

**THE CORRELATION BETWEEN UNDERGRADUATE STUDENTS'
LEARNING STRATEGY AND SPEAKING ABILITY**

SKRIPSI



**SUFY RIZKY
2203050002**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MARITIM RAJA ALI HAJI
TANJUNGPINANG**

2026

**THE CORRELATION BETWEEN UNDERGRADUATE STUDENTS’
LEARNING STRATEGY AND SPEAKING ABILITY**

SKRIPSI

**Submitted as a Partial Fulfilment for the Undergraduate Degree in English
Language Education**

**SUFY RIZKY
2203050002**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MARITIM RAJA ALI HAJI
TANJUNGPINANG**

2026



KEMENTERIAN PENDIDIKAN TINGGI,
SAINS, DAN TEKNOLOGI
UNIVERSITAS MARITIM RAJA ALI HAJI
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Sultan Mansyur Syah Dompok, Dompok, Tanjungpinang 29111
Telepon (0771) 4500099, Faksimile (0771) 4500090, SLI (0771) 4500091, Kotak Pos 155
Laman <http://fkip.umrah.ac.id>, Posel fkip@umrah.ac.id

APPROVAL SHEET

Name : Sufy Rizky
NIM : 2203050002
Study Program : English Language Education
Skripsi Title : The Correlation Between Undergraduate Students' Learning Strategy and Speaking Ability

Has been examined at the English Language Education Study Program, Department of Language and Arts Education, Faculty of Teacher Training and Education, Universitas Maritim Raja Ali Haji, and has been completely revised.

Tanjungpinang, 18th June 2026

Approved by,

Advisor I

**Dr. Nana Raihana Askurny, S.Pd., S.H.,
M.Hum.**
NIP 198107012003112001

Advisor II

Pradipta Agustina, S.Hum., M.Pd.
NIP 199008172019032030

Acknowledged by,

Coordinator of English Language Education Study Program,

Dewi Murni, S.S., M.Hum.
NIP 197906162014042001



KEMENTERIAN PENDIDIKAN TINGGI,
SAINS, DAN TEKNOLOGI
UNIVERSITAS MARITIM RAJA ALI HAJI
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Sultan Mansyur Syah Dompok, Dompok, Tanjungpinang 29111
Telepon (0771) 4500099, Faksimile (0771) 4500090, SLI (0771) 4500091, Kotak Pos 155
Laman <http://fkip.umrah.ac.id>, Posel fkip@umrah.ac.id

APPROVAL SHEET

Name : Sufy Rizky
NIM : 2203050002
Study Program : English Language Education
Skripsi Title : The Correlation Between Undergraduate Students' Learning Strategy and Speaking Ability

Has passed the skripsi exam and confirmed that this skripsi had been thoroughly examined, improved, and approved by the advisors at English Language Education Study Program, Department of Language and Arts Education, Faculty of Teacher Training and Education, Universitas Maritim Raja Ali Haji Tanjungpinang in order to fulfill one of the requirements for getting undergraduate degree in English Language Education.

Tanjungpinang, 18th June 2026

Approved by,
Board of Examiners:

1. Dr. Erwin Pohan, S.Pd., M.Pd.
NIP 197004072021211003

Chairperson

2. Dewi Murni, S.S., M.Hum.
NIP 197906162014042001

Examiner I

3. Benni Satria, S.Pd., M.Pd.
NIP 199101232019031013

Examiner II

4. Dr. Nana Raihana Askurny, S.Pd., S.H., M.Hum.
NIP 198107012003112001

Examiner III

5. Pradipta Agustina, S.Hum., M.Pd.
NIP 199008172019032030

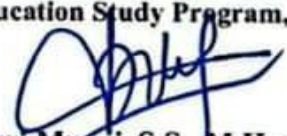
Examiner IV

Acknowledged,

Dean,

Ahada Wahyusari, S.Pd., M.Pd.
NIP 198504072012122003

Coordinator of English Language
Education Study Program,


Dewi Murni, S.S., M.Hum.
NIP 197906162014042001



KEMENTERIAN PENDIDIKAN TINGGI,
SAINS, DAN TEKNOLOGI
UNIVERSITAS MARITIM RAJA ALI HAJI
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Sultan Mansyur Syah Dompok, Dompok, Tanjungpinang 29111
Telepon (0771) 4500099, Faksimile (0771) 4500090, SLI (0771) 4500091, Kotak Pos 155
Laman <http://fkip.umrah.ac.id>, Posel fkip@umrah.ac.id

