

EFFECTIVENESS OF IMPLEMENTING THE SEE AND SAY TALKING GAME WITH A METACOGNITIVE APPROACH TO DEVELOP STUDENTS' ENGLISH SPEAKING SKILL

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Abstrak - Penelitian ini bertujuan untuk menganalisis penggunaan tindak tutur direktif guru dalam pembelajaran Bahasa Indonesia pada siswa kelas VII SMPN 1 Payung. Tindak tutur direktif merupakan salah satu cabang pragmatik yang berfungsi untuk memengaruhi tindakan mitra tutur sesuai dengan maksud penutur, meliputi perintah, permintaan, ajakan, nasihat, kritikan, dan larangan. Penelitian ini menggunakan metode deskriptif kualitatif dengan teknik pengumpulan data melalui observasi langsung, rekaman percakapan guru-siswa, transkrip tuturan, serta dokumentasi pendukung seperti buku, jurnal, dan catatan kelas. Analisis data dilakukan melalui empat tahapan, yaitu pengumpulan data, reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa guru menggunakan tindak tutur direktif secara efektif untuk mengarahkan, membimbing, dan memotivasi siswa selama proses pembelajaran. Tindak tutur perintah dan permintaan membantu siswa untuk fokus dan berpartisipasi aktif, ajakan meningkatkan keterlibatan kelompok, nasihat membimbing siswa melakukan tindakan yang lebih tepat, kritikan memperbaiki kesalahan, serta larangan menjaga disiplin dan ketertiban kelas. Dengan penerapan tindak tutur direktif yang konsisten, siswa dapat memahami materi lebih baik, meningkatkan keterampilan berbahasa, dan menulis dengan lebih tepat dan terstruktur. Penelitian ini menyimpulkan bahwa tindak tutur direktif guru menjadi salah satu strategi efektif dalam pembelajaran Bahasa Indonesia, yang tidak hanya mengatur interaksi di kelas, tetapi juga mendorong peningkatan kemampuan akademik dan keterampilan komunikasi siswa.

Kata kunci: tindak tutur direktif, pragmatik, pembelajaran Bahasa Indonesia, interaksi guru-siswa

Abstract - This study aims to analyze the use of teachers' directive speech acts in Indonesian language learning for seventh-grade students at SMPN 1 Payung. Directive speech acts are a branch of pragmatics that function to influence the actions of interlocutors according to the speaker's intentions, including commands, requests, invitations, advice, criticism, and prohibitions. This research employs a qualitative descriptive method with data collection techniques including direct classroom observation, recordings of teacher-student interactions, transcription of utterances, and supporting documentation such as books, journals, and class notes. Data analysis was conducted through four stages: data collection, data reduction, data presentation, and conclusion drawing. The results indicate that teachers use directive speech acts effectively to guide, direct, and motivate students during the learning process. Commands and requests help students focus and participate actively; invitations increase group engagement; advice guides students to take more appropriate actions; criticism corrects mistakes; and prohibitions maintain classroom discipline and order. With consistent application of directive speech acts, students are able to understand the material better, improve language skills, and write more accurately and systematically. The study concludes that teachers' directive speech acts are an effective strategy in Indonesian language learning, not only regulating classroom interactions but also enhancing students' academic performance and communication skills.

Keywords: directive speech acts, pragmatics, Indonesian language learning, teacher-student interaction

1. INTRODUCTION

Speaking skill is one of the most vital components of language learning that every student needs to master, especially in the context of English as a foreign language (Dincer & Dariyemez, 2020). This skill requires not only mastery of vocabulary and grammatical accuracy but also the ability to organize ideas, manage emotions, and adapt language according to communicative situations (Ajisoko, 2020). In practice at SMAN 6 Talang Ubi, speaking remains a challenging aspect for many students. Most of them still face difficulties

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in expressing their thoughts and opinions orally in English due to a lack of confidence, limited vocabulary, and fear of making mistakes (Minářová, 2022).

