A STUDY ON SPEAKING LEARNING STRATEGIES APPLIED BY HIGHACHIEVER OF SIXTH SEMESTER OF ENGLISHDEPARTMENT AT UNIVERSITY OF NUSANTARAPGRI KEDIRI IN ACADEMIC YEAR 2014/2015

ARTICLE

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ENGLISH DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF NUSANTARA PGRI KEDIRI
ACADEMIC YEAR 2014/2015

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ABSTRACT

ERMA AGUS TIANIK, 11.1.01.08.0070. A Study on Speaking Learning Strategies Applied by a High Achiever Student in Sixth Semester of English Department University Nusantara PGRI Kediri Academic Year 2014 – 2015

Learning strategies speaking are crucial because it can help the language learner to develop their speaking skills. Based on the problem above, good learning strategies on speaking are needed. So, researcher wants to know what learning strategies applied by student, most frequent learning strategies and reason what the most frequent strategies in speaking applied by a high achiever student at University of Nusantara PGRI Kediri. The subject of this research is high achiever student at University of Nusantara PGRI Kediri especially in English department in A class academic year 2014 – 2015. The technique of this a research is case study, and the data were obtain from observation, interview, and questionnaire. The design of the research is qualitative, so the data are reported descriptively.

The most frequent strategy used by a high achiever student is memory strategy (80%). Based on the result of this research, it can be concluded that memory strategy used by "Tatik" helps her in learning speaking. The strategy that the learner applied were; placing new word into a context, representing sound in memory, and reviewing well. Those kinds of memory strategies were applied regularly because she has short term memory. After applied memory strategy she could remember new vocabularies and used it in speaking.

Finally,suggestions are Learners should use strategies in learning something, because it can help and facilitate improving speaking skill. For English teacher, they should conduct various lesson plans that encourage or stimulate learners to use learning strategies in speaking. For other researcher the researcher suggests that as the next researcher should do the research more perfect and complete in the research process.

Key Words: Learning Strategies, Speaking, Learning Strategies in Speaking.

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I. INTRODUCTION

Learning is a means behavior to change result from experience in organism. Another theory from Houwer, et al (2013) that learning is functionally as changes in behavior that result from experience or mechanistically as changes in the organism that result from experience.Moreover Elias (2011: 1) states that learning is a product of interaction. So, from theories above learning can be defined as a conscious behavior done by the one from formal instruction to get knowledge and change result from experience.

Furthermore, speaking plays an important role in learning process Thornbury (2005: 1), "Speaking is much command of certain skills and several different types of knowledge". It means speaking is the complex skills that involve language component such as grammar and vocabulary. there are basic types of speaking that can help them to speak verry well. According to Brown (2000), there are five basic types of speaking, they are: Imitative, intensive, responsive, interactive, and extensive. Fauziati (2010) adopting Madsens (1983: 147) claims that grammar, vocabulary and pronunciation are often named as ingredients, but matter such as fluency and appropriateness of expression are usually regarded as equally important.

The criteria of good learner are they must find their own ways of learning and taking charge in their learning. Learning Strategy has been chosen by learners to make their study easier and fun in order to they get success in learning process.O"Melly and Chamot (1990) in Ramzjoo" define that learning strategies as "the special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information".

The classification of learning strategy is various. According to Oxford (1990b) there are six major groups of foreign or second language (L2) learning strategies are: cognitive strategies, metacognitive strategies, compensation strategies, affective strategies, social strategies.According to Kennedy and Keatley (2006), the following strategies can help the language learner to develop their speaking skills. There are types of speaking learning strategy using minimal responses, recognizing scripts, using language to talk about language. Factors that Influence the Choice of Speaking Learning Strategies are: motivation, gender, cultural background, attitudes and belief, types of task, age and L2 stage, learning style, and tolerance of ambiguity.

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II. METHOD

The research design that is used in this study is qualitative research. The qualitative research uses case study as the type of the research.In this research, the writer took the student who learn in A class sixth semester in university of nusantara PGRI Kediri because this student has spirit and motivation in learning and she has different strategies in learning. This learner also never give up to learn and to understand the material.

In this study, the researcher become full observer to complete the research, because the researcher became main instrument and the status of researcher was known by the subjects.The researcher used a sysmatic procedure in doing the research.

The research was conducted at University of Nusantara PGRI Kediri. It is located at Mojoroto Kediri especially in English Department. This research was conduct on december until June 2015. Source of the data was gotten from the observation, questionnaire and interview. The writer uses three kinds of instrument; there are observation, interview, and questionnaire.

