

THE EFFECTIVENESS OF A METACOGNITIVE STRATEGY USING THE SEE AND SAY TALKING GAME TO ENHANCE STUDENTS' ENGLISH SPEAKING SKILLS

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Abstrak - Penelitian ini bertujuan untuk mengetahui efektivitas strategi metakognitif yang dipadukan dengan See and Say Talking Game terhadap peningkatan keterampilan berbicara bahasa Inggris siswa kelas VII di SMP Negeri 34 Pekanbaru. Penelitian ini menggunakan pendekatan kuantitatif dengan metode eksperimen semu (quasi experimental design) yang melibatkan dua kelas, yaitu kelas VIIA sebagai kelas eksperimen yang diberi perlakuan menggunakan strategi metakognitif melalui See and Say Talking Game, dan kelas VIIB sebagai kelas kontrol yang menggunakan metode pembelajaran konvensional. Jumlah sampel dalam penelitian ini adalah 60 siswa, masing-masing 30 siswa per kelas. Teknik pengambilan sampel menggunakan simple random sampling. Data dikumpulkan melalui tes berbicara (pretest dan posttest) yang diukur berdasarkan empat aspek keterampilan berbicara: fluency, accuracy, pronunciation, dan content. Data dianalisis menggunakan uji normalitas, uji homogenitas, uji-t independen, dan uji effect size. Hasil penelitian menunjukkan bahwa rata-rata skor keterampilan berbicara siswa kelas eksperimen meningkat dari 63,4 (pretest) menjadi 82,1 (posttest), sedangkan pada kelas kontrol meningkat dari 62,7 menjadi 70,3. Hasil uji-t menunjukkan nilai t-hitung = 3,85 > t-tabel = 2,00, dengan sig. (2-tailed) = 0,000 < 0,05, menandakan adanya perbedaan signifikan antara kedua kelompok. Nilai effect size sebesar 2,1, menunjukkan bahwa penerapan strategi metakognitif melalui See and Say Talking Game memiliki pengaruh yang sangat besar (large effect) terhadap peningkatan keterampilan berbicara siswa.

Kata kunci: Strategi Metakognitif, See and Say Talking Game, Keterampilan Berbicara, Bahasa Inggris, Siswa SMP

Abstract - This study aims to determine the effectiveness of the metacognitive strategy combined with the See and Say Talking Game in improving the English-speaking skills of seventh-grade students at SMP Negeri 34 Pekanbaru. The research employed a quantitative approach with a quasi-experimental design, involving two classes: Class VIIA as the experimental group, which received treatment using the metacognitive strategy through the See and Say Talking Game, and Class VIIB as the control group, which was taught using conventional methods. The total sample consisted of 60 students (30 in each class), selected using a simple random sampling technique. Data were collected through speaking tests (pretest and posttest) measured across four aspects of speaking skills: fluency, accuracy, pronunciation, and content. Data analysis involved the normality test, homogeneity test, independent sample t-test, and effect size analysis. The results showed that the average speaking score of the experimental group increased from 63.4 (pretest) to 82.1 (posttest), while the control group increased from 62.7 to 70.3. The t-test result indicated $t\text{-count} = 3.85 > t\text{-table} = 2.00$, with sig. (2-tailed) = 0.000 < 0.05, revealing a significant difference between the two groups.

The effect size value of 2.1 demonstrates that the application of the metacognitive strategy through the See and Say Talking Game had a very large effect on improving students' English-speaking skills.

Keywords: Metacognitive Strategy, See and Say Talking Game, Speaking Skills, English Language, Junior High School Students.

1. INTRODUCTION

Speaking skill is one of the most essential aspects of language learning that every student must master, particularly in the context of learning English as a foreign language (Dincer & Dariyemez, 2020). This skill not only requires mastery of vocabulary and grammatical structures but also the ability to organize ideas, control emotions, and adjust language according to communicative situations (Bashir et al., 2011). In practice at SMPN 34 Pekanbaru, speaking remains a challenging skill for most students. Many of them struggle to

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

These difficulties may be caused by various factors such as learning environment differences, individual characteristics, motivation, and the learning strategies employed by students (Keeley et al., 2019). In foreign language learning, learning strategies play a crucial role in helping students overcome difficulties and develop awareness of their own thinking processes. One strategy considered effective for improving speaking ability is the metacognitive strategy, which relates to students' awareness and regulation of their cognitive processes during learning (Suryani, 2017). Metacognitive strategies help students plan what they will say, monitor themselves while speaking, and evaluate the results of their performance (Gobet, F., & Lane, 2016).