STATEMENT OF THE ORIGINALITY OF SKRIPSI

The undersigned,
Name : Sufy Rizky
Reg. Number 2203050002
Study Program : English Language Education Study Program

Declares that this present Skripsi is an original research by Sufy Rizky that is submitted to the English Language Education Study Program, Universitas Maritim Raja Ali Haji. The theories and/or findings from the previous studies by other researchers have been acknowledged. Theoretical contributions and findings in this study are my original work and have not been submitted for any degree or any other universities.

Should it later be revealed that this Skripsi contains partly or wholly plagiarized of other's works, I will readily accept the sanction established by the University.

Tanjungpinang, 18th June 2026



Sufy Rizky
2203050002

MOTTO

—Jika bukan karena Allah yang memampukan aku mungkin sudah lama menyerah.
Sesungguhnya sesudah kesulitan itu ada kemudahan, maka apabila kamu telah selesai (dari satu urusan), tetaplah bekerja keras (untuk urusan yang lain).¹

(QS. Al-Insyirah: 5-7)

—Jangan takut jatuh, sebab yang tak pernah memanjatlah yang tak pernah jatuh.
Jangan takut gagal, karena yang tak pernah gagal hanyalah mereka yang tak pernah melangkah. Dan jangan takut salah, sebab dari kesalahan pertama, kita
★ bisa belajar menemukan jalan yang benar di langkah berikutnya.¹ ★

(Buya Hamka)

—Mimpi besar butuh pengorbanan yang besar. Rayakan lelahmu, luaskan sabarmu.
Jalanmu mungkin berbatu, tapi justru hantaman ombak itulah yang membentukmu menjadi karang yang kuat.¹

(Sufy Rizky)

ACKNOWLEDGMENT

All praise and gratitude are due to Allah SWT for His blessings, grace, and mercy, which have enabled the completion of the research proposal entitled "The Correlation Between Undergraduate Students' Learning Strategy and Speaking Ability."

This research proposal is one of the academic requirements for obtaining a bachelor's degree (S1) in the English Education Study Program at Universitas Maritim Raja Ali Haji Faculty of Teacher Training and Education. The researcher fully realizes that this work would not have been possible without the guidance, support, and motivation from various parties. Therefore, with utmost respect and sincerity, the author would like to express gratitude to:

1. Prof. Dr. Agung Dhamar Syakti, S.Pi., DEA., the Rector of Universitas Maritim Raja Ali Haji, for the policies and facilities that support academic endeavors.
2. Assist. Prof. Ahada Wahyusari, S.Pd., M.Pd., the Dean of the Faculty of Teacher Training and Education, for the guidance and direction throughout the study period.
3. Assist. Prof. Dewi Murni, S.S., M.Hum., the Coordinator of the English Education Study Program, for the administrative and academic support.
4. Assist. Prof. Dr. Nana Raihana Askurny, S.Pd., S.H., M.Hum., the Main Supervisor, who has patiently, meticulously, and dedicatedly provided valuable feedback, in-depth corrections, and unwavering motivation.

5. Assist. Prof. Pradipta Agustina, S.Hum., M.Pd., the Second Supervisor, who has always made time for discussions, offered constructive suggestions, and inspired the completion of this research with her attentiveness and warmth.

6. Assoc. Prof. Elsa Ernawati Nainggolan., S.Pd., M.Pd. the Academic Advisor, for her wise counsel and moral support throughout the academic journey.

7. All the lecturers of the English Education Study Program who have opened the doors to knowledge, provided quality teaching, and shaped the academic character of the researcher.

8. My beloved parents, Purnamawati and Surya Budi, who have always showered me with unconditional love, sincere prayers, and endless sacrifices. Your presence is a source of strength and inspiration in pursuing my dreams.

9. My dear sister, Sri Puspa Lam Sari, thank you for your unwavering support and the happiness you bring every day.

10. My trusted friends, Disti Apriani and Wulandari, for the companionship, enthusiasm, and laughter that have motivated me during challenging times.

