

**LEARNING STRATEGY OF SPEAKING SKILL OF ELEVENTH GRADE
STUDENTS OF SMAK ST.AUGUSTINUS KEDIRI IN ACADEMIC YEAR 2014/2015**

THESIS

Submitted in Partial Fulfillment of the Requirement for Gaining the Degree of English
Language



By :

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NPM : 11.1.01.08.0041

**ENGLISH DEPARTMENT
FACULTY TEACHING TRAINING AND EDUCATION
UNIVERSITY OF NUSANTARA PGRI KEDIRI
2015**

APPROVAL PAGE

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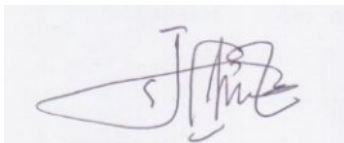
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Approved by the Advisors to be proposed to
the English Department Examination Committee of
University of Nusantara PGRI Kediri

Kediri, October 16, 2015

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A handwritten signature in blue ink, appearing to be 'Sulistyani' with a stylized flourish at the end.

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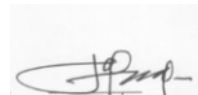
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Approved and Accepted by all its qualification
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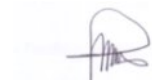
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Board of Examiners,

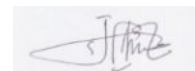
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LEARNING STRATEGY OF SPEAKING SKILL OF ELEVENTH GRADE STUDENTS

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ABSTRACT

This article look at learning strategy in speaking skill. It is aimed at describing kind of speaking elventh grade students of SMAK St.Augustinus Kediri use and how the students apply the learning strategies for speaking skill. The study uses qualitative method. Thirty two students were observed, interviewed, and asked to answer 26 questions dealing with language learning strategy checklist. Data collection was conducted for twice. Findings show the students used all six major categories of language learning strategy in different ways. That is: social strategies, compesation strategies, affective strategies, cognitive strategies, metacognitive strategies, and memory strategies. Most of the students combined six language learning strategies in the speaking activities in the class. In that strategy the students doing such kind of thing that relate to the strategy such using keywords, repeating, translating, switching to the mother tongue, getting help, using mime or gesture, seeking practice opportunities, self-monitoring, self-evaluating, using progressive relaxation, deep breathing, or meditation, cooperating with peers and asking for correction.

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Keyword : Learning Strategies, Speaking



I. BACKGROUND

Speaking becomes a basic skill which should be expanded to communicate with other people in the practice of teaching and learning language. The ability to carry out conversation with others has some components which must be mastered. Nunan (2005:3) has classified the components in successful speaking: communicative competence, sociolinguistic competence, strategic competence, and discourse competence. Communicative competence is ability of language learners to interact with other speakers, make a meaning, as distinct from their ability to perform on discrete-point tests of grammatical knowledge. Then, sociolinguistic competence is ability to use language appropriately in various contexts. Next, strategic competence, this is the learner's ability to use language strategies to compensate for gaps in skills and knowledge. The last, discourse competence, is how sentence elements are tied together," which includes both cohesion and coherence. One of those complexities is balancing fluency and accuracy (Nunan 2005:5). In communication process especially in foreign language, sometimes learners feel afraid to communicate with other people. According to Brown (2000:151) one major obstacle learners have to overcome in learning to speak is the anxiety generated over the risks of blurting things out that are wrong, stupid, or incomprehensible. It

means this major obstacle must be overcome by the students if they want to speak fluently because when they feel anxious to speak, they will utter lack vocabulary.

In fact it's not easy to communicate with other people using foreign language successfully because there is matter that have been faced by the learner. Learners occasionally, owned some unique methods of the language and it's called Learning Strategies (LSs). Language learning strategies are an aspect to consider because these strategies are essential for developing communicate competence that is needed in speaking (Oxford,1990).

Oxford ((1990:8) defines language learning strategies as " specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations." O'Malley and Chamot (1990:1) viewed language learning strategies as "the special thoughts or behaviours of processing information that individuals use to help them comprehend, learn, or retain new information." It seem that somebody who has a special way to process information to help that person learn new information.

