxing by taking in calming music, including a classical concert. Letting yourself smile while unwinding with a humorous film perusing a funny book joked and so forth.

c) Measuring your emotional state

Observing the signals that your body sends out, whether they are positive or negative. Use a checklist to identify motivations, attitudes, and feelings related to language acquisition in overall. Keeping a diaries or journal is a way to record feelings and occurrences while studying also conversing with someone else to find out how they think towards studying a language.

3) Social Strategies

Social strategies are a kind of activity that takes place in social situations; they are interactions between individuals. Social strategies divided into;[21]

a) Asking questions

Ask somebody to clarify, calm down, repeat, paraphrasing, or give a concrete instance; inquiring as to whether a particular statement is accurate it is also requesting corrections from others during a chat. Asking questions is one of the most fundamental social interactions and is very beneficial for learners.

b) Collaborating with others

Improving language proficiency by collaborating with other foreign language learners. Interacting with a native speaker or another skilled learner of a new language, typically beyond a classroom.

c) Showing empathy for others

Learning about the culture of the other person and trying to comprehend how they relate to it in order to attempt and develop empathy. Monitoring how people behave as a potential indicator of their feelings and thoughts.

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[21] *Ibid., p.144-147.*

The strategies used is important for language learners because they build language learning easier, more enjoyable, and more effective. thereby the researcher applied the learning strategies which were classified by Oxford (1990) specifically use metacognitive strategies to measure the correlation between students' learning strategies and their speaking ability. Jaleel and Premachandran state that by organizing and assessing learners' objectives and accomplishments, metacognitive knowledge creates meaningful learning phases that are essential for promoting independent learning. Students who are conscious of metacognition will always consider how to control their own thinking to develop into competent thinkers.[22] Therefore, the used of metacognitive strategies influence students to have clear steps and strategies to understand their actions when they learn and think. Thereby they will have a higher chance to be the most successful learners.

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[22] Sajna Jaleel and Premachandran P., "A Study on the Metacognitive Awareness of Secondary School Students," *Universal Journal of Educational Research* 4, no. 1 (January 2016): p.155.

3. Factor Influence Students to choose their Learning Strategies

Students will response to selecting a learning strategy based on ability. The factors that second language learners consider while selecting a learning strategy are compiled by Oxford, as follows.[23]

a. Motivation

Being motivated and motivated by something in the learning process has a major influence on the learning strategy used by students (mainly career).

b. Gender

Many studies have proven that female students are much more in the use of learning strategies, while men are much more optimal in the use of learning strategies.

c. Cultural Background

In the context of memorization, it turns out that the contribution of cultural currents also affects the urge to memorize, especially cultures in Asia that tend to use memorization strategies. Of course, there are many more influences from culture.

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[23] Hidayat Al Azmi, "The Students' Language Learning Strategies in Reading and Speaking," *Al-Ta lim Journal* 19, no. 2 (2012): p.124-125.

d. Attitudes and Belief

Beliefs and attitudes are two things that are concerned with a deep personal self-trust. This has a considerable influence on the choice of strategy from the learner's beliefs.

e. Types of Tasks

The form of assignment is very helpful in finding the right learning strategy. Because the form of the task can provide direction on what things must be done by the learner. In this case, researcher found that the task given to grade 11 students at SMA Negeri 1 Terbanggi Besar was mostly an oral test such as presentation, storytelling, or even giving opinions. This underlies researcher to measure students' metacognitive learning strategies. Because tasks like this require students to plan, monitor and evaluate the tasks done. So that the metacognitive strategies really have a great influence on student achievement of the tasks given.

f. Age and L2 stage

Vulnerable age also affects the selection of student learning strategies, the older / more proficient students are, the more and more diverse strategies used by students.

g. Learning Style

Learning styles provide a match with the level of learner preference for the style of the way this learning is delivered, visual, audio, and kinaesthetic.

4. Importance of Learning Strategies

Basically, teaching and learning activities in schools involve interaction between students and teachers. However, many things need to be realized. Even when teachers teach language in class, not all students can absorb the learning provided by the teacher well. This is what students need to realize how important it is to apply learning strategies in their second language learning. Only a few students understand that using learning strategies is necessary to gain their learning objectives. Therefore, learning strategies are the most important aspect of foreign language learning.

Many earlier Research have confirmed that good learners use language learning strategies to acquire the language. The use of appropriate strategy provides opportunities for students to be able to control the improvement of students' language skills. When learning speaking, learning strategies are very important. This is an effort to support student learning. In addition, well-thought-out strategies make learning fun and engaging for students, as well as allow them to

experience speaking in front of an audience.[24] It can be pointed out that language learning strategies are a crucial component of learning a foreign language because they are the fundamentals of language acquisition that help students become more fluent speakers.

B. The Concept of Speaking Ability

1. Definition of Speaking

Speaking is an essential skill to develop by learner of English language, through speaking we gain information from other and from speaking we express our idea, suggestion, or opinion to other. Speaking has defined by many experts, and these are the explanation from several experts.

According to Nunan, Speaking is defined as a means of clearly communicating orally for either an interpersonal or commercial purpose.[25] Oxford speaking means to say words. An individual uses their minds and any number of unrelated organs to produce a phrase or utterance while performing this. The speaker wants to convey something important to the person he is speaking to through his actions.[26] On the other side Fulcher defined that Speaking may be referred to as speech or spoken language or verbal language; it is the

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[24] Samhudi, "Students' Strategies in Overcoming the Difficulties Encountered in Speaking," p.104.

[25] Muhamad Zayyinul Muttaqin, "Enhancing Speaking Skills in the Material of Remedial Learning Through Community Language Learning in SMP Multazam Semarang," *Vision: Journal for Language and Foreign Language Learning* 8, no. 1 (2019): p.3.

[26] Azmi, "The Students' Language Learning Strategies in Reading and Speaking," p.126.

medium through which one expresses thoughts, feelings, and emotions; conveys information; reacts to other persons and situations; influences other human beings and communicates intentions with others.[27]

In sum, speaking is defined as an action performed by an individual utilizing spoken language to make a phrase or expression that is demonstrated to the other person in order to communicate expression in the form of an idea, feeling, thinking, emotion, or external information. Speaking with someone has the power to influence others' opinions about what has been said, and the speaker may receive feedback in the form of positive or negative things from the other person. It will be easiest to understand the aim of our speech and avoid misunderstandings if we openly share the thoughts, feelings, and emotions we must express to those around us.

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[27] Glenn Fulcher, *Testing Second Language Speaking, Testing Second Language Speaking* (London & New York: Routledge Taylor & Francis Group, 2014), p.23-24.

2. Kind of Speaking Activity

There are several speaking activities that can be carry out by students, Douglas divides them into 6 speaking activities:[28]

a. imitative

Imitation is done to concentrate on a specific aspect of language form rather than to engage in a significant way. Simply being able to mimic a word, phrase, or even a sentence is at one end of a continuum representing different communication skills kinds. In addition to the simply phonetic level of oral production, other prosodic, lexical, and grammatical characteristics of languages may be taken into consideration while analyzing performance.

b. Intensive

The second kind of speaking usually uses assessment context, which is the creation of brief oral language segments intended to show proficiency in a limited range of grammatical, phrasal, lexical, and phonological relationships, including prosodic elements like intonation, stress, rhythm, and juncture. Intensive speaking extends beyond imitation into including any speaking exercise intended to practice a phonological or grammatical component of the language.

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[28] H. Douglas Brown, *Principles of Language Learning Teaching*, *Pearson Education, Inc*, fourth Edition. (Pearson Education Company, 2000), p.271-275.

c. Responsive

In the classroom, most student speech is response, consisting of brief answers to questions or remarks posed by the teacher or other pupils. Usually enough, these responses stop there and don't start conversations. The engagement and test understanding components of adaptive assessment tasks are limited to brief conversations, polite greetings and light banter, straightforward requests, comets, and similar activities.

d. transactional (dialogue)

Response language is expanded upon by transactional language, which is used to transmit or exchange information. Negotiation may be more prevalent in conversations than in responding speech, for instance.

e. interpersonal (dialogue)

Interpersonal conversation was the other type of talk that was discussed; it was mostly conducted to preserve social ties rather than to exchange facts and information. These conversations can have any or all the following elements, making them a little trickier for learners to understand: a casual tone, colloquial language, emotionally charged language, slang, ellipsis, sarcasm, and a hidden objective.

f. Extensive (monologue)

Advanced and intermediate students are required to provide lengthy monologues in the form of oral reports, summaries, or even brief speeches. Speech presentation and storytelling most task in extensive activity where the listener's spoken participation is either completely absent or severely restricted (possibly to nonverbal answers).

3. Metacognitive strategies in Speaking

Planning the speech, observing one's own speech, and assessing one's performance are metacognitive strategies that are required for the speaking task. Students can engage in the other two learning strategies such as taking notes, gathering resources, elaborating, and connecting with others, including teachers and other students while they are preparing their speech. Indirect strategies, which also include affective and social tactics, include the behaviours categorized as metacognitive strategies.[29]

A proficient language learner should engage in a few metacognitive strategies Teachers and textbooks use a variety of strategies to help students improve their speaking. These strategies range from direct approaches that concentrate on oral interaction features (such as turn-taking, topic management, and questioning

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[29] Oxford, Language Learning Strategies: What Every Teacher Should Know, p.135.

strategies) to indirect approaches that use task work, group work, and other strategies to create conditions for oral interaction.

In this phase, the students employ self-management. They also they could comprehend those aspects in form of planning aspect; they are able to select appropriate speaking strategies to have them achieve speaking goal. In doing this they practice how to manage the speaking in form of two aspects namely monitoring and changing the strategies.[30]

4. **Characteristics of Successful Speaking**

The successful speaker sometimes measures by only the fluency of their speech on the language, yet it more than only that factor. Ur divided several characteristics of successful speaking as follows:[31]

a. Students Talk a Lot

In speaking learning the learners need as much time as possible throughout the time of the given activity. It is intended to improve the speech ability of students, however in context It may seem obvious that the teacher's chatter or pause often occupies most of the time.

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[30] Nurafiat Budiman, "Strategies for Improving Learner Metacognitive in the English Language Teaching" (Muhammadiyah University of Parepare, 2018).

[31] Penny Ur, *A Course in Language: Practice and Theory*, p.120.

b. Participant is Even

A minority of talkative students do not control most classroom discussions, so all students participate in every discussion. Everyone gets a turn to speak, and contributions are evenly distributed.

c. Motivation is High

Students are excited to communicate. either out of curiosity and a want to provide something fresh to the discussion, or out of a desire to help fulfil a task objective.

d. Language is an Acceptable Level

Learners express themselves in sentences that are relevant, easily understandable to one another, and have an appropriate level of linguistic accuracy.