11. I would also like to express my deepest gratitude to myself. Thank you for enduring all the challenges, sleepless nights, and moments of doubt throughout this journey. Thank you for not giving up, for staying strong, and for believing that every effort will eventually lead to achievement. This thesis stands as a reminder that perseverance, faith, and hard work always pay off in the end.

The researchers are aware that there are still many shortcomings in this work. Any constructive suggestions and critiques are highly appreciated for future improvements. Hopefully, this study benefits science and readers.

Tanjungpinang, 1st of June 2025

The Researcher,



Sufy Rizky

2203050002

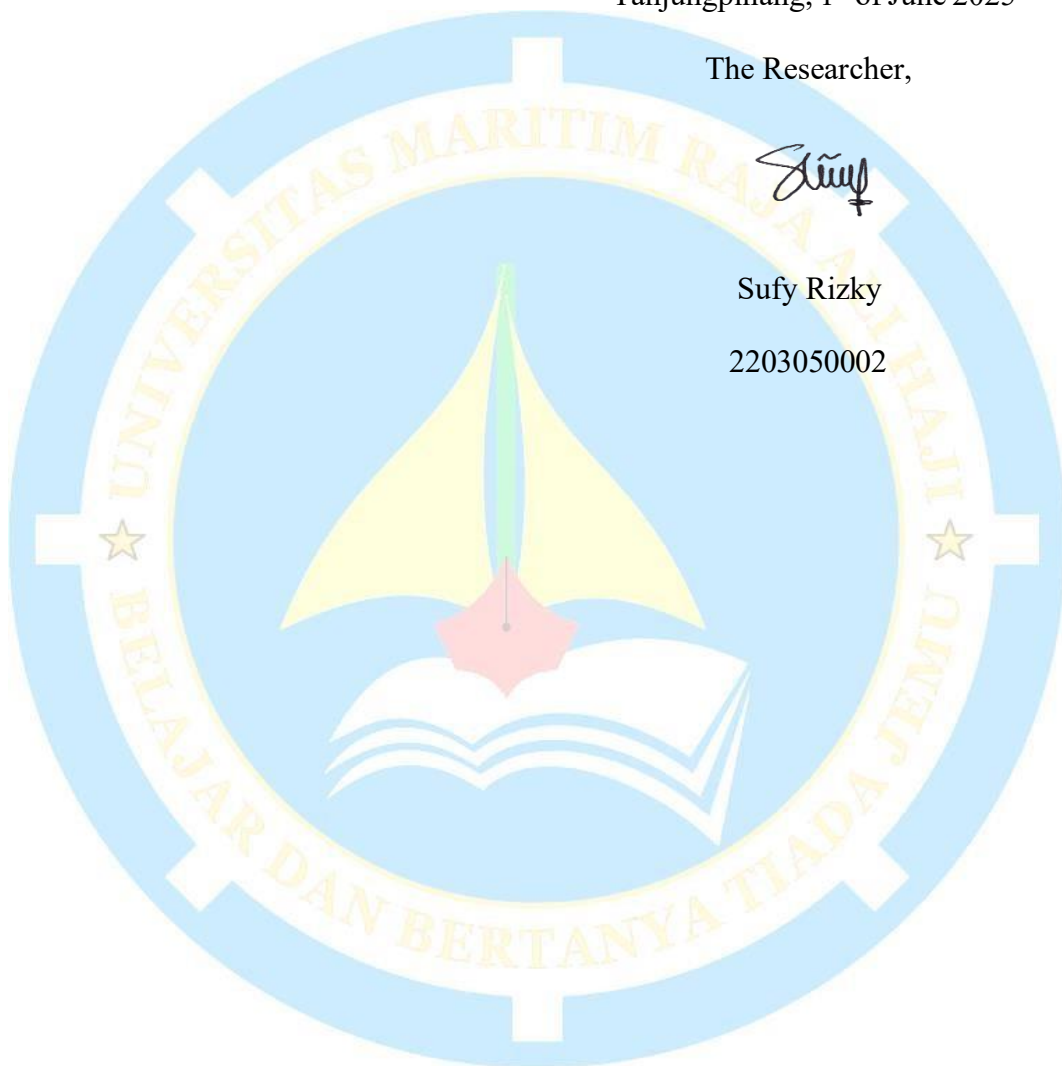


TABLE OF CONTENT

MOTTO	iv
ACKNOWLEDGMENT	vii
TABLE OF CONTENTS.....	x
LIST OF TABLES.....	xiii
LIST OF FIGURES.....	xiv
LIST OF APPENDICES	xv
ABSTRAK.....	xvi
ABSTRACT	xviii
CHAPTER I INTRODUCTION	1
1.1 Background of the Study.....	1
1.2 Identification of the Problem.....	3
1.3 Limitation of the Problem	4
1.4 Research Question.....	5
1.5 Objective of the Study.....	6
1.6 Significance of the Study	6
1.6.1 Theoretically.....	6
1.6.2 Practically	6
1.7 Key Terms of the Study.....	7
CHAPTER II LITERATURE REVIEW	9
2.1 Theoretical Review.....	9

2.1.1 Learning Strategies	10
2.1.1.1 The Definition of Learning Strategies	10
2.1.1.2 Classification of Learning Strategies	13
2.1.1.3 Metacognitive Learning Strategies	16
2.1.2 Speaking Ability	24
2.1.2.1 The Definition of Speaking	24
2.1.2.2 The Components of Speaking	26
1. Pronunciation	27
2. Vocabulary	28
3. Accuracy and Fluency	29
2.1.2.3 The Correlation between Metacognitive Learning Strategies and Speaking Ability	30
2.2 The Review of Related Studies	32
2.3 Conceptual Framework	40
2.4 Hypothesis	42
CHAPTER III RESEARCH METHODOLOGY	44
3.1 Research Design	44
3.2 Research Variables	46
3.3 Population, Sample, and Sampling Technique	48
3.4 Research Instruments	52
3.5 Data Collection Techniques	54
3.6 Validity and Reliability	55
3.7 Data Analysis Techniques	56

CHAPTER IV FINDING AND DISCUSSION.....	60