According to O'Malley and Chamot's (1990), classification emerged from interviews with experts and novices and theoretical analyses of reading comprehension and problem solving. And language learning strategies are

differentiated into the three primary categories cognitive, meta-cognitive and affective or social strategies: In their opinion, meta-cognitive strategies involve “knowing about learning and controlling learning through planning (including advance organizers, directed attention, functional planning, selective attention and self-management), monitoring (checking, verifying, or correcting one’s comprehension or performance in the course of language task) and evaluating the learning activity (checking the outcomes of one’s own language learning against a standard after it has been completed)”. Cognitive strategies involve the manipulation or transformation of the material to be learned, such as resourcing, repetition, grouping, deduction, imagery, auditory representation, key word method, elaboration, transfer, inferencing, note taking, summarizing, recombination and translation. And Social/affective strategies mainly involve the learner in communicative interaction with another person, for example, when collaborating with peers in problem-solving exercises.

Supporting the ideas of O’Malley, Oxford (1990) synthesized prior study results and came up with a language learning strategy system categorized the learning strategies into six categories, comprised of: Cognitive strategies

(processing information and structuring it, e.g. practicing, analyzing and reasoning.), memory strategies (remembering information via making connections between it, e.g. grouping, using keywords.), metacognitive strategies (managing the learning process and dealing with the task, e.g. planning, identifying and selecting resources.), compensation strategies (compensating for knowledge gaps, e.g. guessing, gesturing.), affecting strategies (identifying one’s affective traits and knowing to manage them, e.g. reducing anxiety, encouraging one’s self.), social strategies (learning from and/or with others, e.g. asking for cooperation, working with peers.)

There are many factors that affect the choice of the strategies: degree of awareness, stage of learning, task requirements, teacher expectations, age, sex, nationality/ethnicity, general learning style, personality traits, motivation level, and purpose for learning the language (Oxford, 1990:13). However, there are some strategies that can be used in learning speaking and learners can know the strategies which are effective for learners or not.

From explanations above, the writer gives an overview about what handicaps faced by the language learner. So the researcher conducted a study entitle “Learning Strategies of Speaking Skill of



Eleventh Grade Students of SMAK St. Augustinus Kediri”

II. METHOD

The research took place at SMAK St. Augustinus Kediri, it located in Veteran street number 6. When they have a break time, the students try to speak English with their friends although they can't speaking in English complete. In this research the writer held the research on November 2014 – July 2015. The technique of data collection that is used in this research is observation, interview and questionnaire. The data is analyzed and described using words based on the result of class observation and interview. Sugiyono (2010:337) adopting from Miles and Huberman's (1984) stated that there are some steps in analyzing qualitative data. They are as follows: (1) Data Reduction. In this step the data that was got from observation and interview are clarified into some indicator. The indicators are based on Oxford language learning strategies are differentiated into two classification such as direct strategies and indirect strategies. Direct involves involve memory, cognitive, and compesation. Indirect strategies involve metacognitive, affective and social. After clarifying the data, the others data which is not used is reduced from the data clarification. (2) Data Display. The next process after data reduction is making a display data. This

study will use narrative report in which a prose account is provided, interspersed with relevant figures, tables, emergent issues, analysis and conclusion as suggested by Robson in Research Method in Education (2007). (3) Conclusion Drawing /Verification. In this step the researcher collected the data which has already classified, analyzed it then made a conclusion about the learning strategy in speaking skill.

III. RESEARCH FINDING AND DISCUSSION

A. RESEARCH FINDING

1. What kind of learning strategies of speaking do eleventh grade students of SMAK St. Augustinus Kediri use?

Eleventh grade students of SMAK St. Augustinus Kediri do 6 categories of language learning strategies. They are Memory strategy, Cognitive strategy, Compensation strategy, Metacognitive strategy, Affective strategy, and Social strategy.

According to Oxford (1990, pp. 38-150) identify language learning strategies into six major groups, there are

memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies.