C. The Correlation Between Students' Learning Strategies and Their Speaking Ability

There is a correlation between students' learning strategies and students' speaking ability. the learning strategies is helping student to gain the new knowledge easier, faster, enjoyable, and self-directed and it influence to stimulate students' speaking ability. Student who implements more learning strategies will make the students enhance in their speaking skill. The learning strategies is fulfilled the student's solution on their problem in improving their speaking skill.

Dewi stated that there is correlation between students' learning strategies and their speaking ability, high, middle, and low student score is based on how the students implement the learning strategies and focus on it.[32] By implementing the learning strategies in their speaking activity, the students will develop the ability of speaking and they will have good way to achieve their learning achievement. Sometimes the student does not know how to be managing their learning to be learner autonomous, so students will lack of their learning achievement. The teacher should show to student how to find an appropriate learning strategy for their student, so student will find out their appropriate learning strategies to help them to be learner autonomous. One of learning strategies that help students able to be planning, monitoring, and evaluating is metacognitive strategies Furthermore, it is important to prove the correlation between students' learning strategies and their speaking ability.

D. Theoretical Framework and Paradigm

Le Compte and Preissle stated that a theoretical framework is an approachable set of concepts that can guide research in order to predict and interpret study outcomes. Clarify it simply, a theoretical framework lays out the groundwork for carrying out research.[33] The researcher chooses two variables for this research, they are independent variable (X)

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[32] Mauly Halwat Hikmat and Yanita Candra Dewi, "Is Students' Different Mastery of English Speaking Skills Influenced by Their Learning Strategies?," Jurnal Varidika 24, no. 4 (2015): p.21-22.

[33] Rafiu Oyesola Salawu et al., "Theoretical and Conceptual Frameworks in Research: Conceptual Clarification," *Eur. Chem. Bull* 2023, no. 12 (n.d.): p.2104.

and dependent variable (Y). Independent variable (X) is Students' learning strategies and dependent variable (Y) is speaking ability. The independent variable is a controlling factor that affects the dependent variable in research.

Learning strategies is the way for students to managing their learning achievement especially for developing speaking ability. The researcher possible framework of thought for this investigation is that students who applied many strategies in developing their speaking ability will have good score in doing speaking test, it means the students who applied limited strategies in developing their speaking ability will have low score.

Figure 2. 1
Theoretical Framework and Paradigm
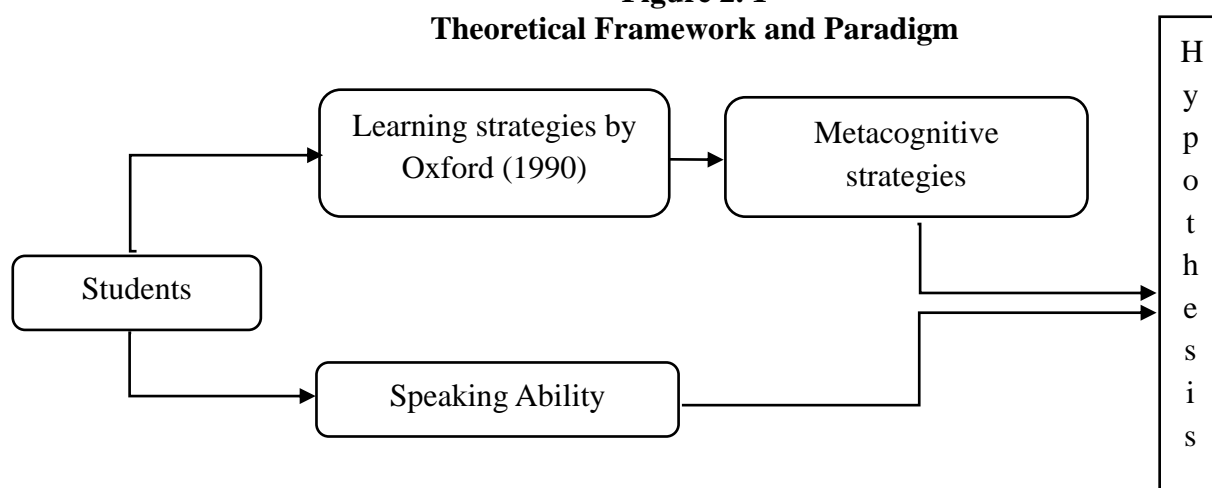
E. Hypothesis Formulation

There is an assumption with the correlation between students' learning strategies and their speaking ability at the eleventh grade of SMA Negeri 1 Terbanggi Besar. The formulation of the hypothesis in this study as follows:

1. Hypothesis Alternative (H_a): There is a correlation between students' learning strategies and their speaking ability at the eleventh grade of SMA Negeri 1 Terbanggi Besar.

2. Hypothesis Zero (H_0): There is no correlation between students' learning strategies and their speaking ability at the eleventh grade of SMA Negeri 1 Terbanggi Besar.

CHAPTER III
RESEARCH METHOD

A. Research Design

This study used quantitative research design due to the investigation the positive and significant correlation of the students' learning strategies and their speaking ability at the eleventh grade of SMA Negeri 1 Terbanggi Besar. The kind of the research categorized as correlational research.

Correlational research is like ex post facto research they are nonexperimental research, both uses data acquired from previous variables. Correlational research analyses the correlations between two and could be more variables within group, although ex post facto research compares specific variables between two or more current groups. Information regarding the strength of relationships between variables is one benefit of correlational research.[34]

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[34] L. C. & Sorensen C.K. Ary Donald. Jacobs, *Introduction to Research in Education Eighth Edition, Wadsworth*, vol. 4, 2010, p.348-351.

B. Operational Definition of Variable

1. Independent variables

These are also known as predictor, antecedent, or stimulus variables. The independent variable is one that influences or causes changes or the

appearance of dependent variables.[35] The Independent variable (X) in this research was the learning strategies that used by the students at eleventh grade of SMA Negeri 1 Terbanggi Besar.

2. Dependent variable

These are also known as criteria, consequence, output variable, and so on. Dependent variables are variables that are influenced or result from the presence of independent variables. Dependent variable in this research (Y) was the speaking ability from the students at eleventh grade of SMA Negeri 1 Terbanggi Besar.

C. Population, Sample, and Sample Technique

1. Population

A population is a general group of objects or persons with specific qualities and features that researcher select to study and make conclusions. Furthermore, Population is the potential set of values for

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[35] Mark Balnaves and P. Caputi, *Introduction to Quantitative Research Method in Investigative Approach*, First Edition. (London: SAGE Publication Ltd, 2001), p.46.

an entity of interest; it can be indefinitely big or large but finite.[36] The Population of this research were all the students at the eleventh grade of SMA Negeri 1 Terbanggi Besar. The total number of populations were 450 Students. They were divided into 12 classes.

2. Sample

The sample represents some of the population's characteristics. The researcher can employ a sample drawn from the population if it is too big for them to investigate the entire population, for whatever reason for lack of resources, time, or energy, for example. The findings from the sample will be applicable to the population.[37] Therefore, samples taken from population must be representatives. However, there were 39 students as the sample in this research.

3. Sample Technique

A sampling technique are techniques used in research. While this research the researcher utilized purposive sampling technique. Purposive sampling technique determine the sample using certain considerations that representing the population.[38] This technique chosen to cause several aims. Firstly, students have equal of cleverness

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[36] *Ibid., p.176.*
[37] *Ibid.*
[38] Donald Ary, Lucy Cheser Jacobs, and Chris Sorensen, *Introduction to Research in Education*, eight editions. (USA: Wadsworth, 2010), p.156.

in English and secondly the recommendation from English teacher in SMA Negeri 1 Terbanggi Besar to took sample in grade A2.

D. Data Collecting Method

1. Questionnaire

Questionnaires used to search the learning strategies used by the students at eleventh grade of SMA Negeri 1 Terbanggi Besar. The questionnaire adapted from Metacognitive Awareness Inventory (MAI), designed by Gregory Schraw and Rayne Sperling Dennison.[39] there were 30 questionnaires fell into 3 parts, 13 questionnaires of planning, 12 questionnaires of monitoring, and 5 questionnaires of evaluating. The questionnaires were originally in English language and distributed to all the students in *Bahasa*, and they gave respond to the item by marked the answer. It was means that the student sure in understanding the texts of the questionnaire.

2. Speaking Test

In this study, speaking test used to collecting the data. It was does to know students speaking ability involving their pronunciation, Grammar, vocabulary, and fluency. The speaking test carried out to the students once after students answering the questionnaire. In speaking test, students talked about their opinion with the theme "Mental Health

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[39] Gregory Schraw and Rayne Sperling Dennison, *Assessing Metacognitive Awareness* (Contemporary Educational Psychology, 1994).

Crisis in Teenager" in front of class and used duration 2-3 minutes. Students' speaking performance recorded by using voice recorder.

3. Documentation

During the process of the research, the researcher collected some documents such as the documentation of student's activity in answering the questionnaires, student's speaking test also the documentation of the data from questionnaires and speaking test to saw the correlation between both.

E. Research Instrument

1. Instrument Blueprint

a. The instrument used to measure learning strategies use by students was questionnaires. The questionnaire adapted from Metacognitive Awareness Inventory (MAI), designed by Gregory Schraw and Rayne Sperling Dennison. There are 30 questionnaires fell into 3 parts.[40] Each part has several questions, and the students have to answer by marking a five-point scala response 1 = never, 2 = usually not, 3 = sometimes, 4 = usually, 5 = always.

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[40] *Ibid., p.460-475.*

b. Instrument to measure speaking ability in students was speaking test. Speaking test conducted to the students after they answered the questionnaire. In speaking test, students talked about their opinion with the theme "Mental Health Crisis in Teenager" in front of class and used duration 2-3 minutes. The students' speaking performance was recorded by using voice recorder, in order to help the researcher to assessed the speaking ability of the students. The content of the test would require the students for their speaking ability through five points in the oral English rating scales, according to Harris namely: pronunciation, grammar, vocabulary, fluency, and comprehension. While the researcher will focus to measure pronunciation, grammar, vocabulary, fluency, and comprehension of students' speaking ability. To measure this step of test the researcher categorized the score in criteria which referred to Harris:[41]

c. Instrument use in documentation method also needed to get the information from research activity like student's activity in answering the questionnaires, student's speaking test also the documentation of the data from questionnaires and speaking test.

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[41] David p. Harris, *Testing English as a Second Language* (New Delhi: Tata McGraw-Hill, 1974), p.84.

F. Data Analysis Technique

The data analysis of the validity and reliability of the questionnaire utilized by SPSS statistic 29 software. In calculating the validity, the researcher adapted parametric statistics from Pearson Product-Moment correlation, due to its normal distribution. To determine the relationship between Learning strategies and speaking ability.

