

ABSTRAK

Rizky, Sufy. 2026. The Correlation Between Undergraduate Students' Learning Strategy and Speaking Ability. Skripsi. Tanjungpinang: Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Maritim Raja Ali Haji. Pembimbing I: Assist. Prof. Dr. Nana Raihana Askurny, S.Pd., S.H., M.Hum. Pembimbing II: Assist. Prof. Pradipta Agustina, S.Hum., M.Pd.

Kata Kunci: Strategi Belajar, Strategi Metakognitif, Kemampuan Berbicara, Mahasiswa Efi

Penelitian ini bertujuan untuk mengetahui hubungan antara strategi pembelajaran khususnya strategi metakognitif dan kemampuan berbicara mahasiswa Program Studi Pendidikan Bahasa Inggris di Universitas Maritim Raja Ali Haji. Penelitian ini menggunakan metode kuantitatif dengan desain korelasional bivariat. Sampel penelitian terdiri dari 29 mahasiswa semester tiga yang dipilih menggunakan teknik purposive sampling. Instrumen penelitian berupa kuesioner strategi metakognitif yang terdiri atas 20 butir pernyataan dan tes kemampuan berbicara. Data dianalisis menggunakan Spearman Rank Correlation karena data tidak berdistribusi normal. Hasil penelitian menunjukkan bahwa terdapat hubungan positif antara strategi metakognitif dan kemampuan berbicara dengan nilai koefisien korelasi sebesar 0,321 yang termasuk dalam kategori lemah. Hasil uji hipotesis menunjukkan bahwa nilai r -hitung lebih kecil daripada r -tabel ($0,321 < 0,368$), sehingga hipotesis nol diterima dan hipotesis alternatif ditolak. Dengan demikian, dapat disimpulkan bahwa strategi metakognitif digunakan oleh

mahasiswa dalam pembelajaran speaking, tetapi tidak memiliki hubungan yang signifikan secara statistik terhadap kemampuan berbicara mahasiswa semester tiga Program Studi Pendidikan Bahasa Inggris di UMRAH.



ABSTRACT

Rizky, Sufy. 2026. The Correlation Between Undergraduate Students' Learning Strategy and Speaking Ability. Undergraduate Thesis. Tanjungpinang: English Language Education Study Program, Faculty of Teacher Training and Education, Universitas Maritim Raja Ali Haji. Advisor I: Assist. Prof. Dr. Nana Raihana Askurny, S.Pd., S.H., M.Hum. Advisor II: Assist. Prof. Pradipta Agustina, S.Hum., M.Pd.

Keywords: Learning Strategy, Metacognitive Strategy, Speaking Ability, Efl Students

This study aimed to determine the correlation between learning strategies, particularly metacognitive strategies, and the speaking ability of students in the English Education Study Program at Universitas Maritim Raja Ali Haji. This study employed a quantitative method with a bivariate correlational design. The sample consisted of 29 third-semester students selected through purposive sampling technique. The research instruments were a metacognitive strategy questionnaire consisting of 20 statements and a speaking test. The data were analyzed using Spearman Rank Correlation because the data were not normally distributed. The findings revealed that there was a positive correlation between metacognitive strategies and speaking ability, with a correlation coefficient of 0.321, which was categorized as weak. The hypothesis testing showed that the r -value was lower than the r -table value ($0.321 < 0.368$); therefore, the null hypothesis was accepted and the alternative hypothesis was rejected. Thus, it can be concluded that metacognitive strategies were used by the students in learning

speaking, but they did not show a statistically significant correlation with the speaking ability of third-semester students in the English Education Study Program at UMRAH.