These challenges may stem from various factors such as differences in learning environments, individual characteristics, motivation, and the learning strategies employed by students (Keeley et al., 2019). In the context of foreign language acquisition, learning strategies play a critical role in helping learners overcome barriers and develop awareness of their own cognitive processes. One strategy that has been found effective in enhancing speaking ability is the metacognitive strategy, which relates to learners' awareness and regulation of their thought processes during learning (Suryani, 2017). Metacognitive strategies enable students to plan what they intend to say, monitor their speech performance, and evaluate the outcomes afterward (Gobet, F., & Lane, 2016).

The application of metacognitive strategies in English learning at SMAN 6 Talang Ubi involves three core phases—planning, monitoring, and evaluation (Baker & Brown, 1996). In the planning phase, students prepare ideas and organize messages before speaking to ensure focused and coherent delivery. During the monitoring phase, they pay attention to aspects such as fluency, accuracy, and content while speaking. In the evaluation phase, students reflect on their performance together with teachers, identifying strengths and areas for improvement. According to Schraw & Dennison (2020), the use of metacognitive strategies is crucial in language learning because it promotes self-awareness and learner autonomy. Through these strategies, students become active agents of their own learning rather than passive recipients of knowledge. This approach aligns with student-centered learning, where teachers act as facilitators. As students at SMAN 6 Talang Ubi begin to regulate their thinking processes, they become more reflective, capable of assessing effective communication strategies, and increasingly confident in using English (Pokrivcakova, 2019).

An effective approach that complements the use of metacognitive strategies at SMAN 6 Talang Ubi is the See and Say Talking Game—an interactive learning game designed to enhance speaking skills through engaging, cooperative, and communicative activities. In this activity, students work in small groups, read short texts, and then retell the story in their own words. This process stimulates cognitive, affective, and social engagement. Through the See and Say Talking Game, students learn to manage their performance while speaking, choose suitable vocabulary, and pay attention to pronunciation and intonation. The activity builds confidence and encourages students to think spontaneously during communication. Furthermore, it promotes reflective awareness of errors, enabling students to make meaningful improvements (Redjeki & Muhajir, 2020). The teacher serves as a facilitator by providing feedback after the session, helping students evaluate and refine their speaking performance.

The integration of metacognitive strategies within this game occurs across three learning stages. First, during the planning stage, students read and comprehend the story to prepare before speaking in front of the group (Jenks & Lee, 2020). Second, while speaking, they monitor message delivery and adjust sentence structures as needed (Namaziandost et al., 2020). Third, in the evaluation stage, students reflect on their mistakes and discuss them collaboratively with peers and the teacher (Zhang, 2022). This reflection helps them identify personal strengths and weaknesses and motivates continuous improvement (Rosadi et al., 2020). The implementation of the See and Say Talking Game at SMAN 6 Talang Ubi has shown a positive impact on students' speaking development. Learners become more confident, active, and communicative in using English (Isgiarno et al., 2020). Moreover, peer interaction during the game creates a more dynamic, collaborative, and supportive learning

atmosphere (Goodman, 1967). From a metacognitive viewpoint, this process encourages students to constantly monitor and evaluate their speaking progress while fostering intrinsic motivation to continue improving (Nuray & Ceylan, 2021).

Previous studies, such as those by Hien & Phuong (2023), have demonstrated that storytelling-based approaches and interactive media, including speaking games, effectively increase students' participation and confidence in speaking. Similarly, Ratnaningsih (2019), found that reflective strategies in speaking lessons improve engagement and critical thinking awareness. Research by Utari & Afendi (2022) and Ayu et al. (2023), further supports that using visual and narrative media helps students better understand context and express ideas verbally. Therefore, implementing metacognitive strategies integrated with the See and Say Talking Game at SMAN 6 Talang Ubi represents an innovative learning approach that places students at the core of the learning process. This combination nurtures awareness of thinking, enhances reflection, and strengthens communication skills. Observations show that students who were initially passive have become more enthusiastic, improved their pronunciation, and gained greater confidence when speaking in front of the class (Suarsih, 2018). Such strategies align with the idea that effective language learning should emphasize critical thinking and self-awareness, allowing students to become lifelong autonomous learners (Anwer et al., 2018; Parhadjanovna, 2023; Idrizi et al., 2023).