4.1 Research Finding and Discussion.....	60
4.1.1 Results of Students' Metacognitive Learning Strategy and Speaking Ability.....	60
4.1.1.1 Results of Metacognitive Strategy Questionnaire.....	60
4.1.1.2 Results of Speaking Ability Test.....	65
4.1.2 Correlation between Students' Learning Strategy and Their Speaking Ability.....	71
4.1.3 Hypothesis Test	79
4.1.4 Discussion.....	81
CHAPTER V CONCLUSION AND SUGGESTION.....	88
5.1 Conclusion.....	88
5.2 Suggestion	89
REFERENCES	91
APPENDICES.....	98
CURRICULUM VITAE	120

LIST OF TABLES

Table 2.1 Review of Related Studies	33
Table 3.1 Interpretation of Students' Learning Strategies.....	56
Table 3.2 Speaking Assessment Rubric	57
Table 4.1 Metacognitive Strategies Used by Students	62
Table 4.2 Rate Percentage and Frequency of Students' Metacognitive Strategy.....	64
Table 4. 3 The Score of Students' Speaking Test.....	66
Table 4.4 Rate Percentage and Frequency of Students' Speaking Ability in Terms Pronunciation	67
Table 4.5 Percentage and Frequency of Students' Speaking Ability in Terms of Vocabulary.....	68
Table 4.6 Rate Percentage and Frequency of Students' Speaking Ability in Terms of Accuracy	69
Table 4.7 Rate Percentage and Frequency of Students' Speaking Ability in Terms of Fluency.....	70
Table 4.8 Data Analysis Table	72
Table 4.9 Correlation Between Metacognitive Strategy Components and Speaking Components	74
Table 4.10 Spearman Rank Correlation	78
Table 4.11 Correlation Between Metacognitive Strategy and All Speaking Components.....	80

LIST OF FIGURES

Figure 2.1 Conceptual Framework	40
Figure 3.1 Variables of the Research	47



LIST OF APPENDICES

Appendix 1. Metacognitive Learning Strategy Questionnaire	99
Appendix 2. Instrument Speaking Test	101
Appendix 3. Validity and Reliability Test	102
Appendix 4. The Result of Students' Score	103
Appendix 5. The Result of Students' Score in Learning Strategy (X) and Speaking Ability (Y)	115
Appendix 6. Data Analysis the Value Rs (Spearman Rank Correlation)	116
Appendix 7. Documentation	118
Appendix 8. Plagiarism-Free Certificate	119

