



**LEARNING STRATEGIES IN SPEAKING SKILL APPLIED BY STUDENTS OF
ELEVENTH GRADE AT SMK NEGERI 1 NGASEM KEDIRI ACADEMIC YEAR
2014-2015**

THESIS

**Presented as a Partial Fulfillment of the Requirements to Obtain
The Sarjana Degree of Education of English Department
Faculty of Teacher Training and Education
University of Nusantara PGRI Kediri**



**By:
FANDHI AHMAD
NPM. 11.1.01.08.0075**

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

APPROVAL PAGE

THESIS

By:
FANDHI AHMAD
NPM. 11.1.01.08.0075

ENTITLED:

**LEARNING STRATEGIES IN SPEAKING SKILL APPLIED BY
STUDENTS OF ELEVENTH GRADE AT SMK NEGERI 1 NGASEM
KEDIRI ACADEMIC YEAR 2014-2015**

Approved by the advisors to be proposed to
the English Department examination committee of
University of Nusantara PGRI Kediri

Kediri, March 24th 2015

The Advisors,

Advisor I,



KHOIRIYAH, M.Pd.
NIDN. 0719017501

Advisor II,



MAHENDRA PUJI P.A., M.Pd.
NIDN. 0710049002

APPROVAL PAGE

THESIS

By:
FANDHI AHMAD
NPM. 11.1.01.08.0075

ENTITLED:

**LEARNING STRATEGIES IN SPEAKING SKILL APPLIED BY
STUDENTS OF ELEVENTH GRADE AT SMK NEGERI 1 NGASEM
KEDIRI ACADEMIC YEAR 2014-2015**

Approved and Accepted by all its qualification
by the Examination Committee of
University of Nusantara PGRI Kediri

Kediri, August 22nd 2015

Board Examiners,

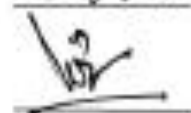
Chairman : Drs. SETYA ADI SANCAYA, M.Pd.



First Examiner : KHOIRIYAH, M.Pd.



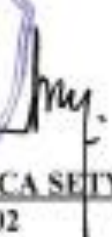
Second Examiner : MAHENDRA PUJI PERMANA AJI, M.Pd.



The Dean of the Faculty of Teacher
Training and Education
University of Nusantara PGRI Kediri



Dr. Hj. SRI PANCA SETYAWATI, M.Pd.
NIDN. 0716046202





LEARNING STRATEGIES IN SPEAKING SKILL APPLIED BY STUDENTS OF ELEVENTH GRADE AT SMK NEGERI 1 NGASEM KEDIRI ACADEMIC YEAR 2014-2015

FANDHI AHMAD
NPM. 11.1.01.08.0075
FKIP – Pendidikan Bahasa Inggris
fandhiahmad92@gmail.com

Dosen Pembimbing 1
KHOIRIYAH, M.Pd.
NIDN.0719017501
khoir.khoiriyah@yahoo.co.id

Dosen Pembimbing 2
MAHENDRA PUJI PERMANA AJI, M.Pd.
NIDN.0710049002
mail@mahendrapuji.web.id

UNIVERSITAS NUSANTARA PGRI KEDIRI

ABSTRACT

FANDHI AHMAD, Learning Strategies In Speaking Skill Applied By Students of Eleventh Grade At SMK Negeri 1 Ngasem Kediri Academic Year 2014-2015.

Speaking is important to be mastered by people in the world. By having English speaking ability, people can communicate their mind orally with other people in the international relationship easily. Communication orally is important because can understand the gesture, mime, and the expression of the speaker and the listener in the communication. But students have some difficulties in the process learning speaking. They have difficulty when the learner has no idea about what to say, they may lose confidence, feel not comfortable, feel afraid of making mistakes, etc. So, the students should have the solving for these problems. One of the important factor that influence students speaking ability is learning strategies, so the students should have the appropriate learning strategies which helped them to learn more easily. Learning strategies are steps taken by students to enhance their own learning. In this case, learning strategies are applied by each student is different, so the writer give many kinds of learning strategies that can applied by students. Therefore, in this study the writer wanted to find out whether there is any significant use learning strategies in speaking learning process.

This objective of this research is to describe learning strategies in speaking are applied by the students of eleventh grade at SMK Negeri 1 Ngasem Kediri in academic year 2014-2015. Therefore, in this research the writer wanted to find out whether what learning strategies in speaking are often used by the students of eleventh grade at SMK Negeri 1 Ngasem Kediri in academic year 2014-2015.

This research is qualitative descriptive research about learning strategies, there are two major classes: direct and indirect strategies which used in speaking skill. The subject research is one class at eleventh grade which consist of 25 students. The instrument used to get data is questionnaire which adapted from the Strategy Inventory for Language Learning (SILL) Version 7.0 Version (ESL/EFL) designed by Oxford (1990).