CHAPTER IV
RESULT OF THE RESEARCH AND INTERPRETATION

A. Result of The Research

1. Description of Research Location

Research location is the location where the researcher took place. The location of the research could be the important aspect in research because it determines the success of research. In this research the researcher took SMA Negeri 1 Terbanggi Besar as his research location, that located in Poncowati, Central Lampung.

Since the implemented of *Merdeka* curriculum the researcher saw that speaking task of English subject in the eleventh grade of SMA Negeri 1 Terbanggi Besar mostly use presentation or giving opinion, yet the aim of this kind of task was to developed learning autonomous. It was so crucial for student to implementing metacognitive strategies in order to finish their speaking task. So, the research wanted to know that was there any significant correlation between students' learning strategies and their speaking ability at the eleventh grade of SMA Negeri 1 Terbanggi Besar in the 2023/2024 Academic year.

2. Description of The Research

    a. Validity and Reliability

        Validity and reliability are important requirements for questionnaires. Validity refers to a method's ability to accurately measure its intended outcomes. If research has high validity, it delivers results that are consistent with real-world qualities, traits, and variances. While reliability is the kind of accuracy that described in gaining the equal result when measurement is repeated on different chance or with different instrument or by different participants.

        The instrument in this research has been valid and reliable because the researcher adapted the instrument from Metacognitive Awareness Inventory (MAI), designed by Gregory Schraw and Rayne Sperling Dennison.

    b. The Data of Students' Learning Strategies and Students' Speaking Ability

        1) The Data of Students' Learning Strategies

            The Data of Students' learning strategies was Collected Through distributing questionnaires at the first meeting on April 29th, 2024. There were 30 questionnaires fell into 3 parts. Each part has several questions, and the students must answer by marking a five-point scala response 1 = never, 2 = usually not, 3 = sometimes, 4 =

usually, 5 = always. The result of students' learning
strategies can be shown as follows:

Table 4. 1
Metacognitive strategies Used by Students

Metacognitive strategies	Mean Score
Planning	4.1
Monitoring	3.8
Evaluating	3.9
Mean Score	**3.9**

The mean score for 3 parts of metacognitive strategies of
students' learning strategies is displayed in the table above,
as it could be seen. The data showed that planning was the
most frequently used by students with the mean score of
4.1, followed by evaluating with mean score of 3.9 and the
least was monitoring with the mean score of 3.8.

Table 4. 2
Rate Percentage and Frequency of Students' Metacognitive strategies

Classification	Description	Score	Frequency	Percentage
High	Always used	4.5 to 5.0	2	79%
	Usually used	3.5 to 4.4	29	
Medium	Sometimes used	2.5 to 3.4	8	21%
Low	Usually not used	1.5 to 2.4	0	0%
	Never used	1.0 to 1.4	0	

According to the data above, 8 (21%) of the students had medium classifications for using metacognitive strategies, however most of students 31 (79%) obtained high score. The mean score of 3.9 indicated a high level, according to the results of the learning strategies used. Therefore, it could be said that SMA Negeri 1 Terbanggi Besar students in the eleventh grade used learning strategies at a high level.

2) The Data of Students' Speaking Ability

The data of speaking ability was conducted to the students in second meeting on May 13th, 2024. The researcher asked students to talked their opinion about "Mental Health Crisis in Teenager" in front of class with duration 2-3 minutes. The content of the test required the students for their speaking ability through five points in the oral English rating scales the research focus to measure pronunciation, grammar, vocabulary, and fluency of students' speaking ability. The mean score of students' speaking test was displayed in the table below:

Table 4. 3
The Score of Students' Speaking Test

Component of Speaking	Mean Score
Pronunciation	3
Grammar	4
Vocabulary	5
Fluency	4
Comprehension	3
Mean Score	**4**

The students' mean score for pronunciation was 3, grammar was 4, vocabulary was 5 and fluency was 4. according to the table above in term of fluency was the highest score whereas the lowest score was the pronunciation. It indicated that the students' pronunciation was weak while their fluency was excellent.

The data showed that the students' mean score of speaking ability was 4. It demonstrated that SMA Negeri 1 Terbanggi Besar students in the eleventh grade have high level of speaking ability.

Table 4. 4
Rate Percentage and Frequency of Students' Speaking Ability in Term of Pronunciation

Score	Classification	Frequency	Percentage
5	Very High	1	3%
4	High	17	44%
3	Medium	21	54%
2	Weak	-	-
1	Very Weak	-	-
	Total	39	100%

The rate above indicated that only 1 student got very high score, 17 students got high score, 21 students got medium score and there were no students got weak also very weak score. The researcher found that most of students got medium score in speaking ability with rate of percentage 54% in term of pronunciation.

Table 4. 5
Rate Percentage and Frequency of Students' Speaking Ability in Term of Grammar

Score		Classification	Frequency	Percentage
5		Very High	6	15%
4		High	26	67%
3		Medium	7	18%
2		Weak	-	-
1		Very Weak	-	-
		Total	39	100%

The rate above indicated that there were 6 students got very high score, 26 students got high score, 7 students got medium score and there were no students got weak also very weak score. The researcher found that most of students got high score in speaking ability with rate of percentage 67% in term of grammar.

Table 4. 6
Rate Percentage and Frequency of Students' Speaking Ability in Term of Vocabulary

Score	Classification	Frequency	Percentage
5	Very High	21	54%
4	High	18	46%
3	Medium	-	-
2	Weak	-	-
1	Very Weak	-	-
Total		39	100%

The rate above indicated that there were 21 students got very high score, 18 students got high score, and there were no students got medium, weak also very weak score. The researcher found that most of students got very high score in speaking ability with rate of percentage 54% in term of vocabulary.

Table 4. 7
Rate Percentage and Frequency of Students' Speaking Ability in Term of Fluency

Score	Classification	Frequency	Percentage
5	Very High	7	18%
4	High	26	67%
3	Medium	6	15%
2	Weak	-	-
1	Very Weak	-	-
Total		39	100%

The rate above indicated that there were 7 students got very high score, 26 students got high score, 6 students got medium score and there were no students got weak also very weak score. The researcher found that most of students got high score in speaking ability with rate of percentage 67% in term of fluency.

Table 4. 8
Rate Percentage and Frequency of Students' Speaking Ability in Term of Comprehension

Score	Classification	Frequency	Percentage
5	Very High	-	-
4	High	18	46%
3	Medium	17	44%
2	Weak	4	10%
1	Very Weak	-	-
Total		39	100%

The rate above indicated that there were 18 students got high score, 17 students got medium score, 4 students got weak score and there were no students got very high also very weak score. The researcher found that most of students got high score in speaking ability with rate of percentage 46% in term of comprehension.

B. Hypothesis Testing

In order to analyzed the result of the research, the researcher did some hypothesis testing these prerequisites must be met:

1. Normality Test

The normality test is a test of the normality of data distribution. Before performing a hypothetical test, a normality test is performed, and it is a requirement that the variable data used is normal. The normality test in research used the Shapiro-Wilk normality test because the sample of this research <50 respondent. The variable said as a normal data if:

- H_a: The data distributed normal
- H_0: The data distributed abnormal

   Criteria:
- A normal distribution of data if the p value of significant > 0,05.
- An abnormal distribution of data if the p value of significant < 0,05.

Table 4. 9
The Normality Result

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
LS	.128	39	.107	.955	39	.119
ST	.134	39	.076	.960	39	.174
a. Lilliefors Significance Correction						

Table title row: **Tests of Normality**

According to the result of Shapiro-Wilk data, the p value of significant of students' learning strategies variable was 0,119 > 0,05 and the p value of significant of students' speaking ability variable was 0,174 > 0,05, it means that those variables were distributed normal.

2. Linearity Test

The purpose of the linearity test is to determine whether both variables that are the topic of a correlation analysis technique exhibit a linear relation. According to these testing criteria, the variables exhibit linearity:

- H_a: The correlation of variable x and variable y are linear

- H_0: The correlation of variable x and variable y are not linear

Criteria:

- If the p value of significant of Deviation from linearity > 0.05. it means that the variables are linear.

- If the p value of significant of Deviation from linearity < 0.05. it means that the variables are not linear.

Table 4. 10
The Linearity Test Result

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
ST * LS	Between Groups	(Combined)	1704.308	28	60.868	4.266	.010
		Linearity	1401.642	1	1401.642	98.246	<.001
		Deviation from Linearity	302.665	27	11.210	.786	.706
	Within Groups		142.667	10	14.267		
	Total		1846.974	38			

The result of linearity test, students' learning strategies and students' speaking ability obtained p value of significant of Deviation from linearity was $0.706 > 0.05$. it means that learning strategies variable and speaking ability variable were liner.

3. Analysis Hypothesis

After the prerequisites test did by the research and the data showed that the data of this research was normal and linear. So, the parametric-Pearson correlation test used to determine the correlation of students' learning strategies with students' speaking ability in order to know the significant correlation of learning strategies and speaking ability.

- Hypothesis Alternative (H_a): There is correlation between variables x and variable y

- Hypothesis Zero (H_0): There is no correlation between variables x and variable y

Criteria

- if the p value of significant $> 0,05$ then H_a is rejected, and H_0 is accepted so there is no correlation between both of variable.

- if the p value of significant $< 0,05$ then H_a is accepted, and H_0 is rejected so there is correlation between both of variable.

Table 4. 11
The Parametric-Pearson correlation Test

Correlation		Learning Strategies	Speaking Test
Learning Strategies	Pearson Correlation	1	.899**
	Sig. (2-tailed)		<.001
	N	39	39
Speaking Test	Pearson Correlation	.899**	1
	Sig. (2-tailed)	<.001	
	N	39	39

**. Correlation is significant at the 0.01 level (2-tailed).

Based on the table above, it found that the score of significant $0,001 < 0,05$, so H_a was accepted, and H_0 was rejected with the correlation coefficient was 0,899 with positive and strong correlation level in the interval coefficient 0,70-0. 89. Therefore, it indicated that

there was correlation between students' learning strategies and their speaking ability at the eleventh grade of SMA Negeri 1 Terbanggi Besar. The correlation coefficient's interpretation for figuring out how closely variable X and variable Y as follows:

Table 4. 12
The Interval Coefficient of Correlation

Interval Coefficient	Interpretations
0.00-0.10	Negligible correlation
0.11-0.39	Weak correlation
0.40-0.69	Moderate correlation
0.70-0.89	**Strong correlation**
0.90-1.00	Very strong correlation

C. Discussion

Learning Strategies was the important tools for student develop their speaking ability especially metacognitive strategies because it will help students to planning, monitoring, and evaluating their speaking task. The aim of the research was to know a significant correlation between students' learning strategies and their speaking ability at the eleventh grade of SMA Negeri 1 Terbanggi Besar.