The implementation of metacognitive strategies in English learning at SMPN 34 Pekanbaru follows three main stages—planning, monitoring, and evaluation (Baker & Brown, 1996). In the planning stage, students are trained to prepare ideas and organize messages before speaking so that their delivery becomes more focused and effective. During the monitoring stage, students learn to pay attention to fluency, accuracy, and content while speaking. In the evaluation stage, students and teachers reflect on their speaking performance, identifying strengths and areas that need improvement. According to Wismath & Orr (2015), applying metacognitive strategies in language learning is essential because it enhances learners' self-awareness and autonomy. Students become not merely receivers of information but active controllers of their own learning process. This aligns well with student-centered learning, which positions teachers as facilitators. When students at SMPN 34 Pekanbaru begin to regulate their own thinking processes, they become more reflective, capable of evaluating effective communication strategies, and more confident in interacting in English (Pokrivcakova, 2019).

One approach that effectively supports the implementation of metacognitive strategies at SMPN 34 Pekanbaru is the use of an interactive game called the "See and Say Talking Game." This game serves as a learning medium designed to develop speaking skills through enjoyable, collaborative, and communicative activities. In practice, students work in small groups, read short texts, and then retell the story in their own words. This activity engages the students' cognitive, affective, and social. Through the See and Say Talking Game, students learn to control themselves while speaking, select appropriate vocabulary, and pay attention to intonation and pronunciation. The activity fosters self-confidence and trains students to think spontaneously when speaking. Moreover, the game promotes reflective awareness of mistakes and weaknesses, enabling students to make corrections more effectively (Redjeki & Muhajir, 2020). The teacher acts as a facilitator by providing feedback after the activity, helping students to assess and evaluate their own speaking performance.

The integration of metacognitive strategies in this game occurs across three learning stages. First, in the planning stage, students read and understand the story to prepare themselves before speaking in front of the group (Jenks & Lee, 2020). Second, while speaking, they monitor message delivery and adjust sentence structure (Namaziandost et al., 2019). Third, after the activity, students reflect on their mistakes and discuss them with the teacher and classmates (Zhang, 2022). This process helps students identify their strengths and weaknesses in speaking and motivates them to improve in future opportunities (Rosadi et al., 2020). The implementation of the See and Say Talking Game at SMPN 34 Pekanbaru has had a positive impact on improving students' speaking skills. Students become more active, confident, and communicative in using English (Melina, 2007). Furthermore, interaction

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among students during the game fosters a more dynamic and collaborative learning environment (Goodman, 1967). From a metacognitive perspective, the activity encourages students to continuously monitor and evaluate their speaking progress, while fostering intrinsic motivation to keep learning (Wright et al., 2016).

Research by Dagarin Fojkar et al. (2013), shows that storytelling approaches using interactive media, such as speaking games, effectively enhance students' participation and confidence in speaking. Similarly, Ratnaningsih (2019), found that using reflective strategies in speaking lessons improves student participation and fosters critical thinking awareness. Studies by Hamsia (2017) and Rochmawati & Sukma (2018), also support that learning activities incorporating visual or narrative media help students better understand context and express ideas verbally. Therefore, the implementation of metacognitive strategies and the See and Say Talking Game at SMPN 34 Pekanbaru represents an innovative learning practice that places students at the center of the learning process. This strategy cultivates thinking awareness, enhances self-reflection, and strengthens students' communication skills. Teacher observations show that initially passive students have become more enthusiastic in speaking, improved their pronunciation, and gained confidence when speaking in front of the class (Suarsih, 2018). This strategy aligns with the view that language learning should emphasize critical thinking and self-awareness so that students can become lifelong autonomous learners (Wakhidah, 2012; Sukriyah & Agustina, 2019)

In conclusion, the English speaking learning process based on metacognitive strategies supported by the See and Say Talking Game at SMPN 34 Pekanbaru successfully creates an active, reflective, and enjoyable learning environment. Students not only learn to speak fluently and accurately but also learn to think about their own thinking processes—an essential skill for achieving sustainable learning (Bashir et al., 2011).

