**CHAPTER I**

**INTRODUCTION**

* 1. **Background of the Problem**

The teachers’ speaking instruction is considered successful if the student’s skills in English speaking increase. Because interactive speaking instruction can make the students easier to master English speaking. The instructional techniques hold an important role to motivate and activate students. William and Burden (1999) stated that strategies used by teachers are the factor of success in language learning. Many teaching methods are used by teachers to improve students' speaking skills. However, if it is wrong in determining the appropriate instruction, the learning objectives will not be achieved. This will not make it easy for students to master speaking English.

For example, the user of the drill method in teaching speaking. The drilling method is a speaking learning method that emphasizes practice activities that are carried out repeatedly to master certain abilities or skills.. Basically, this method is only suitable for practicing word-by-word pronunciation but cannot describe situations and conditions when speaking and cannot improve students' speaking skills.

This success on speaking instruction is detected when a language learner can use the language to express his ideas, feeling, and thought in the form of monologue or dialogue or the success can be simply seen when language learners are able to express their purposes or when language learners are able to make a conversation with others (Manurung, 2014). This is where the teacher's role is to determine the right speaking instruction so that students easily master speaking English.

Besides that, with attractive speaking instruction, students will feel more interested in learning to speak because they will definitely get new things that they may have never known before. Porter (2021) states that fun learning strategies are strategies used to create an effective learning environment, convey material, and facilitate the learning process. It is not an easy thing for teachers to get their students to pay attention to listen to the teacher when delivering material or even practicing students' speaking. This is because usually, students tend to get bored quickly when in class. Therefore, it is important for teachers to have the right instruction that can attract students' attention. If students feel happy and interested in the learning process. So it is not impossible for students to easily master speaking English.

 There are many reasons why teachers must be able to determine the appropriate speaking instruction. One of the most important reasons is that it allows all students to be successful. In order for every student to learn, teachers must be able to adapt their lessons to meet the needs of every student in the classroom. This can be difficult when teaching a large class, but with careful planning, it can be done. In addition, this type of instruction also helps ensure that students are more engaged and interested in learning. Besides that good materials have a big chance to make a successful teaching-learning process.

In reality, there are still many teachers who still use conventional instruction in teaching speaking. The traditional approaches to language teaching only focus on *teacher-centered*. This can be proved by the result of observation at MTs Al wahliyah Kolam Junior High School in December 2022. The fact that the teacher uses a direct method. The teacher always uses the Indonesian language during learning activities. The teacher repeats the last material, explains the material and then the students are asked to answer some questions that relate to the material last week. Then the students asked to take notes and then do the assignments on the student worksheets regardless of whether the students improve their speaking skills both in terms of pronunciation, grammar, vocabulary, fluency and comprehension. Even many students who have studied English for years but they cannot speak English. There is no instruction in English. Speaking instruction in class often only emphasizes pronunciation practice without helping students think about how they are speaking the language.

There are some factors behind this problem. The teachers lack knowledge about speaking instruction and competence in pedagogy. Teachers’ difficulty solving the students have anxiety when speaking English. To overcome this problem, the teacher delivers lessons in the Indonesian language without giving instructions in English. Lack of teachers’ experience in teaching causes the teacher to lack strategy in teaching speaking. Teachers who have a lot of experience in teaching usually can be mastering their classes because they will use many strategies, media, and attractive material to achieve the goal of teaching. Another factor is system demands, the meaning of system demands in this case relates to the targets and achievements of the curriculum that must be completed. With a fairly complex curriculum structure, teachers are required to complete subject matter within a limited time. To anticipate not achieving the curriculum target, the packaging of learning in class is carried out using conventional instruction. With the hope that all subject matter can be delivered and completed within the time available. Manurung (2014) explained that techniques in teaching speaking holds an important role to improve speaking skill. The teaching of speaking must open up wide opportunities for learners to practice.