In checking the finding validity of the research, the writer did triangulation to get the valid data. Smith &Kleine (1986) have argued that triangulation is actually used to increase the study accuracy in this case triangulation is one of validity measures. In this study, the writer focused on data triangulation because it is the most common of the data collected from different persons, or at different times, or from different places. From it, the writer knew what the learning strategies applied by the student.

III. FINDINGS AND DISCUSSION

Based on the result the writer collected the data by using questionnaire, observation and interview. From observation, interview, and questionnaire, she got the results to find most the frequent learning strategies used by high achiever on speaking. The learner is TatikMustikawati, she has been graduated from UPTD SKB Batam academic year 2011 – 2012 then she continued her study in University Nusantara PGRI Kediri.

In questionnaire she gave the learner questionnaire to find what the most learning strategies used. In observation, the writer observed Tatik's learning strategies. While interview, the writer had interviewed Tatik to get more info deeply about Tatik's ability and habit in learning English especially in speaking. From questionnaire, the writer got the result were learning strategies that were used by Tatik. Tatik applied memory

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strategies in her learning are memorize new words or vocabulary repeated with the correct pronoun to be easily spoken, and take vocabulary base into a context. The cognitive strategies, which were applied by Tatik are translating, she decipher the word or English sentence in Indonesia based on the context. The compensation strategies that were applied by Tatik are looking for the word in the dictionary that did not familiar, and using mime and gesture if her partner did not understand what she mean. The metacognitive that were applied by Tatik are she always pay attention towards the language structure, pronoun, and correct vocabulary in English. The affective strategies that were applied by Tatik are, she watching movies to increase the speaking skill through western movies and to breaking of drabness. The social strategies that were applied by Tatik are she often look for the partner to speak English in and out class, she also ask about her mistake in speak English include vocabulary that she used.

It can be found from questionnaire given to subject. It is more detail explanation about the learner's result of questionnaire. Here total score in every questions from questonnaire:

Table 4.1

Result of Questionnaire

Strategies	Memory	Cognitive	Comprehension	Metacognitive	Affective	Social
Total Score	16	11	10	15	11	11

Thetable above indicate that in question about Memory strategies there are four question and Tatik chose every questions that have score 4 and the totally score are 16..

Table 4.2

Percentage of Questionnaire Result

Strategies	Memory	Cognitive	Comprehension	Metacognitive	Affective	Social
The amount Per indicator (%)	80%	55%	50%	75%	55%	55%

The most frequent strategies that used by Tatik is Memory strategies with the higher score 80%. It can be seen on the diagram above.

Based on the research, Tatik used Memory Strategy as the most frequent strategy to help her memorize new vocabulary.According to Kennedy and Keatley (2006) in Al azmi, the following strategies can help the language learner to develop their speaking skills. And Hedge (2000) in Al azmi, also stated that a competent speaker knows how to make use

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of learning speaking strategiesto express what they want to say because they lack the resources to do so successfully. It means that Tatik as a competent speaker, have Memory Strategy as a strategy that used in many times.Tatik lived abroad and she also like speak English everywhere. She can speak English very well. In speaking she also have some problem related with vocabularies. Memory strategy helped her memorize various vocabularies easier, because vocabulary in different sentence they has different meaning. According to Ferris and Tagg (1996) in Razmjoo' and Ardekani state that even highly proficient language learners are not satisfied with their speaking skills and are looking for chances to improve their speaking skills. It same with Tatik, although she have got good speaking skill, she always want to looking for chances to improve her speaking to be better again. This strategy chosen because she want to her speaking be better.

IV. CONCLUSION AND SUGGESTIONS

The conclusion is about a study on speaking learning strategies applied by highachiever of sixthsemester of English department at University of Nusantara PGRI Kediri

In academic year 2014/2015.It is concluded that six learning strategies above, can help the learner easier to study based on the strategies that they used. Can improve what they learn to make everything study that their likes easier and can make success their leaning. Memory strategy is strategies that used to memorize new language or word that unfamiliar before to make it easy spoken latter. Based from this research, two conclusions can be drawn. First, that memory strategy is really effective in improving learners' vocabularies mastery which becomes the main component in speaking English. The last, that learning strategy in speaking can also help learners planning and managing their mental process before go practice speaking English, especially metacognitive strategy.

Finally, the suggestion is given for the teachers, for the students and for the researchers. There are the suggestions for the teacher they should conduct various lesson plan that encourage or stimulate learners to use learning strategies in speaking. Then, there are the suggestions for the students. The learners should use memory strategy in dealing with new vocabularies, because it can help and facilitate improving speaking skill. The next suggestion students should enrich their knowledge and their vocabulary mastery by

memorizing new vocabulary. The last suggestion for the researcher, the researcher feels that this research is not perfect. So it is need some improvement. So, the researcher suggests that as the next researcher should do the research more perfect and complete in the research process.

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