2. METHOD

2.1 Research Design

This study employed a quasi-experimental design with a descriptive quantitative approach. This approach was chosen to determine the effectiveness of applying the metacognitive strategy through the See and Say Talking Game in improving students' speaking skills. The research design used was the pretest-posttest control group design, involving two classes as the research samples: Class VIIA as the experimental group and Class VIIB as the control group.

This design allowed the researcher to compare students' speaking performance before and after the treatment, as well as 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 (VIIA)	O ₁	X (Metacognitive Strategy + See and Say Talking Game)	O ₂
Control (VIIB)	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)

2.2 Population and Sample

The population of this research consisted of all seventh-grade students of SMPN 34 Pekanbaru in the 2025/2026 academic year, totaling 160 students divided into four classes. The sampling technique used was purposive sampling, considering the students' similar academic abilities based on their previous semester's English scores.

The sample included:

- Class VIIA (30 students) as the experimental group, taught using the Metacognitive Strategy and See and Say Talking Game.
- Class VIIB (30 students) as the control group, taught using conventional methods (lecturing and dialogue drills).

Table 2. Research Sample Distribution

No	Class	Number of Students	Treatment
1	VIIA	30	Metacognitive Strategy + See and Say Talking Game
2	VIIB	30	Conventional Method
	Total	60	

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

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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 (VIIA) 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.

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 (VIIA)	63.4	82.1	29.5%
Control (VIIB)	62.7	70.3	12.1%

2.8 Validity and Reliability of Instruments

The research instruments were tested through:

- **Content Validity:** Reviewed by two English education experts from the **University of Riau**.
- **Reliability:** Tested using the **inter-rater reliability formula**, resulting in a reliability coefficient of **0.87**, indicating high consistency among raters.

3. RESULT AND DISCUSSION

3.1 Result

a. Research Findings

This study aimed to determine the effectiveness of applying a metacognitive strategy combined with the See and Say Talking Game in improving the English-speaking skills of seventh-grade students at SMP Negeri 34 Pekanbaru.

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Data were obtained through a speaking test (pretest and posttest) administered to two groups: the experimental group (Class VIIA) and the control group (Class VIIB).

b. Results of Pretest and Posttest

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

The following table presents the average speaking scores before (pretest) and after (posttest) the implementation of the teaching strategy.

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

Class	Pretest Mean	Posttest Mean	Improvement	Description
Experimental (VIIA)	63.4	82.1	+18.7	Significant
Control (VIIB)	62.7	70.3	+7.6	Low
Mean Difference			11.1	

The results above show that the experimental class (VIIA), which received treatment using a metacognitive strategy through the See and Say Talking Game, experienced a much greater improvement in speaking skills compared to the control class (VIIB).

c. Analysis per Speaking Skill Aspect

A more detailed analysis was conducted based on the four aspects of speaking skills. Table 4.2. Average Scores by Assessment Aspect

Assessment Aspect	Experimental Pretest	Experimental Posttest	Control Pretest	Control Posttest
Fluency	62.3	84.7	63.1	71.2
Accuracy	61.5	81.3	62.4	69.5
Pronunciation	64.0	82.5	63.0	70.0
Content	65.8	80.0	62.5	70.4
Overall Mean	63.4	82.1	62.7	70.3

d. Statistical Test (t-test Result)

To determine whether the difference in speaking improvement between the experimental and control classes was statistically significant, an independent sample t-test was conducted.

Table 6. t-test Results for Pretest and Posttest

Type of Test	t-count	t-table ($\alpha = 0.05$)	Decision	Description
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Pretest	0.62	2.00	H ₀ accepted	Not significant
Posttest	3.85	2.00	H ₀ rejected	Significant

Interpretation:

The calculated t-value (3.85) > t-table (2.00) indicates a significant difference between the posttest results of the experimental and control groups.

Thus, the metacognitive strategy through the See and Say Talking Game was proven effective in improving students' English-speaking skills.

e. Effect Size Test

To measure the magnitude of the treatment's impact on learning outcomes, the *Effect Size (ES)* was calculated using Cohen's *d* formula.

Table 7. Effect Size Value

Group	Mean Difference	Pooled SD	Effect Size (d)	Criteria
Experimental vs Control	11.8	5.6	2.1	Very High

Interpretation:

An *Effect Size* value of 2.1 indicates that the metacognitive strategy combined with the *See and Say Talking Game* had a **very strong effect** on improving students' English-speaking ability.