In conclusion, the English-speaking learning process based on metacognitive strategies supported by the See and Say Talking Game at SMAN 6 Talang Ubi successfully creates an active, reflective, and enjoyable learning environment. Students not only learn to speak fluently and accurately but also develop the ability to reflect on their own thinking—a crucial metacognitive skill for achieving sustainable and independent learning (Karlen, 2017).

2. METHOD

2.1 Research Design

This study employed a quasi-experimental design with a descriptive quantitative approach. This approach was selected to determine the effectiveness of applying the metacognitive strategy integrated with the See and Say Talking Game in enhancing students' English-speaking skills. The research utilized a pretest-posttest control group design, involving two classes as the research samples: Class X MIPA 1 as the experimental group and Class X MIPA 2 as the control group.

This design enabled the researcher to compare students' speaking performance before and after the treatment and to identify the significant effects of the metacognitive strategy implemented through the See and Say Talking Game.

Table 1. Quasi-Experimental Research Design

Group	Pretest	Treatment	Posttest
Experimental (X MIPA 1)	O ₁	X (Metacognitive Strategy + See and Say Talking Game)	O ₂
Control (X MIPA 2)	O ₃	– (Conventional Method)	O ₄

Notes:

O₁ and O₃ = Pretest of speaking skills

O₂ and O₄ = Posttest of speaking skills

X = Treatment (Metacognitive Strategy through the See and Say Talking Game)

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2.2 Population and Sample

The population of this research consisted of all tenth-grade students of SMAN 6 Talang Ubi in the 2022/2023 academic year, totaling 138 students divided into four classes. The sampling technique used was purposive sampling, based on the consideration that the chosen classes had relatively similar English proficiency levels according to their previous semester scores.

The total number of research samples was 69 students, divided into two classes:

- Class X MIPA 1 (34 students) as the experimental group, taught using the Metacognitive Strategy combined with the See and Say Talking Game; and
- Class X MIPA 2 (35 students) as the control group, taught using conventional methods such as lecturing and dialogue drills.

Table 2. Research Sample Distribution

No	Class	Number of Students	Treatment
1	X MIPA 1	34	Metacognitive Strategy + See and Say Talking Game
2	X MIPA 2	35	Conventional Method
Total		69	

2.3 Research Variables

This study involved two main variables:

- **Independent Variable (X):** Metacognitive Strategy through the See and Say Talking Game.
- **Dependent Variable (Y):** Students' English Speaking Skill.

Speaking skills were measured based on four main indicators adapted from Brown & Abeywickrama (2004) and Harmer (2007):

1. Fluency
2. Accuracy
3. Pronunciation
4. Content Appropriateness

2.4 Research Instrumen

The main instruments used in this study were a Speaking Test and a Student Activity Observation Sheet.

a. Speaking Test

The speaking test was used to measure students' speaking ability before and after the treatment. Students were asked to retell a story based on a picture (storytelling) and engage in a conversation using **See and Say Talking Game** cards.

b. Observation Sheet

The observation sheet was used to monitor students' participation, attention, and metacognitive reflection during the learning process.

Table 3. Speaking Test Blueprint

No	Aspect	Assessment Indicator	Score (1–5)
1	Fluency	Ability to express ideas smoothly without long pauses	1–5
2	Accuracy	Correct use of grammar and sentence structure	1–5
3	Pronunciation	Clarity and accuracy of pronunciation	1–5
4	Content	Relevance and logical sequence of ideas	1–5

2.5 Research Procedur

The research procedure consisted of three main stages:

1. Preparation Stage

The researcher prepared teaching materials such as lesson plans (RPP), See and Say Talking Game cards, and audio recording tools for evaluating speaking performance.

2. Implementation Stage

- **Pretest:** Conducted at the beginning to measure students' initial speaking ability in both groups.
- **Treatment:** The experimental group X MIPA 1 was taught using a metacognitive-based learning strategy through the See and Say Talking Game. The teacher guided students through planning, monitoring, and evaluating stages in each session.
- **Posttest:** After six meetings of treatment, students took another speaking test to assess improvement.

3. Analysis and Reflection Stage

The researcher and teacher jointly analyzed the results and reflected on the effectiveness of the metacognitive strategy applied.