In this research the researcher used Metacognitive Awareness Inventory (MAI) designed by Gregory Schraw and Rayne Sperling Dennison, with the total of questionnaires 30 questions that has been valid and reliable from the source. The speaking test here the research asked to the students to giving their opinion about "Mental Health Crisis in

Teenager". The score of learning strategies and speaking test was calculated in SPSS version 29.

The highest score of learning strategies was 180 to make sure the measurement of this research is equal the researcher conversion the score used the score formula: *Score:* $\frac{Maximum\ score\ x\ 2}{3}$. After conversion the score, the highest score of learning strategies was 100. The highest score of speaking ability was 25 to make sure the measurement of this research is equal the researcher conversion the score used the score formula: *Score: Maximum score x 4*. After conversion the score, the highest score of speaking ability was 100.

There were 39 students as the sample in this research taken by purposive sampling technique. In the first meeting the researcher distributed the questionnaires to students in form of google form. And in the second meeting the researcher conducted speaking test to students. The researcher asked to students to give their opinion about "mental Health Crisis in Teenager" in duration of 2-3 minutes. After got the total score of learning strategies and speaking ability, the researcher calculated the score in SPSS version 29. The mean score of learning strategies and speaking ability as follows:

Table 4. 13
The Mean Score

Mean Score	
Learning Strategies	Speaking Ability
3.9	4

The mean score of students' learning strategies was 3.9 categorized as high score of learning strategies used. it indicated that although students generally used their learning strategies. While the mean score of speaking ability was 4 categorized as high score of speaking ability. As the data of the mean score of both of variables it has clearly enough that both of variables had the correlation in mean score that the score categorized as the high level of scoring.

Yet, to know the real score of correlation between variables the researcher did prerequisites of hypothesis testing. From the data of normality test, the significant value of students' learning strategies variable was 0,119 > 0,05 and the significant value of students' speaking ability variable was 0,174 > 0,05, it means that those variables were distributed normal. While the data of linearity test showed that, the value of linearity was 0.706 > 0.05. it means that learning strategies variable and speaking ability variable were liner.

After the researcher did prerequisites, the researcher continue to conduct hypothesis correlation testing using parametric test by Pearson correlation to determine the correlation of students' learning strategies

with students' speaking ability, this hypothesis used because both of prerequisites accepted. From the data of parametric test showed that the correlation was 0,899 with positive and strong correlation level in the interval coefficient 0,70-0.89. score of significant 0,001 < 0,05, so Ha was accepted, and Ho was rejected.

Therefore, it indicated that there was correlation between students' learning strategies and their speaking ability at the eleventh grade of SMA Negeri 1 Terbanggi Besar. In other words, students' speaking ability will always develop corresponding with the use of learning strategies in term of metacognitive strategies by planning, monitoring, and evaluating in speaking task.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the research result conducted by the researcher, it could be concluded that there was significant correlation between students' learning strategies and their speaking ability at the eleventh grade of SMA Negeri 1 Terbanggi Besar.

This was inferred that the mean score of students' learning strategies was 3.9 with the high classification of learning strategies used and speaking ability mean score was 4 with high classification and also supported by the data of nonparametric test showed that the correlation was 0,899 with positive and strong correlation level in the interval coefficient of 0.70-0.89.

Therefore, the research summarized that learning strategies, especially metacognitive strategies gave contribution and high correlation to students' speaking ability. So, students who had balance in using metacognitive strategies by planning, monitoring, and evaluating their speaking task meant that they also got good score in speaking.

B. SUGGESTION

In this term the researcher gives some suggestion upon the result and conclusion of this research, as follows:

1. For The English Teacher

   The teacher should motivate and mastery the students with metacognitive strategies in order to success their students' speaking task outcomes, and also tell the students which metacognitive strategies are not their appropriate learning strategies with other learning strategies, so they could find their appropriate learning strategies.

2. For The Students

   The students should be aware with their metacognitive strategies use in completing their speaking task by doing planning, monitoring, and evaluating their speaking performance to success their speaking task outcome.

3. For The Other Researcher

   In this research the researched discussed about the correlation between students' learning strategies and their speaking ability at the eleventh grade of SMA Negeri 1 Terbanggi Besar. Learning strategies here only focus to metacognitive strategies used by the students. The result of

this research could be the additional references for the other researcher, and they could also conduct some re\search with the other kind of learning strategies that influence speaking performance in order to enrich the reference of learning strategies topic.

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APPENDICES

APPENDIX 1
RESEARCH INSTRUMENT

A. Metacognitive Awareness Inventory (MAI) Designed by Gregory Schraw and Rayne Sperling Dennison

No	Item
1	I ask myself periodically if I am meeting my goals
2	I consider several alternatives to a problem before I answer
3	I try to use strategies that have worked in the past
4	I pace myself while learning in order to have enough time
5	I understand my intellectual strengths and weaknesses
6	I think about what I really need to learn before I begin a task
7	I know how well I did once I finish a test
8	I set specific goals before I begin a task
9	I slow down when I encounter important information
10	I know what kind of information is the most important to learn
11	I ask myself if I have considered all options when solving a problem
12	I am good at organizing information
13	I consciously focus my attention on important information
14	I have a specific purpose for each strategy I used
15	I learn best when I know something about the topic
16	I know what the teacher expects me to learn
17	I monitor each item of my task.
18	I used different learning strategies depending on the situation
19	I ask myself if there was an easier way to do things after a finish a task
20	I have control over how well I learn
21	I periodically review to help me understand important relationship
22	I ask myself question about the material before I begin
23	I think of several ways to solve a problem and choose the best one
24	I summarize what I have learned after I finish
25	I ask others for help when I do not understand something
26	I can motivate myself to learn when I need to
27	I am aware of what strategies I use when I study
28	I find myself analyzing the usefulness of strategies while I study
29	I use my intellectual strengths to compensate for my weakness
30	I focus on the meaning and significance of new information
31	I create my own examples to make information more meaningful
32	I am a good judge of how well I understand something
33	I find myself using helpful learning strategies automatically
34	I find myself pausing regularly to check my comprehension
35	I know when each strategy I use will be most effective

36	I ask myself how well I accomplished my goals once I am finished
37	I draw pictures or diagrams to help me understand while learning
38	I ask myself if I have considered all options after I solve a problem
39	I try to translate new information into my own words
40	I change strategies when I fail to understand
41	I use the organizational structure of the text to help me learn
42	I read instruction carefully before I begin the task
43	I ask myself if what I am reading is related to what I already know
44	I reevaluate my assumptions when I get confused
45	I organize my time to best accomplish my goal
46	I learn more when I am interested in the topic
47	I try to break studying down into smaller steps
48	I focus on overall meaning rather than specific
49	I ask myself question about how well I am doing when I am learning something new
50	I ask myself if I learned as much as I could have once, I finish a task
51	I stop and go back over new information that is not clear
52	I stop and reread when I get confused

B. Metacognitive Awareness Inventory (MAI) Adapted into Three Items

Strategies Used along Planning		
No	Strategies	Response
1	I pace myself while learning in order to have enough time.	
2	I set specific goals before I begin the speaking activity.	
3	I organize my thoughts first before I perform in any speaking activities.	
4	I ask myself questions about the relevance of the context to me as an ESL learner.	
5	I think of several ways as to how am I going to accomplish the task given and choose the best one.	
6	I listen to read instruction carefully before I begin the task.	
7	I think about how I should pronounce words before I perform speaking activities.	
8	I prepare fluency before presenting speaking tasks.	
9	I prepare vocabulary before presenting speaking tasks.	
10	I prepare comprehension before presenting speaking tasks.	
11	I consider the grammaticality of my words before I utter them.	

| 12 | I observe the samples presented and decide the aspects of speaking that I need practice later on. | |
| 13 | I organize my time to best accomplish the tasks given. | |

Strategies Used along Monitoring

No	Strategies	Response
1	I monitor the organization of my thought as I respond to ideas during speaking activities.	
2	I focus more on the correctness of my ideas rather than its grammatically.	
3	I ask myself periodically if I am meeting my goals when I take part in speaking activities.	
4	I find myself analyzing the usefulness of strategies while I prepare for speaking activities.	
5	I monitor the correctness of my grammar when speaking.	
6	I monitor the correctness of my pronunciation when I speak.	
7	I monitor the correctness of my vocabulary when I speak.	
8	I monitor my comprehension as I participate in speaking task.	
9	I pay attention to discourse markers, visual and body language, tones and pauses to understand better the messages when I partake in a conversation during speaking activities.	
10	I monitor fluency when speaking.	
11	I continue to listen for clarification before and during the speaking activity in spite of difficulty.	
12	I ask myself questions about how well I am doing while learning something new.	

Strategies Used along Evaluating

No	Strategies	Response
1	I know how well I did once I finish the task given.	
2	I ask myself if there was an easier way to do things after I finish the task.	
3	I summarized what I have learned after I finish the speaking activity.	
4	I evaluate my comprehension during the preparation stage and the actual speaking activity using contexts, my prior knowledge, and available resources.	
5	I ask myself how well I accomplished my goals once I am finished.	

The highest score of this test is 180
Score: Maximum score x 2 / 3
After conversion the score with score formula the highest score will be 100

C. Interpretation of Students' Learning Strategies [42]

Interpretation of Strategy Use	Description of Frequency	Mean Score of Strategy Use
High	Always used	4.5 to 5.0
	Usually used	3.5 to 4.4
Medium	Sometimes used	2.5 to 3.4
Low	Usually not used	1.5 to 2.4
	Never used	1.0 to 1.4

D. Metacognitive Awareness Inventory (MAI) distributed to Students

This Questionnaires distributed with the form of Google form, here is the link: https://forms.gle/HJucFbtAgMeFq4i2A

Petunjuk:

a) Semua jawaban adalah benar.
b) Dikerjakan dalam waktu 20 menit.
c) Jawablah pertanyaan di bawah ini berdasarkan strategi belajar anda.
d) Beri tanda (✓) pada jawaban anda.
e) Opsi pernyataan yang diberikan:

5= Selalu   4= sering   3= terkadang   2= hampir tidak pernah   1= tidak pernah

Nama   :
Kelas   :
Absensi :

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[42] Oxford, *Language Learning Strategies : What Every Teacher Should Know*, p.300.

