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The Relationship of Students Metacognitive Self-Regulation With Their Speaking Ability at UNP

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Abstract

This study investigates the correlation between UNP's English department students' metacognitive self-regulation and their speaking ability. This research aims to explore whether or not students who exhibit higher levels of metacognitive self-regulation demonstrate better speaking ability compared to those with lower levels of these skills. The researcher utilized a quantitative approach, employing Pearson's correlation to assess the relationship between the two variables.; students' metacognitive self-regulation is the independent variable, denoted as X, and the dependent variable representing speaking ability, identified as Y. The study population consists of four classes of public speaking from. A sample of 30 students from class NK2-2022, NK3-2022, NK4-2022, and NK5-2022 were selected. Tests for speaking ability and a survey to see the students' metacognitive self-regulation were carried out to evaluate the relationship between the two variables. The results of this study indicated a statistically validated correlation between students' metacognitive self-regulation and their speaking ability. The analysis revealed a significant association between students' metacognitive self-regulation and speaking ability. Furthermore, the research identifies a positive correlation, suggesting that enhanced metacognitive self-regulation is associated with improved speaking ability. This relationship is supported by statistical analysis, with a significant p-value above 0.05.

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INTRODUCTION

Speaking is generally a process of conveying ideas orally (Eliyasun, Rosnija. E, & Salam. U, 2018). Speaking is also a productive skill in which language users actively produce utterences (Harmer, 2002) where various components such as pronunciation, grammar, vocabulary, comprehension (Kline, 2001) of language skills needed to build up speaking ability. Harmer (2001) says that speaking ability is key to achieving the goal of conversations by using their knowledge and information.

Self-Regulation

There are factors that contribute to a better learning. One of them is self-regulation. Self-regulation is the ability of a person to produce and monitor their own thought, feelings, and behaviour in reaching their goal (Winne in Santrock, 2007). In self-regulation there are cognitive and metacognitive (Zimmmerman, 2008) this is supported by (Heikkila & Lonka, 2006) with their research called "studying in Higher Education: Students' Approaches to Learning, Self-Regulation, and Cognitive Strategies" which states that have self-regulation correlation and cognitive were related to each other. This is supported by Halfon (2017) points out the significance of self-regulation in building foundations for learning in young children, even before formal schooling. Even after controlling for factors like child IQ and early achievement levels, there is increasing evidence that self-regulation in preschool and during the transition to kindergarten predicts academic achievement gains. "Self-regulation is not a mental ability or an academic performance skill; rather, it is the self-directive process by which learners transform their mental abilities into academic skills" (Zimmerman, 2002, p. 65).

Considering the speaking ability many studies have been conducted on self-regulation. Agustina's (2022) study about the correlation between students' self-regulated learning and speaking ability (a correlational study at the English Tadris program of IAIN Curup). She found a significant correlation in terms of students' speaking ability has high correlation significance. , Xiao et al. (2019) studied university students under the heading "The Relationships of Self-regulated Learning and Academic Achievement in University Students.". They discovered that pupils with strong self-regulation outperform those with weaker self-control or no learning regulation.

Self-regulation is important. It is becoming more and more crucial for students to be able to actively assess and enhance their own learning. Successful people need to be lifelong learners who can metacognitively assess their learning in a world that is changing quickly. (Zimmerman (1999) explains that self-regulated learning has dimensions, namely: motivation (motive), method (method), work results (performance outcome), and the environment or social conditions (social environment).

Metacognitive

According to (Flavell, 1979) Metacognition is the capacity for reflective thinking and self-regulation of how someone thinks. It includes reflecting on a person's thought, including understanding personal ideas, information, and ways of dealing with difficulties. Metacognitive is understanding how one's mind processes, maintains, manages, and gathers information as well as knowing oneself as a learner—your strengths, limitations, previous knowledge/experience, where to find of the education, the best time to study, and your preferred study space—are all considered to be components of metacognitive knowledge (Pintrich, 2002). For effective learning, problem-solving, and decision-making, metacognitive abilities are needed. Metacognition is the knowledge of cognitive processes as well as the monitoring and controlling of these activities. According to Flavell (1979) stated that metacognition requires both knowledge and control over cognitive processes.

In learning and cognitive processes, metacognition is vital. People become conscious learners who can manage, monitor, and regulate their own thinking when they develop metacognitive skills. This awareness and regulating result in better problem-solving skills, more efficient learning processes, and ultimately better academic and cognitive performance.

METHOD

The method of this research comes under the quantitatives research design. According to Gay (2012), quantitative research is research as gathering and examination of numerical data for the purpose of describing, explaining and predicting. This technique is employed by the researcher to determine the relationship between students' metacognitive self-regulation and speaking ability. Hence, this research is also correlational. Tan (2014) states that a correlational study looks for relationships between two or more variables. Correlation is a statistical test used to identify how likely it is for two (or more) variables or two sets of data to differ frequently, according to Creswell (2012).