Teachers should adopt approaches that can help students develop their speaking skills in a holistic way. The learning approach is very decisive in improving students' abilities. both in terms of student characteristics and even this approach is able to meet their needs and can maximize the potential that exists in them (Santoso, 2017). Such an approach means that teachers provide students with opportunities to explore content and language. It also offers concepts on planning and evaluating speaking that can help chart their overall progress. As students gain confidence and become able to structure their own speech, support is gradually withdrawn, moving from being controlled by others to being self-regulated (Thornbury, 2005). Therefore, teachers should be careful to provide an approach in which students feel supported in learning to speak a second language. Making learners aware of the elements and processes involved in speaking increases metacognition, or the ability to think about learning.

There are some approaches to teaching speaking that proposed by several expert activities such as *The Traditional Present, Practice, and Produce (PPP) Approach, The Test- Teach- Test (TTT) Approach, The Discovery Approach, Cognitive Approach* and including *Metacognitive Approach*. Metacognitive is an effective approach in teaching speaking because the metacognitive approach is an approach to support students’ learning that involves promoting students’ metacognition. It can help students develop an awareness of their thinking processes as they learn. Teacher Guidance helps teachers study the demands of assignments, identify appropriate strategies, and guide them to speak using the personal element. This is a form of direct instruction that helps visualize learning to speak. Learners with good metacognitive skills can predict their ability to understand what they are learning and what they need to do to enhance their learning. more effective. Research shows that metacognitive skills can be taught to students to improve their learning (Nietfeld & Shraw, 2002; Thiede, Anderson, & Therriault, 2003).

Based on the result of an interview with an English teacher and headmaster at MTs Al Washliyah Kolam junior high school in December 2022, the study about speaking instruction using a metacognitive approach had never been conducted at MTs Al Washliyah Kolam Junior High School before. And to improve students speaking skills at MTs Al Washliyah Kolam Junior High School, it is supposed to need to develop speaking instruction by using a metacognitive approach.

Therefore, the researcher is interested to do research at MTs Al Washliyah Kolam Junior High School. The title of this research is “ *Developing Speaking Instruction through Metacognitive Approach”*

* 1. **Identification of the Problem**

Based on the description in the background, the researcher finds that there are many problems that can cause inappropriate speaking instruction and divide into internal and external factors. The internal factors are a lack of teachers’ knowledge about speaking instruction, less experience in teaching, less competence in pedagogy, etc. While the external factors are students’ anxiety in speaking English, the material is not suitable for the situation and condition of the students, the media used by the teacher being the least inappropriate with material, and the strategy used by the teachers still conventional. Because there are many factors that can influence speaking instruction, the researcher would like to limit them.

* 1. **Limitation of the Problem**

The limitation of this research :

* 1. This research was conducted at MTs Al Washliyah Kolam Junior High School for 9thgraders.
	2. This research only focus on the external factor that cause inappropriate speaking instruction based on the student’s need analysis
	3. The researcher only develops speaking instruction by using a metacognitive approach.
	4. **Research Questions**
1. How is the existing speaking instruction used by teachers today?
2. What speaking instruction is needed by the students?
3. How is the speaking instruction developed based on a metacognitive approach?
	1. **Objective of Study**
	2. To describe the existing speaking instruction used by teachers today.
	3. To know speaking instruction is needed by the teachers.
	4. To explain the process of speaking instruction developed by the teacher based on a metacognitive approach.
	5. **The Significances of the Research:**
4. Theoretically
5. It is expected that the finding of this research can support and complete the previous theories related to developing speaking instruction in teaching English speaking.
6. To support the dimensions of developed instruction by using a metacognitive approach focusing on students’ speaking skills.
7. To be a reference for future research.
8. Practically
9. The research expects that the finding of the research can be useful. With this research, it is hoped that teachers can develop speaking instruction through a metacognitive approach.
10. Helping the students to notice their metacognitive strategies applied, especially to improve their speaking skills.
11. Encouraging the students to be self-managed students.