No	Questionnaires	Response				
		5	4	3	2	1
	Tahap Perencanaan					
1	Saya memacu diri saya ketika belajar agar memiliki waktu yang cukup.					
2	Saya menetukan tujuan yang spesifik sebelum memulai berbicara.					
3	Saya mempersiapkan ide-ide saya terlebih dahulu sebelum saya tampil di kegiatan berbicara apa pun.					
4	Saya bertanya pada diri sendiri tentang penerapan konteks bagi saya sebagai pelajar EFL (Bahasa Inggris Sebagai Bahasa Asing).					
5	Saya memikirkan beberapa cara bagaimana saya akan menyelesaikan tugas yang diberikan dan memilih cara yang terbaik.					
6	Saya memperhatikan instruksi penugasan dengan baik sebelum saya mulai mengerjakannya.					
7	Saya mempertimbangkan pengucapan kata-kata saya sebelum saya terlibat dalam kegiatan berbicara.					
8	Saya mempersiapkan kefasihan/kelancaran sebelum mempresentasikan tugas berbicara.					
9	Saya menyiapkan kosakata sebelum mempresentasikan tugas berbicara.					
10	Saya berlatih pemahaman sebelum mempresentasikan tugas berbicara.					
11	Saya memriksa apakah apakah kata-kata saya benar secara tata Bahasa (grammar) sebelum saya berbicara.					
12	Saya mengamati contoh yang di perlihatkan dan memutuskan aspek berbicara yang perlu saya latih dari pengamatan tersebut.					
13	Saya mengatur waktu saya untuk memastikan bahwa saya menyelesaikan tugas-tugas yang diberikan.					
	Tahap Monitoring					
14	Saya memantau struktur pemikiran saya saat saya menanggapi ide-ide selama kegiatan berbicara.					
15	Saya lebih fokus pada kebenaran ide-ide saya dari pada tata bahasanya (grammar).					
16	Saya bertanya pada diri sendiri secara berkala apakah saya memenuhi tujuan saya saat saya mengambil bagian dalam kegiatan berbicara.					
17	Saya menemukan diri saya menganalisis manfaat dari penggunaan strategi disaat saya menyiapkan diri untuk					

	kegiatan berbicara.					
18	Saya memantau kebenaran tata bahasa (grammar) saya ketika berbicara.					
19	Saya memeriksa kebenaran pengucapan (pronunciation) saya ketika saya berbicara.					
20	Saya memeriksa kebenaran kata-kata (vocabulary) saya ketika saya berbicara.					
21	Saya memeriksa pemahaman saya saat saya berpartisipasi dalam tugas berbicara.					
22	Saya memperhatikan penanda wacana, nada, jeda, dan isyarat visual untuk memahami lebih baik pesan yang saya sampaikan saat percakapan selama kegiatan berbicara.					
23	Saya memantau kelancaran saat saya berbicara.					
24	Saya terus mendengarkan klarifikasi baik sebelum maupun selama aktivitas berbicara meskipun kesulitan.					
25	Sewaktu saya mempelajari sesuatu yang baru, saya bertanya pada diri sendiri tentang seberapa baik saya melakukannya.					
Tahap Evaluasi						
26	Saya akan tahu seberapa baik kinerja saya setelah saya menyelesaikan tugas yang diberikan.					
27	Saya bertanya pada diri sendiri apakah ada cara yang lebih mudah untuk meyelesaikan sesuatu, setelah saya menyelesaikan tugas.					
28	Saya merangkum apa yang telah saya pelajari setelah saya menyelesaikan tugas berbicara.					
29	Saya mengevaluasi pemahaman saya selama fase Latihan dan saat aktivitas berbicara yang sebenarnya menggunakan situasi, pengetahuan saya sebelumnya, dan sumber daya yang tersedia.					
30	Saya bertanya pada diri sendiri seberapa baik saya mencapai tujuan saya ketika saya sudah meyelesaikan tugas tersebut.					

E. Metacognitive Awareness Inventory (MAI) diagram of Students' Answer

Saya memacu diri ketika belajar untuk mendapatkan waktu yang cukup.
40 jawaban
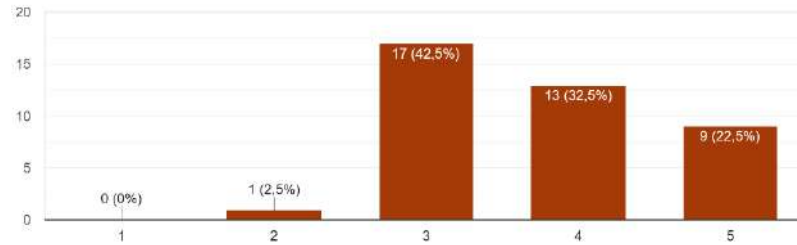
Saya menetukan tujuan/tema yang spesifik sebelum memulai berbicara.
40 jawaban
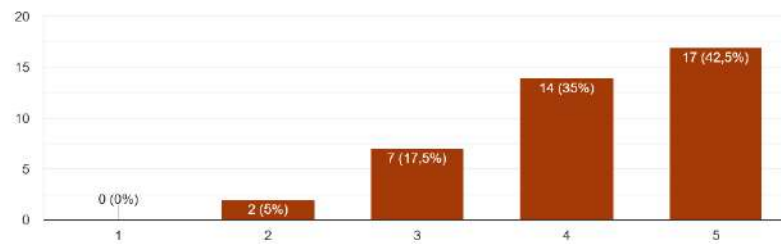
Saya mempersiapkan ide-ide terlebih dahulu sebelum saya tampil di kegiatan berbicara apa pun.
40 jawaban
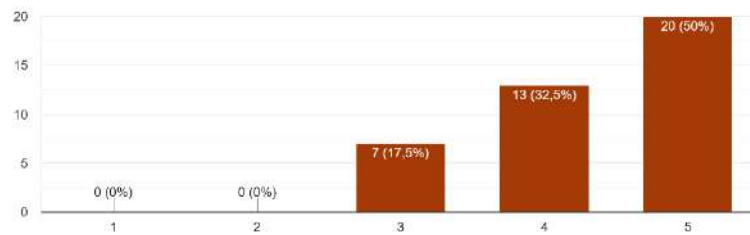
Saya mengontrol struktur pemikiran saya saat saya menanggapi ide-ide yang muncul selama kegiatan berbicara.
40 jawaban
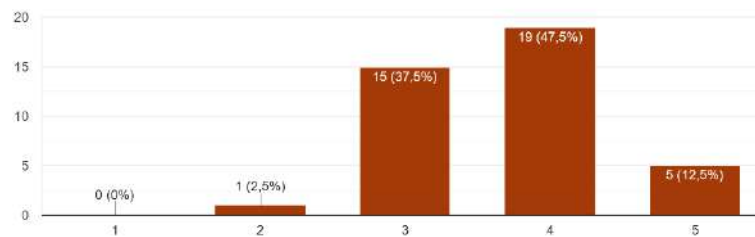
Saya lebih fokus pada kebenaran ide-ide saya dari pada tata bahasanya (grammar).
40 jawaban
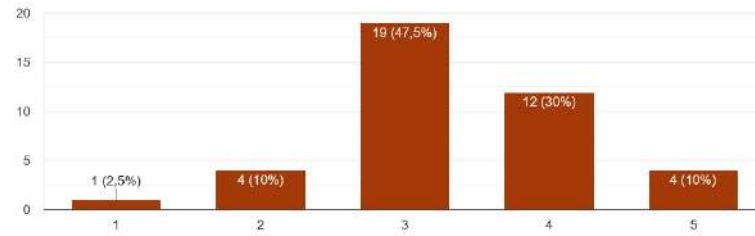
Saya bertanya pada diri sendiri secara berkala apakah saya memenuhi tujuan di saat saya mengambil bagian dalam kegiatan berbicara.
40 jawaban
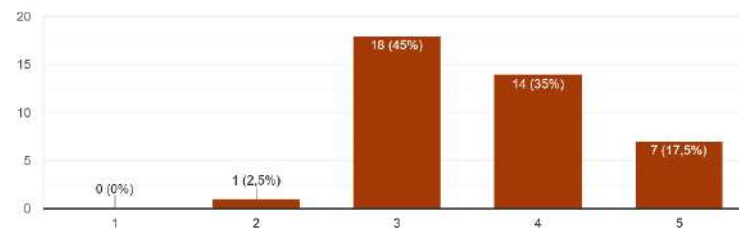
Saya akan tahu seberapa baik kinerja saya setelah saya menyelesaikan tugas yang diberikan.
40 jawaban
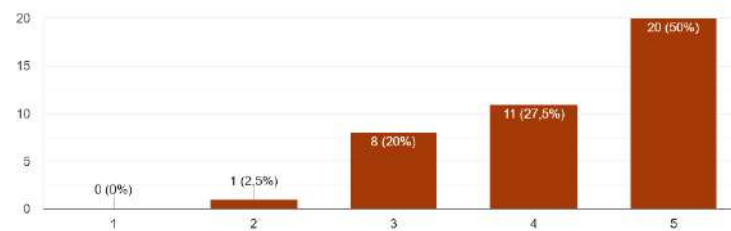
F. SPEAKING TEST (Rubric for Speaking Test)

Rate qualities	Point	Classification	Behavioural Statements
pronunciation	5	Very High	Has few traces of foreign accent.
	4	High	Always intelligible, though one is conscious of a definite accent.
	3	Medium	Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding.
	2	Weak	Very hard to understand because of pronunciation problems. Must frequently be asked to repeat.
	1	Very Weak	Pronunciation problem so severe as to make speech virtually unintelligible.
Grammar	5	Very High	Makes few (if any) noticeable errors of grammar or word order.
	4	High	Occasionally makes grammatical and/or word-order errors which do not, however, obscure meaning.
	3	Medium	Makes frequent errors of grammar and word order which occasionally obscure meaning.
	2	Weak	Grammar and word-order errors make comprehension difficult. Must often rephrase sentence and/or restrict himself to basic patterns.
	1	Very Weak	Errors in grammar and word order so serve to make speech virtually unintelligible.
Vocabulary	5	Very High	Use of vocabulary and idioms is virtually that of a native speaker.
	4	High	Sometimes uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies.
	3	Medium	Frequently uses the wrong word; conversation somewhat limited because inadequate vocabulary
	2	Weak	Misuse of words and very limited vocabulary make comprehension quite difficult.
	1	Very Weak	Vocabulary limitations so extreme as to make conversation virtually impossible.
Fluency	5	Very High	Speech as fluent and effortless as that of a native speaker.