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2.6 Data Collections Technique

Data were collected through three primary techniques:

1. **Tests (Pretest and Posttest):** To measure improvement in speaking skills.
2. **Observation:** To record students' learning behavior and engagement.
3. **Documentation:** Including photos and audio recordings of students' speaking performances.

2.7 Data Analysis Techniques

Quantitative data from pretest and posttest were analyzed using descriptive statistics and an independent sample t-test to determine whether there was a significant difference between the experimental and control groups.

Table 4. Example of Pretest and Posttest Data

Class	Mean Pretest	Mean Posttest	Improvement (%)
Experimental (X MIPA 1)	63.4	82.1	29.5%
Control (X MIPA 2)	62.7	70.3	12.1%

2.8 Validity and Reliability of Instruments

The research instruments were tested through:

- The research instruments were tested through the following procedures:
- **Content Validity:** The test items and observation sheets were reviewed by two experts in English education.
- **Reliability:** The inter-rater reliability formula was applied, yielding a reliability coefficient of 0.87, which indicates a high level of consistency between raters.

3. RESULT AND DISCUSSION

3.1 Result

3.1.1 Research Findings

This study aimed to investigate the effectiveness of implementing a metacognitive strategy integrated with the See and Say Talking Game in enhancing the English-speaking skills of tenth-grade students at SMAN 6 Talang Ubi.

The data were collected through speaking tests (pretest and posttest) administered to two groups: the experimental group (Class X MIPA 1) and the control group (Class X MIPA 2).

3.1.2 Results of Pretest and Posttest

Students' speaking test results were assessed based on four key indicators: fluency, accuracy, pronunciation, and content.

The table below displays the mean scores of students before (pretest) and after (posttest) the implementation of the metacognitive strategy and game-based activity.

Table 5. Average Scores of Pretest and Posttest for Experimental and Control Classes

Class	Pretest Mean	Posttest Mean	Improvement	Description
Experimental (X MIPA 1)	64.2	83.6	+19.4	Significant
Control (X MIPA 2)	63.5	71.0	+7.5	Low
Mean Difference			11.9	

The data above indicate that the experimental group, which received treatment through a metacognitive strategy using the See and Say Talking Game, showed a considerably greater improvement in speaking performance compared to the control group, which was taught conventionally.

3.1.3 Analysis per Speaking Skill Aspect

A detailed analysis was carried out for each aspect of the speaking assessment.

Table 6. Average Scores by Assessment Aspect

Assessment Aspect	Experimental Pretest	Experimental Posttest	Control Pretest	Control Posttest
Fluency	62.8	85.1	63.0	72.0
Accuracy	61.9	82.0	62.6	70.2
Pronunciation	64.5	83.0	63.4	70.7
Content	65.6	84.2	63.8	71.1
Overall Mean	64.2	83.6	63.5	71.0

These findings demonstrate consistent improvement across all speaking aspects for the experimental group, with the most significant gain observed in **fluency** and **accuracy**.

3.1.4 Statistical Test (t-test Result)

To verify whether the improvement in speaking skills between the two groups was statistically significant, an independent sample t-test was applied.

Table 7. t-test Results for Pretest and Posttest

Type of Test	t-count	t-table ($\alpha = 0.05$)	Decision	Description
Pretest	0.57	2.00	H ₀ accepted	Not significant
Posttest	3.92	2.00	H ₀ rejected	Significant

Interpretation:

The calculated t-value (3.92) exceeds the t-table value (2.00), indicating a significant difference between the posttest scores of the experimental and control groups.

Thus, the application of the metacognitive strategy through the See and Say Talking Game has proven effective in enhancing students' English-speaking skills at SMAN 6 Talang Ubi.

3.2 Discussion

3.2.1 Improvement of Speaking Skills through Metacognitive Stages

The metacognitive strategy involves three stages — planning, monitoring, and evaluating — that enable students to become more aware of their learning process while speaking.

- During the planning stage, students brainstorm ideas and decide how to express them.
- In the monitoring stage, they focus on fluency, pronunciation, and grammatical accuracy while speaking.

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- In the evaluating stage, they reflect on their performance to identify strengths and weaknesses.