3.2 Discussion

The findings of this study demonstrate that implementing a metacognitive strategy integrated with the See and Say Talking Game had a significantly positive impact on students' speaking performance.

This can be explained from several perspectives as follows:

a. Improvement of Speaking Skills through Metacognitive Stages

The metacognitive strategy consists of three stages — planning, monitoring, and evaluating — which help students become aware of their thinking processes while learning to speak.

- During the planning stage, students review the topic and decide how to express their ideas.
- In the monitoring stage, they pay attention to pronunciation, grammatical accuracy, and fluency.
- In the evaluating stage, they reflect on their strengths and weaknesses.

This finding who assert that metacognitive strategies enable learners to become more autonomous, reflective, and strategic in language learning.

b. The Role of the See and Say Talking Game as an Active and Engaging Medium

The See and Say Talking Game serves as an active and interactive medium that encourages students to speak naturally.

In this activity, students work in small groups, observe pictures or situational cards, and describe what they see in English.

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This game not only stimulates speaking ability but also enhances metacognitive awareness — students must think about what they are going to say, monitor their speech, and evaluate the outcome.

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

c. Comparison with the Conventional Method

The control class, which was taught using conventional methods (lecturing and dialogue practice), showed insignificant improvement.

Students tended to be passive, relied heavily on teacher instruction, and lacked opportunities to control their own learning processes. In contrast, students in the experimental group actively engaged in conversation, gave feedback to peers, and quickly corrected pronunciation or grammatical errors.

These results are consistent with studies by Rahmah (2022) and Sari (2023), who found that integrating metacognitive strategies with educational games fosters learner autonomy and improves speaking performance.

d. Implications for English Language Teaching

The results of this study provide several pedagogical implications for English teachers at the junior high school level:

1. Teachers should integrate metacognitive strategies into language instruction to promote learning awareness.
2. The use of game-based media, such as the See and Say Talking Game, enhances student motivation, participation, and communication skills.
3. Encouraging self-regulated learning can help students become more reflective, confident, and independent language learners.

4. CONCLUSION

Based on the results and discussions presented in the previous chapters, several detailed conclusions can be drawn as follows:

1. Students' speaking skills before the treatment were still low.

The pretest results revealed that both the experimental and control classes had limited speaking ability. The average score of class VIIA (experimental) was 63.4, while class VIIB (control) obtained 62.7. This indicates that most students experienced difficulties in expressing their ideas fluently, using appropriate language structures, and felt nervous or lacked confidence when speaking in front of the class.

2. The implementation of the metacognitive strategy through the See and Say Talking Game significantly improved students' speaking skills.

After the treatment, the average score of the experimental class increased to 82.1, while the control class only improved to 70.3. The improvement of 18.7 points in the experimental class was much higher than the 7.6-point increase in the control class. This finding shows that metacognitive-based learning encourages students to control, monitor, and evaluate their thinking process while speaking, and that the See and Say Talking Game creates a fun and interactive atmosphere to enhance speaking fluency.

3. The t-test results showed a significant difference between the experimental and control groups.

The results of the independent sample t-test indicated that t-count (3.85) > t-table (2.00) with a significance level of $0.000 < 0.05$, meaning there was a significant difference between the posttest scores of the two groups. Therefore, the alternative hypothesis (H_a) is accepted, confirming that the use of the metacognitive strategy through the See and Say Talking Game is effective in improving students' English-speaking skills.

4. The effect size value of 2.1 indicates a very strong impact.

Based on the analysis using Cohen's d formula, the value of $d = 2.1$ falls into the large effect category. This suggests that the metacognitive strategy had a strong impact on students' speaking ability. Students became more confident, more fluent, and better able to express ideas using appropriate language structures.

5. This learning method increased students' motivation and participation.

The learning process through the See and Say Talking Game transformed the classroom atmosphere into a more dynamic and collaborative environment. Students were not merely speaking to complete a task but were also enjoying the learning process. The game provided opportunities for students to interact, correct each other, and develop reflective thinking skills, in line with the principles of metacognitive strategies.

6. Overall, the metacognitive strategy through the See and Say Talking Game is effective in English language learning.

The application of this strategy helps students develop self-awareness, self-regulation, and self-evaluation in the process of learning to speak. It also positions the teacher as a facilitator who guides students to achieve learning goals independently and actively.

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