	4	High	Speed of speech seem to be slightly affected by language problems.
	3	Medium	Speed and fluency are rather strongly affected by language problems.
	2	Weak	Usually hesitant; often record into silence by language limitations.
	1	Very Weak	Speech is so halting and fragmentary as to make conversation virtually impossible.
Comprehension	5	Very High	Appears to understand everything without difficulty.
	4	High	Understand nearly everything at normal speed, although occasional repetitions may be necessary.
	3	Medium	Understand most of what is said at slower-than-normal speed with repetitions.
	2	Weak	Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly and with frequent repetitions.
	1	Very Weak	Cannot be said to understand even simple conversational English.
highest score is 25. *Score: maximum score x 4* *After conversion the score with score formula the highest score will be 100*			

INSTRUCTION:
- Students asked to be talked about their opinion with the theme "Mental Health Crisis in Teenager" in front of class and used duration 2-3 minutes

APPENDIX 2

THE RESULT OF STUDENTS' SCORE

A. The Result of Metacognitive strategies Used by Students

Sample	Metacognitive strategies			Mean Score	Interpretation
	Planning	Monitoring	Evaluating		
S-1	4.46	3.75	5	4.4	High
S-2	3.8	4.1	4.2	4.1	High
S-3	4.31	4.3	4.6	4.4	High
S-4	4.31	4.42	4.6	4.4	High
S-5	3.54	3.17	3.2	3.3	Medium
S-6	4.38	3.5	3.8	3.9	High
S-7	3.62	3	3	3.2	Medium
S-8	3.77	3.83	3.8	3.8	High
S-9	4.85	4.3	4.2	4.5	High
S-10	4.31	4.58	4.2	4.4	High
S-11	4	3.4	4	3.8	High
S-12	4.23	4.3	3.8	4.1	High
S-13	4.4	4.2	3.2	3.9	High
S-14	4.38	3.83	4.6	4.3	High
S-15	3.54	2.83	3	3.1	Medium
S-16	3.77	4.1	3.8	3.9	High
S-17	3.2	2.8	2.8	2.9	Medium
S-18	4.4	3.6	4	4	High
S-19	3.6	2.92	3.2	3.2	Medium
S-20	4.8	4.92	4.6	4.8	High
S-21	4.31	4.2	4	4.2	High
S-22	3.23	3.08	3.4	3.2	Medium
S-23	4.08	4.08	3.8	4	High
S-24	4	3.5	4.4	4	High
S-25	4.6	4.3	5	4.6	High
S-26	4.23	3.7	3.6	3.8	High
S-27	4.62	4.58	3.8	4.3	High
S-28	3.62	3.3	3.4	3.4	Medium
S-29	4.23	3.92	4	4.1	High
S-30	4.46	4	3.8	4.1	High
S-31	3.46	2.42	3.2	3	Medium
S-32	4.08	4	4	4	High

Sample	Pronunciation	Clasification	Grammar	Clasification	Vocab	Clasification	Fluency	Clasification	Comprehension	Clasification
S-33	3.92	3.92	4	3.9	High
S-34	4.31	4.3	3.6	4.1	High
S-35	4.31	4.08	4	4.1	High
S-36	3.69	3.75	4.4	3.9	High
S-37	3.62	3.92	4.6	4	High
S-38	4.23	3.25	3.4	3.6	High
S-39	4.08	3.5	3	3.5	High
Total Score	158.75	147.65	151	152.2	
Mean Score	4.1	3.8	3.9	3.9	High

B. THE RESULT OF SPEAKING TEST

Sample	Pronunciation	Clasification	Grammar	Clasification	Vocab	Clasification	Fluency	Clasification	Comprehension	Clasification
S-1	3	Medium	4	High	5	Very High	4	High	4	High
S-2	3	Medium	4	High	5	Very High	3	Medium	3	Medium
S-3	4	High	4	High	5	Very High	5	Very High	4	High
S-4	3	Medium	4	High	5	Very High	5	Very High	3	Medium
S-5	3	Medium	3	Medium	4	High	4	High	3	Medium
S-6	3	Medium	4	High	4	High	4	High	2	weak
S-7	3	Medium	3	Medium	4	High	3	Medium	4	High
S-8	3	Medium	4	High	4	High	4	High	4	High
S-9	4	High	5	Very High	5	Very High	4	High	3	Medium
S-10	4	High	4	High	5	Very High	5	Very High	4	High
S-11	4	High	4	High	4	High	4	High	4	High
S-12	3	Medium	5	Very High	5	Very High	4	High	4	High
S-13	3	Medium	4	High	5	Very High	4	High	3	Medium
S-14	3	Medium	4	High	5	Very High	4	High	4	High
S-15	3	Medium	3	Medium	4	High	4	High	4	High
S-16	3	Medium	4	High	5	Very High	4	High	3	Medium
S-17	3	Medium	3	Medium	4	High	3	Medium	3	Medium
S-18	3	Medium	4	High	5	Very High	4	High	4	High
S-19	3	Medium	3	Medium	4	High	4	High	3	Medium
S-20	4	High	5	Very High	5	Very High	5	Very High	4	High

S-21	4	High	4	High	4	High	5	Very High	4	High
S-22	4	High	4	High	4	High	4	High	2	weak
S-23	4	High	5	Very High	5	Very High	5	Very High	4	High
S-24	4	High	4	High	4	High	4	High	3	Medium
S-25	5	Very High	5	Very High	5	Very High	4	High	3	Medium
S-26	4	High	4	High	4	High	4	High	4	High
S-27	4	High	5	Very High	5	Very High	4	High	3	Medium
S-28	3	Medium	4	High	4	High	4	High	3	Medium
S-29	4	High	4	High	5	Very High	3	Medium	4	High
S-30	3	Medium	4	High	5	Very High	4	High	4	High
S-31	3	Medium	3	Medium	5	Very High	4	High	2	weak
S-32	4	High	4	High	4	High	5	Very High	4	High
S-33	3	Medium	4	High	5	Very High	4	High	3	Medium
S-34	4	High	4	High	5	Very High	3	Medium	3	Medium
S-35	4	High	4	High	5	Very High	3	Medium	3	Medium
S-36	3	Medium	4	High	4	High	4	High	4	High
S-37	4	High	4	High	4	High	4	High	3	Medium
S-38	4	High	3	Medium	4	High	4	High	2	weak
S-39	3	Medium	4	High	4	High	4	High	3	Medium
Total	136		155		177		157		131	
Mean Score	3.5		4		4.5		4		3	

C. The Score Used To Analyzed

Sample	Sample	
	X	Y
S-1	85	80
S-2	79	72
S-3	87	88
S-4	88	80
S-5	67	68
S-6	79	68
S-7	64	68
S-8	76	76
S-9	90	84
S-10	88	88
S-11	75	80
S-12	83	84
S-13	82	76
S-14	84	80
S-15	63	72
S-16	78	76
S-17	59	64
S-18	80	80
S-19	65	68
S-20	96	92
S-21	84	84
S-22	64	64
S-23	81	80
S-24	77	76
S-25	91	88

Sample	Sample	
	X	Y
S-26	78	80
S-27	89	84
S-28	69	72
S-29	81	80
S-30	83	80
S-31	60	68
S-32	81	84
S-33	79	76
S-34	83	76
S-35	83	76
S-36	77	76
S-37	78	76
S-38	74	68
S-39	73	72
Total Score	1965	1936
Mean Score	79	77

APPENDIX 3
Learning outcomes / Capaian Pembelajaran (CP) and Learning Objective /
Tujuan Pembelajran (TP) Fase F.

TUJUAN PEMBELAJARAN
MATA PELAJARAN : BAHASA INGGRIS

Satuan Pendidikan : SMA Negeri 1 TERBANGGI BESAR
Mata Pelajaran : Bahasa Inggris
Fase/ Kelas: F/ XI
Tahun Pelajaran 2023/2024
Capaian Pembelajaran : Pada akhir ase F, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/pembacanya. Berbagai jenis teks seperti narasi, deskripsi, personal letter, analytical exposition, brochure / label menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini.

NO	ELEMEN	CAPAIAN PEMBELAJARAN	LINGKUP MATERI	NOMOR	TUJUAN PEMBELAJARAN	ALOKASI WAKTU (JP)	KELAS
1	Elemen Menyimak – Berbicara	Peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan dan menggunakan strategi untuk memulai dan mempertahankan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai topik yang dekat	Pengertian Descriptive text	10.1.1	Peserta didik mampu Menguasai konsep teks bentuk narrative deskripsi, personal letter, analytical exposition, brochure / label	2 x 45	XI
				10.1.2	Peserta didik mampu Meningkatkan jumlah kosakata yang dikuasai		

		dengan kehidupan pemuda. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu yang dekat dengan kehidupan pemuda dan untuk membahas minat. Mereka memberikan pendapat dan membuat perbandingan. Mereka menggunakan elemen non-verbal seperti bahasa tubuh, kecepatan bicara, dan nada suara untuk dapat dipahami dalam sebagian konteks.					
2	Eleme n Memb aca – Memir sa	Peserta didik membaca dan merespon berbagai macam teks seperti narasi, deskripsi, prosedur, eksposisi, recount, dan report. Mereka membaca untuk mempelajari sesuatu atau untuk mendapatkan informasi. Mereka mencari dan mengevaluasi detil spesifik	Pengerti an Narrativ e text	10.2.1	Peserta didik mampu Mampu mengkomunikasikan fikiran dengan bahasa tertulis	2 x 45	XI
				10.2.2	Peserta didik Mampu merumuskan wacana untuk berbahasa		
				10.2.3	Peserta didik mampu Mampu mengkonstruksikan sebuah wacana		

		dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk di antaranya teks visual, multimodal atau interaktif. Pemahaman mereka terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai macam teks mulai berkembang. Mereka mengidentifikasi tujuan penulis dan mengembangkan keterampilannya untuk melakukan inferensi sederhana dalam memahami informasi tersirat dalam teks.					
3	Elemen Menulis – Mempresentasikan	Peserta didik menulis berbagai jenis teks fiksi dan non-fiksi, melalui aktivitas yang dipandu, menunjukkan kesadaran peserta didik terhadap tujuan	Pengertian Personal Letter	10.3.1	Peserta didik Mampu berlatih berbahasa inggris dengan kepercayaan diri tinggi	2 x 45	XI
				10.3.2	Peserta didik Mampu mempraktikan hasil belajar dalam sebuah kegiatan berbahasa lisan		

		dan target pembaca. Mereka membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca dan huruf besar. Mereka menyampaikan ide menggunakan kosakata dan kata kerja umum dalam tulisannya. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pembaca/pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital.		10.3.3	Peserta didik mampu menyajikan informasi menggunakan berbagai mode presentasi.		

Terbanggi Besar, March, . 21th 2023

Guru MATA PELAJARAN;
KHOIRUN NISA, S. Pd.

APPENDIX 4
DOCUMENTATION OF THE RESEARCH

The Research did Pre-survey to the students on December 6th, 2023.

The Researcher introduced to the students about the technical of his
Research on April 29th, 2024

The students gave they responses in questionnaire of metacognitive strategies used google form given by the research on April 29th, 2024.