/So we can conclude that the students use 6 categories of language learning strategy to improve their speaking ability and the theory suitable with the students' habit in daily life.

2. How do the students apply the learning strategies for speaking skill?

In compensation strategy, the students pronounce switch the word that they didn't know the meaning in English to Indonesia. It means they use switching to the mother tongue strategy. According to Oxford (1990:50) switching to the mother tongue is when they use the mother tongue of first language (Indonesia) for an expression without translate it. Students use their body to show to the audience about what they meant. As stated in Oxford (1999:50) they use mime or gestures is

using physical motion, such as mime or gesture, in place of an expression to indicate the meaning. Another student asked their friend/teacher to know some words in English. Based on Oxford (1990:50) the students use getting help that is asking someone for help by hesitating or explicitly asking the person or provide the missing expression in the target language.

Based on social strategy, the researcher analyzed that asking for correction and cooperating with peers. When the students pronounce word in English some of them ask their friend to give correction about the pronunciation that they heard. According to Oxford (1999:147) asking for correction is asking someone for correction in conversation.

In the area of cognitive aspects, they students did translation and repetition/imitating. According to Oxford (1999:46) translation is using

the first language as a base for understanding and producing the second language. The students switch directly to the first language when they confused how to explain. Some students also repeat the native users. According to Oxford (1999:45) repeating is saying or doing something over and over: listening to something several times; rehearsing; imitating a native speaker.

Students also use memory strategies such as using keyword. According to Oxford (1999:41) using keywords is remembering a new word by using auditory and visual links. When the students present their drama and one of the students forget about the word in dialogue another student help him by giving a picture about the word.

In metacognitive strategy, the students employed seeking opportunities, self-monitoring. According to Oxford (1999:140) self-

monitoring is identifying errors in understanding or producing the new language, determining which ones are important, tracking the sources of important errors, and trying to eliminate such errors. The student evaluates her own error in pronunciation. The student repeats her word because she knows that her pronunciation is wrong. As stated in Oxford (1999:139) seeking practice opportunities is seeking out or creating opportunities to practice the language in naturalistic situations, such as going to cinema. In their group they try to always speak in English when they have a meeting.

In affective aspects, the students use progressive relaxation, deep breathing, or meditation. According to Oxford (1999:143) using progressive relaxation, deep breathing, or meditation is using the technique of alternately tensing and relaxing all the major muscle group in the body, as well as the muscles in the neck and

face, in order to relax; or the technique of breathing deeply from the diaphragm, or the technique of meditating by focusing on a mental image or sound. Before the student make utterance, they take a deep breath and then think for a while.

Based on the explanation above, the students use the learning strategy in different ways to be successful in speaking skill. Theory from Oxford has similarities with the daily activities of the students. Every student has different strategy in learning speaking based on their capability or the way that they want to be success in speaking.

B. DISCUSSION

In the eleventh grade of SMAK St. Augustinus Kediri, the students used all six major categories of language learning strategy in different ways : social strategies, compensation strategies, affective strategies, cognitive strategies, metacognitive strategies, and memory strategies. Most of the students combined six

language learning strategies in the speaking activities in the class.

In that strategy the students were doing such kind of thing that relate to the strategy such as using keywords, repeating, translating, switching to the mother tongue, getting help, using mime or gesture, seeking practice opportunities, self-monitoring, self-evaluating, using progressive relaxation, deep breathing, or meditation, cooperating with peers and asking for correction.

Based on the conclusion, the writer gives suggestion: (1) Students should know their weaknesses of their speaking ability and then find the best strategies to improve their speaking ability. (2) Students should know the way to apply each classification of learning strategy. (3) Students can know the advantage to use learning strategy especially in speaking skill. (4) The result of the research should be developed to facilitate the English learning. (5) To continue the research and make it more comprehensive and depth on the problem investigating. (6) The teacher should know about learning strategy which is used by the students to make it suitable with the lesson. (7) The teacher should help the student to know about learning strategies in speaking ability.

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