Population and Sample

This study's population is a pool of students in four public speaking classes, , NK2-2022, NK3-2022, NK4-2022, NK5-2022 during the academic year 2022/2023 at UNP, with a total of 112 students. According to Fraenkel & Wallen (2009), the acceptable sample size is no less than 30 participants. They also calculate that if the data is less than 30 sample, the result of the degree of correlation may give inaccurate result. However, a sample more than 30 sample give very relevant results. In this study, the researcher decided to sample the population using simple random sampling. The sample are 30 participants from across NK2-2022, NK3-2022, NK4-2022, NK5-2022.

To determine the relationship between students' metacognitive self-regulation and speaking ability, the researcher first needed to assess these two variables. Accordingly, a speaking ability test and a questionnaire were administered. The speaking test, designed to collect data on students' speaking skills, was conducted in the form of a public speaking performance. The questionnaire was used to evaluate the students' levels of metacognitive self-regulation.

Data Analysis

Data analysis involves the meticulous examination and organization of the materials gathered by a researcher to enhance understanding and effectively communicate findings. The data analysis steps were outlined chronologically as follows:

a. Categorizing students' metacognitive self-regulation.

To define students' metacognitive self-regulation, the researcher calculated the mean score on the vocabulary exam using a specific pattern and method

Interval	Students' metacognitive self-regulation classification
85-100	Very high

65-84	High
55-64	Fair
35-54	Low
0-34	Very low

Table 1. Students' metacognitive self-regulation classification (Gay in Anas, 2015)

b. Categorizing the student's speaking ability

The results of the speaking examination were transcribed from the recording of the speaking performance/role play and analyzed using Arikunto (2010) classification of students' speaking test score.

Range of the score	**Description**
80-100	Very good
65-79	Good
50-64	Fair
1-49	Bad

Table 2. The classification of students' speaking test score (Arikunto, 2010)

c. Statistical data analysis

The data was analyzed using SPSS, where statistical calculations were performed to determine the association between the two variables. A normality test was first applied to assess whether the sample data originated from a normally distributed population within an acceptable tolerance. Following this, a linearity test was conducted to evaluate whether a clear linear relationship existed between the variables. For a robust data set, it is essential to establish a linear relationship between the two variables.

Once the prerequisites were met, the data from the two variables were ready for assessment. Consequently, a correlation analysis was conducted using SPSS to determine the strength of the relationship between X and Y. The Pearson Product-Moment Coefficient was employed to measure the association between these variables, with the analysis performed using SPSS.

RESULT AND DISCUSSION

Research Findings

The study involved 30 students from the English departement at UNP and the following results were obtained:

The Pearson correlation analysis was evaluated using three criteria as outlined by SPSS Indonesia:

1. A correlation between the variables is confirmed if the two-tailed significance value (Sig.) is less than 0.05. Conversely, if Sig. exceeds 0.05, no significant association is present.
2. The correlation is considered validated if the computed correlation coefficient (r count) exceeds the critical value (r table). If r count is below r table, no correlation is detected.
3. The presence of a correlation between variables X and Y is indicated by an asterisk () in the Pearson Correlation result. A single asterisk *()* denotes a

correlation at the 1% significance level (0.01), while double asterisks (**) indicate a correlation at the 5% level (0.05).

Finding 1

Correlations

		Metacognitive Self-Regulation	Speaking Ability
Metacognitive Self-Regulation	Pearson Correlation	1	.474**
	Sig. (2-tailed)		.008
	N	30	30
Speaking Ability	Pearson Correlation	.474**	1
	Sig. (2-tailed)	.008	
	N	30	30

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

Based on the data from the table above, it shows that value of Sig (2-tailed) is 0.474, thus indicating there is a significant result between students' metacognitive self-regulation and speaking ability. The pearson correlation value of .008, which indicates there is a correlation between the two variables.

Discussion

There are several things that can be discussed further in light of the findings. First, the students who have high metacognitive self-regulation may have low speaking ability and vice versa, it can be said that metacognitive self-regulation in this study does contribute to their speaking ability. Nontheless, the findings shows that the score for the metacognitive self-regulation is relatively good according to Gay (2015). Furthermore, based on the findings and the calculation of the correlation, it shows that the average score of the students' metacognitive self-regulation is 61,1, and their speaking ability average score is 61,1. It was revealed that 4.5% of the students have a very high level of speaking ability.

After all, this study suggests that students' metacognitive self-regulation is significantly correlated with students' speaking ability. Furthermore, based on the information analyzed using statistical analysis, the study's findings demonstrated that there is a correlation between students' metacognitive self-regulation and their speaking ability at the English Department UNP.

CONCLUSION

After conducting statistical analysis using SPSS, the researcher concludes that there is a positive correlation between students' speaking skills and their metacognitive

self-regulation. This positive correlation implies that the variables generally move together; as one variable (X) increases, so does the other (Y). This suggests that metacognitive self-regulation may contribute to enhanced speaking proficiency among students. The analysis, which reveals a significant two-tailed p-value below the 0.05 threshold, supports the acceptance of the null hypothesis. Consequently, the study accepts the primary hypothesis that metacognitive self-regulation leads to improved speaking abilities in students.

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