The student performed their speaking by giving their opinion about "Mental Health Crisis in Teenager" in front of the class duration 2-3 minutes and recorded by voice recorder on May 13th, 2024.

Nama: Alfi Rizkia Rahmi

Mental Health Crisis In Teenager

Mental health or what is also known as mental health condition related to a person's mental, psychological and emotional aspects. Mental healt reflects the state of a person's mental health, icluding the level of emotional balance, the ability to cope with stress, and the quality of interpersonal relationships.

Why does Mental health is influenced by events in that leave a major impact on a person's personality and behavior.

1. Genetic factors include a family history of mental health disorders.
2. Forms of domestic violence other harassment.
3. Socially isolated or feeling lonely and absent.
4. Experienced significant trauma.
5. Severe stress that occurs for a long time.
6. Experience discriminantion and stigma.
7. A history of violence as a child.
8. The influence of toxic substances, alcohol or drugs that can damage the brain.
9. Live in a bad environment.

National Adolescent Mental Health survey, around 34,9% of adolescents, or the equivalent of 15,5 milion individuals, experience mental problems. Among them, 5,5% or around 2,45 milion teenagers experience mental disorders. Ironically, only 2,6 % of them seek access to counseling services, both emotional and behavioral.

Some spesific symptoms that may indicate the presence of functional anxiety involve an internal struggle with :

1. Fear of significant criticism.
2. Fear of looking stupid in the eyes of others.
3. Feelings on the verge of losing control.
4. Feeling of impending disaster.
5. Significant stress.

Mental health is a health condition related to a person's mental, psychological and emotional aspects. Mental health reflects the state of a person's mental health, including the level of emotional balance, the ability to cope with stress, and the quality of interpersonal relationships.

ENGLISH

CHALISTA NATSWA BUNGA PERTIWI

KELAS : 11 A 2

MENTAL HEALTH CRISIS IN TEENAGER

Pembuka : Hello, wonderful audience!! I hope you're as excited as i am. My name is Chalista and you all can call me chalis or lista, whatever you like, and in the next few minutes, we'll be exploring the intriguing world of MENTAL HEALTH CRISSIS IN TEENAGER.

Friends, in this era, mental health is an issue that is often discussed, especially by teenagers our age. This topic is an interesting choice, because teenagers are vulnerable to facing various problems at this stage of their development.

According to WHO itself, mental health is a person's state of well-being, when a person is aware of their abilities, is able to manage their stress and adapt well, can work productively and contribute to their environment. This mental disorder condition can have an impact on school attendance and performance among teenagers.

A specific example is a mental health problem in the form of Anxiety disorder. Anxiety disorders affect the learning process, including difficulty concentrating, memory problems and difficulty solving problems. All of this can have an impact on the process and way teenagers learn.

In a wider social space, anxiety disorders will have an impact on the following things, such as: being afraid to carry out daily activities such as starting a conversation, shopping, going to school, meeting strangers, or even just making a phone call.

Apart from that, anxiety disorders will also affect a teenager's physical health, such as: increasing the risk of cardiovascular disease, weakening the body's immune system, and even causing respiratory problems, because anxiety disorders can worsen asthma symptoms.

Seeing the many impacts caused by mental health disorders, we as teenagers must always maintain our mental health by: doing positive activities, choosing a good and useful social environment, learning to manage our emotions and thoughts and the most important thing is learning to accept and love yourself.

That's the presentation I can deliver, hopefully it can be useful for all of us. If there are mistakes, please forgive, if there are criticisms and suggestions, you can submit them later. Thank You. Wassalamualaikum wr wb.
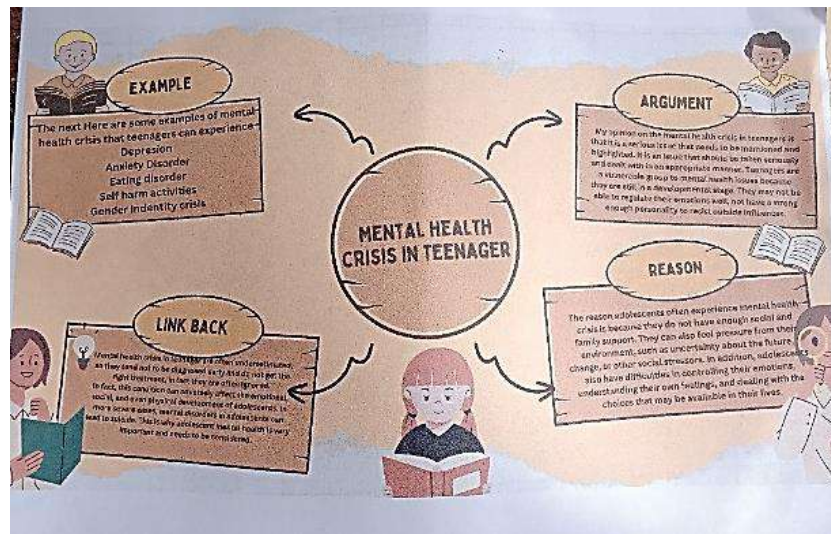
The students were planning their speaking performance by arranging their opinion using handwriting, Ms. Word, and Canva Application.

Documentation the researcher and students in their classes

Documentation the researcher and students in Joglo.

Dosen Pembimbing Skripsi Pengganti Mr. Andianto, M.Pd, danMam Indah Eftanastarini, M.Pd

NO	Pembimbing Skripsi	Nama	NPM	Judul Skripsi
1	Dr. Ahmad Subhan Roza, M.Pd	CIKAL HEDI NUGRAHA	1701070016	INCREASING STUDENTS VOCABULARY MASTERY BY USING FAIRY TALE STORY OF FOURTH GRADE AT SD ISLAM DARUSSALAM RUMBIA
2	Dr. Umi Yawisah, M.Hum	ARIESTO RANGGA WIJAYA	1701070071	IMPROVING STUDENTS READING SKILLS BY USING THE MIND MAP TECHNIQUE AT SMPN 8 METRO IN YEAR 2022/2023
3	Drs. Kuryani, M.Pd	DWI LESTARI	1901050014	INCREASING THE STUDENT READING ABILITY USING BY COOPERATIVE INTEGRATED READING AND COMPOSITION (CIRC) METHOD AT THE TENTH GRADE OF SMA MUHAMMADIYAH BRAJA SELEBAH
4	Prof. Dr. dedi Irwansyah, M.Hum	Muhammad Djorgi	2001051025	The Influence of Using Talking-Chips-Technique on Students' Speaking Skill at SMAI Miftahul Jannah Metro Kibang.
5	Dr. Widhiya Ninsiana, M.Hum	Arief Setiyawan	1901051008	The Influence of Team Pair Solo Technique Toward Student's Writing Skill At The Tenth Grade of SMA Negeri 1 Batanghari East Lampung
6	Dr. Aria Septi Anggaira, M.Pd	Diemas Adjie Nugroho	1901050012	THE INFLUENCE OF ISPRING PROGRAM AS TEACHING MEDIA TOWARD THE STUDENTS' DESCRIPTIVE WRITING SKILL AT THE TENTH GRADE OF SMK N 1 METRO
7	Syahreni Siregar, M.Hum	Nur Susanah	1901050028	AN ANALYSIS OF MOTHER TONGUE INTERFERENCE IN STUDENT'S ENGLISH PRONOUNCIATION AT THE TENTH GRADE OF MA KHOZINATUL ULUM SARI BAKTI SEPUTIH BANYAK
8	Trisna Dinillah Harya, M.Pd	Inatarisa Nurlisa	1901051032	THE INFLUENCE OF USING GRAPHIC NOVEL TOWARDS STUDENTS READING COMPREHENSION AT THE SECOND SEMESTER OF THE EIGHT GRADE OF MTS MIFTAHUL HUDA SILIR SARI IN THE ACADEMIC YEAR OF 2022/2023
9	Linda Septiyana, M.Pd	Nia Asria Safitri	1701070129	THE INFLUENCE OF USING CHORAL READING STRATEGY ON STUDENTS READING ALOUD ABILITY THE EIGHT AT MTs MA'ARIF 21 BULUSARI
10	Eka Yuniasih, M.Pd	Nurani	1701070192	IMPROVING THE STUDENTS READING SKILL THROUGH PROBLEM BASED LEARNING STRATEGY AT THE EIGHT GRADE OF MTS DARUNNAJAH SAMBIKARTO SEKAMPUNG EAST LAMPUNG
11	Ning Setio Wati, M.Pd	Sekar Wangi	1901050034	The use of news casting to improve students speaking ability
12	Yeni Suprihatin, M.Pd	ASIH ANGGRAINI	2001050002	THE INFLUENCE OF INTELLECTUAL GUESSING STRATEGY ON READING COMPREHENSION OF TENTH GRADERS AT SMAN 1 PENAWARTAMA TULANG BAWANG
13	Leny Setiyana, M.Pd	Desta Putri Ramadani	2001050007	The influence of Initiation-Response-Evaluation (IRE)reading comprehension
14	Yuniarti, M.Pd	Bagus Putra Asnada	2001051004	The Effect of Projects Based Learning to The Students' Speaking Ability
15	Dr. Much Deiniatur, M.Pd.BI	ENGGAR PINASTI PRIAMBODRO	1701070090	THE CORRELATION BETWEEN THE STUDENTS' ACCENT AND PRONUNCIATION ERROR AMONG SEVENTH GRADERS OF SMPN 2 BUMIRATU NUBAN
16	Yeasy Agustina Sari, M.Pd	FAIZATUL MAHBUBAH	2001052003	Designing matching word application to teach English for Young Learners
17	Rika Dartiara, M.Pd	Amelia Kusumawati	1901052001	Enhancing students' reading ability in narrative text by using fact and opinion at the seventh grade of uptd smpn 09 metro in academic year 2022/2023

IZIN PRASURVEY

5/12/2021

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id, e-mail. tarbiyah.iain@metrouniv.ac.id

140

Nomor   : B-5308/In.28/J/TL.01/11/2023
Lampiran : -
Perihal   : IZIN PRASURVEY

Kepada Yth.,
Kepala Sekolah SMA NEGERI 1
TERBANGGI BESAR
di-
    Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama	:	**BAGUS PUTRA ASNADA**
NPM	:	2001051004
Semester	:	7 (Tujuh)
Jurusan	:	Tadris Bahasa Inggris
Judul	:	THE CORRELATION BETWEEN STUDENTS' LEARNING STRATEGIES AND THEIR SPEAKING ABILITY AT THE ELEVENTH GRADE OF SMA NEGERI 1 TERBANGGI BESAR

untuk melakukan prasurvey di SMA NEGERI 1 TERBANGGI BESAR, dalam rangka meyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, **17 November 2023**
Ketua Jurusan,
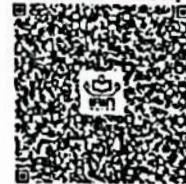
Dr. Much Deiniatur M.Pd.B.I.
NIP 19880308 201503 1 006

PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 1 TERBANGGI BESAR
Jalan Jend. A. Yani No. 1 Poncowati Telp. 0725-26168 LAMPUNG TENGAH 34165
Website: http//:www.smansa-glbes.sch.id E-mail: ....