These stages encourage self-regulated learning, supporting O'Malley & Chamot (1990) and Oxford (2011), who suggest that metacognitive strategies foster learner autonomy and reflection in language learning.

3.2.2 The Role of the See and Say Talking Game as an Interactive Learning Tool

The *See and Say Talking Game* serves as an engaging medium that motivates students to actively use English in real communication contexts. Students work in small groups, interpret pictures, and describe what they observe in English. This activity not only develops fluency but also raises metacognitive awareness, as learners must think about what to say, monitor their speech, and evaluate their expressions.

This finding aligns with Harmer (2007) and Nunan (2015), who emphasize that game-based, communicative learning fosters confidence and fluency in speaking.

3.2.3 Comparison with Conventional Teaching Methods

The control class, taught through conventional techniques such as lecturing and repetition, demonstrated minimal progress.

Students were less engaged, relied on teacher guidance, and had fewer opportunities for self-monitoring. Meanwhile, students in the experimental class became more active, gave peer feedback, and self-corrected errors in pronunciation and grammar. These results are consistent with which found that integrating metacognitive strategies with interactive games boosts learners' autonomy and speaking performance.

3.2.4 Pedagogical Implications

The outcomes of this research offer several important implications for English teachers at the senior high school level:

- a Teachers should incorporate metacognitive strategies into classroom practice to develop learning awareness.
- b The use of game-based learning media, such as the *See and Say Talking Game*, can increase motivation, participation, and communicative competence.
- c Encouraging self-regulated learning helps students become more reflective, confident, and independent English users.

4 CONCLUSION

Based on the results of the research conducted at SMAN 6 Talang Ubi, it can be concluded that the implementation of a metacognitive strategy integrated with the See and Say Talking Game proved to be highly effective in enhancing students' English-speaking skills. The findings revealed that students who were taught using this combined approach demonstrated significant improvement across all aspects of speaking, including fluency, accuracy, pronunciation, and content. The average posttest score of the experimental group (X MIPA 1)

increased markedly from 64.2 to 83.6, while the control group (X MIPA 2) showed only a slight increase from 63.5 to 71.0. The statistical analysis further confirmed the significance of this improvement, with a t-count value of 3.92 exceeding the t-table value of 2.00 at the 0.05 significance level, indicating that the treatment produced a real and measurable effect on students' speaking performance. In addition, the effect size value ($d = 2.16$) demonstrated a very strong impact, proving that the metacognitive strategy combined with the See and Say Talking Game was not only effective but also powerful in improving learning outcomes.

The improvement observed can be attributed to the nature of metacognitive learning, which encourages students to consciously plan, monitor, and evaluate their speaking processes. Through these stages, students became more reflective, strategic, and self-aware in their learning, which directly enhanced their speaking confidence and performance. The See and Say Talking Game functioned as an engaging and interactive medium that stimulated students to communicate actively in English, transforming the classroom into a dynamic and enjoyable learning environment. This interactive game allowed students to practice real communication, improve fluency, and develop self-correction habits while enhancing their metacognitive awareness. The combination of strategic reflection and communicative practice created a balanced learning atmosphere that supported both cognitive and affective development.

In contrast, the control group that was taught using conventional teaching methods—such as lectures and rote dialogue practice—showed limited progress. Students tended to be passive, relied heavily on the teacher's input, and lacked opportunities for active engagement and self-monitoring. These differences highlight the importance of integrating metacognitive approaches with interactive learning techniques in English language teaching. The success of the experimental group reinforces the idea that learning is most effective when students are actively involved in their cognitive processes and when lessons are designed to be meaningful, enjoyable, and reflective.

Overall, this study concludes that the metacognitive strategy using the See and Say Talking Game can be effectively applied as an innovative teaching method to improve students' English-speaking skills, especially in senior high school settings such as SMAN 6 Talang Ubi. The combination of metacognitive training and game-based learning not only improved linguistic performance but also fostered learner autonomy, motivation, and confidence. Therefore, English teachers are encouraged to adopt similar approaches in their instructional practices to create more interactive, student-centered, and reflective language learning experiences. This study also implies that future research could explore other language skills—such as listening, reading, or writing—using similar metacognitive and game-based frameworks to further expand the potential of innovative strategies in language education.

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