7 Desember 2023

Nomor   : 421.3/808/04/C2/D8/KP/2023
Lampiran   : -
H a l   : Balasan Pra Survey

Yth   : Sdr. Ketua Jurusan Tadris Bahasa Inggris
         Fakultas Tarbiyah dan Ilmu Keguruan
         Institut Agama Islam Negeri Metro (IAIN)
         di Metro

Sehubungan dengan surat saudara tertanggal 17 November 2023 Nomor : B-5308/In.28/J/TL.01/11/2023 perihal tersebut pada pokok surat ini, maka dengan ini sampaikan bahwa kami tidak berkeberatan menerima saudara :

Nama   : BAGUS PUTRA ASNADA
NPM   : 2001051004
Program Studi   : Tadris Bahasa Inggris

Untuk mengadakan Pra survey di SMA Negeri 1 Terbanggi Besar.
Demikian kami sampaikan atas kerja sama yang baik ini disampaikan terima kasih.

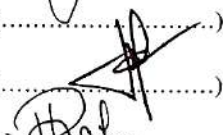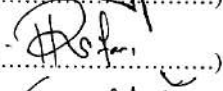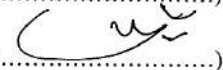Kepala Sekolah,

HARYONO, S.Sos.,M.Pd.
NIP. 19770418 2006041 006

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

RATIFICATION PAGE

The Research Proposal entitled: THE CORRELATION BETWEEN STUDENTS'
LEARNING STRATEGIES AND THEIR SPEAKING ABILITY AT THE
ELEVENTH GRADE OF SMA NEGERI 1 TERBANGGI BESAR written by:
Bagus Putra Asnada, Student Number: 2001051004, English Education
Department, had been examined (Proposal Seminar) in Tarbiyah and Teacher
Training Faculty on March, 28th, 2024 at 09.30 – 11.00 WIB.

BOARD OF EXAMINERS

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Head of English Education Department

Dr. Much Deiniatur, M.Pd.B.I
NIP. 198803082015031006

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor : B-1833/In.28.1/J/TL.00/04/2024
Lampiran : -
Perihal : **SURAT *BIMBINGAN SKRIPSI***

Kepada Yth.,
Yuniarti (Pembimbing 1)
(Pembimbing 2)
di-
    Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama	:	**BAGUS PUTRA ASNADA**
NPM	:	2001051004
Semester	:	8 (Delapan)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	THE CORRELATION BETWEEN STUDENTS, LEARNING STRATEGIES AND THEIR SPEAKING ABILITY AT THE ELEVENTH GRADE OF SMA NEGERI 1 TERBANGGI BESAR

Dengan ketentuan sebagai berikut :
1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
   a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
   b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 17 April 2024
Ketua Jurusan,

Dr. Much Deiniatur M.Pd.B.I.
NIP 19880308 201503 1 006

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Nomor	: B-1861/In.28/D.1/TL.00/04/2024	Kepada Yth.,
Lampiran : -		KEPALA SMA NEGERI 1 TERBANGGI
Perihal	: **IZIN RESEARCH**	BESAR
		di-
		Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1862/In.28/D.1/TL.01/04/2024, tanggal 22 April 2024 atas nama saudara:

Nama	:	**BAGUS PUTRA ASNADA**
NPM	:	2001051004
Semester	:	8 (Delapan)
Jurusan	:	Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA SMA NEGERI 1 TERBANGGI BESAR bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA NEGERI 1 TERBANGGI BESAR, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE CORRELATION BETWEEN STUDENTS, LEARNING STRATEGIS AND THEIR SPEAKING ABILITY AT THE ELEVENTH GRADE OF SMA NEGERI 1 TERBANGGI BESAR".

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 22 April 2024
Wakil Dekan Akademik dan
Kelembagaan,
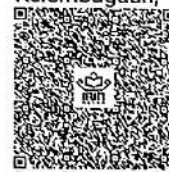
Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 1 TERBANGGI BESAR
Jalan Jend. A. Yani No. 1 Poncowati Telp. 0725-26168 LAMPUNG TENGAH 34165
Website: *http//:www.smansa-gibes.sch.id* E-mail: *sman1_qibes@yahoo.co.id*

13 Mei 2024

Nomor : 421.3/282/04/C2/D8/KP/2023
Lampiran : -
H a l : Balasan Izin Penilitian

Yth : Sdr. Ketua Jurusan Tadris Bahasa Inggris
 Fakultas Tarbiyah dan Ilmu Keguruan
 Institut Agama Islam Negeri Metro (IAIN)
 di Metro

Sehubungan dengan surat saudara tertanggal 22 April 2024 Nomor : B-1861/In.28/D.1/TL.00/04/2024 perihal tersebut pada pokok surat ini, maka dengan ini sampaikan bahwa kami tidak berkeberatan menerima saudara :

Nama : BAGUS PUTRA ASNADA
NPM : 2001051004
Program Studi : Tadris Bahasa Inggris

Untuk mengadakan Penelitian di SMA Negeri 1 Terbanggi Besar.
Demikian kami sampaikan atas kerja sama yang baik ini disampaikan terima kasih.

Kepala Sekolah,

HARYONO, S.Sos.,M.Pd.
NIP 19770418 2006041 006

PEMERINTAH PROVINSI LAMPUNG
SMA NEGERI 1 TERBANGGI BESAR
Jalan Jend. A. Yani No. 1 Poncowati Telp. 0725-26168 LAMPUNG TENGAH 34165
Website: *http//:www.smansa-gibes.sch.id* E-mail:

SURAT KETERANGAN PENELITIAN
Nomor : 421.3/294/V.01/SMA.1/2024

Yang bertanda tangan dibawah ini Kepala SMA Negeri 1 Terbanggi Besar, menerangkan dengan sebenarnya bahwa :

Nama	: BAGUS PUTRA ASNADA
NPM	: 2001051004
Program Studi	: Tadris Bahasa Inggris

Yang bersangkutan telah selesai melaksanakan Penelitian, Tanggal 29 April s.d 13 Mei 2024 di SMA Negeri 1 Terbanggi Besar tentang : *"The Correlation Between Students, Learning Startegis And Their Speaking Ability At The Eleventh Grade Of SMA Negeri 1 Terbanggi Besar "*

Demikian surat keterangan ini diberikan untuk dapat dipergunakan sebagaimana mestinya.

Terbanggi Besar, 14 Mei 2024
Kepala Sekolah,

HARYONO, S.Sos., M.Pd.
NIP. 19770418 200604 1 009

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INSTITUT AGAMA ISLAM NEGERI METRO
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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Bagus Putra Asnada   Jurusan : TBI
NPM : 2001051004   Semester : 8

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
4.	Rabu/ 21 februari 2024		Revisi Component of Speaking & lanjut kerjain Bab 3	
5	Rabu/ 6 Maret 2024		Revisi Data Analysis Technique (instrument. tools for measuring the Data)	
6.	Jumat/ 15 maret 2024.		ACC proposal	

Mengetahui
Ketua Jurusan TBI

Dr. Much Deiniatur M.Pd.B.I.
NIP. 19880308 201503 1 006

Dosen Pembimbing

Yuniarti, M.Pd
NIP. 19890604 202321 2 048

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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Bagus Putra Asnada   Program Studi : TBI
NPM : 2001051004   Semester   : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	18/08 2024		Revise observation sheets !	
2.	19/08 2024		ACC APD	

Mengetahui
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.B.I
NIP. 19880308 201 503 1 006

Dosen Pembimbing

Yuniarti, M.Pd
NIP. 19890604 202321 2 048

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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Bagus Putra Asnada
NPM : 2001051004

Program Studi : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	21/05 2024		Revise Validitas	
2.	30/05 2024		Revise Liniearitas. Add Homogenitas	
3.	07/06 2024		Format Penulisan skripsi	

Mengetahui
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.B.I
NIP. 19880308 201 503 1 006

Dosen Pembimbing

Yuniarti, M.Pd
NIP. 19890604 202321 2 048

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Bagus Putra Asnada
NPM : 2001051004

Program Studi : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	10/06 2024	(ttd)	ACC to Munaqasyah	(ttd)

Mengetahui
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.B.I
NIP. 19880308 201 503 1 006

Dosen Pembimbing

Yuniarti, M.Pd
NIP. 19890604 202321 2 048

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN
NPP: 1807062F0000001
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Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-386/In.28/S/U.1/OT.01/05/2024

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama	: BAGUS PUTRA ASNADA
NPM	: 2001051004
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2023/2024 dengan nomor anggota 2001051004

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 27 Mei 2024
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H., C.Me.
NIP.19750505 200112 1 002

KEMENTRIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini, Ketua Prodi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama	: Bagus Putra Asnada
NPM	: 2001051004
Prodi	: Tadris Bahasa Inggris
Judul Skripsi	: THE CORRELATION BETWEEN STUDENTS' LEARNING STRATEGIES AND THEIR SPEAKING ABILITY AT THE ELEVENTH GRADE OF SMA NEGERI 1 TERBANGGI BESAR

Telah menyelesaikan administrasi peminjaman buku pada Jurusan/Prodi Tadris Bahasa Inggris.

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Metro,   Juni 2024
Ketua Prodi TBI

Dr. Much Deiniatur, M.Pd.B.I
NIP. 19880308 201 503 1 006

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CURRICULUM VITAE

The researcher was born in the East Jakarta, on April 27th, 1999, from the couple of Mr. Mohammad Yusuf Sodiq and Mrs. Nurjariah, he is the seventh son from eleven sibling. The Researcher have the first school at SDN Pondok Kelapa 06 Pagi and finish it in 2012, and then attended a junior high school at Mts Al-Wathoniyah 2 Rawa Domba East Jakarta and finish the education in 2015, after that the researcher went to senior high school at SMAS Budi Mulia Teluk Jambe Karawang then complete it in 2018. After past from senior high school the research was not directly continue his study to university. He was doing society dedication in Payakumbuah, west Sumatera from 2018 to 2020. After that the researcher continue the study at the Metro State Islamic Institute (IAIN) Faculty of Tarbiyah and Teacher Training, Department of English Education (TBI) starting in semester 1 in 2020 for have a undergraduate education.