In addition, the findings of the research indicated that students applied the learning strategies in speaking learning process. The most strategy that was often used by the students to learn speaking subject was metacognitive strategy such as pay attention when someone is speaking English (paying

attention), it showed by questionnaire that 72% the students on score 4 which means very good. Other, the second most strategy that was often used by students to learn speaking subject was memory strategy such as review English lesson often (reviewing well), it showed that 60% the student on score 3 which means good.

The writer concludes that learning strategies are important for language learning to improve their speaking ability. Learning strategies are help the students to improve their ability, to solve their problem in language learning and language use, contribute to the development of the communicative competence, tools for active, and self-directed movement. Students have different problems and ability in language learning process, so student may employ certain strategies that are relatively different from those of the others.

Key words: learning strategies, speaking skill

I. Background

Learning strategies are steps taken by students to enhance their own learning. Strategies are especially important for language learning because they are tools for active, self-directed involvement, which is essential for developing communicative competence. Learning strategies which are going to research in this study are learning strategies in some components of speaking. They are pronunciation, grammar, and material. Those components are usually difficult for the students in speaking. The phrase “learning strategies” refers to the actions and behaviors a person uses to learn Oxford (1989:1). Appropriate language learning strategies result in improved proficiency and greater self-confidence, moreover in speaking skill. Oxford (1990:1). Therefore the use of various learning strategies is influenced by their family background, experience, and character. In order words, strategy that is useful to student might not be useful to

others. Since students have their own strategy characteristic, they will have different learning strategies that are useful and comfortable for them.

Students use some learning strategies in their learning, especially they apply some learning strategies in mastering speaking because it is not easy for some students, they should be able to speak with good pronunciation, good grammatical, good fluency, and they should have many vocabularies, and good idea or material to deliver their speaking.

In another hands, as the Cameron (2002: 40) states that speaking is the active use of language to express meaning, so other people can make sense of them. Learning how to speak is not easy and some students are still shy if they want to practice their English. The students are often embarrassed if their friends lough them when they make mistake. Moreover, they should have much vocabulary when they express their idea. Because of that reason, they think that speaking is difficult.

Speaking is important to be mastered by people in the world. By having English speaking ability, people can communicate their mind orally with other people the international relationship easily. Communication orally is important because people can understand the gesture, mime, and the expression of the speaker and the listener in the communication. For the people, the ability of speaking a language is synonymous with knowing that language since speech is the most basic means of human communication, Lazaraton in Murcia (2001: 103).

In fact, knowing that many Indonesian students in all level find a lot of difficulties in mastering the four language skills. In this study, the research focused to students' learning strategies in speaking ability, because speaking seem to be the most difficult and also many students say that it is not used in daily communication but also many students interest spontaneously and enthusiasm to learn it. Moreover, many students do not know to use some learning strategies in their learning.

From the explanation above, the writer can infer that each student has certain tendency and capability in using certain learning strategies. Oxford (1990:8) defines 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". Therefore the use of various learning strategies is influenced by their family background, experience, and character. In order words, strategy that is useful to student might not be useful to others. Since students have their own strategy characteristic, they will have different learning strategies that are useful and comfortable for them.

II. Research Method

This research is qualitative research involve natural approach to the students, and describe some facts systematically and factually. The subject of the research is XI JasaBoga 1 class of SMK Negeri 1 Ngasem. The class consist with 25 students. The instrument use in this research is questionnaire to students of the research object. The writer will give questionnaire to the student to get check list data consist with items of research. Questionnaire consists with direct learning strategies and indirect learning strategies in speaking which are adapted from the Strategy Inventory for language Learning (SILL) Version 7.0 Version (ESL/EFL) designed by Oxford (1990). The form of this research is descriptive qualitative research. This step divided into two parts.

The first step, writer give explanation about the questionnaire before distributed the questionnaire. About what for and how do the questionnaire. Second step., the writer distributed the questionnaire to the students. Then, asked the students to responds to the question by the answer marking given to them. So, the score of the questionnaire was done after the students finished answering all of questions. This step is to know what kind the learning strategies applied by students.

According to Sugiyono (2010:37), there are some main components in the process of analyzing data should be comprehended, as: reducing data, data display, and making conclusion as well as verification. The process of analyzing the data in this research is focused on what the most learning strategies are often used by students in speaking skill. There are some main components in the process of analyzing data should be comprehended, as: reducing data, data display, and making conclusion as well as verification. The short description following is as:

1. Reducing data

Reducing the data is the process of selecting, focusing, and arranging the data from the questionnaire. It is very important thing to know an

arrangement of the report, so the conclusion of the research can be well accomplished.

2. Data display

Generally, the data are presented in form of the sentence arranged systematically and logically, Besides, the data are also presented in a table. The most frequent form of data display for qualitative research data in the past has been narrative text". It means that the writer will submit note into good descriptive paragraph in the form of narrative text. Certainly, the data must valid with real condition.

3. Making conclusion and verification

The conclusion is a new finding that not had been there. The findings may include a description of an object that previously were dimly lit or dark, so that way after examination it becomes clear, can be either casual or interactive, hypotheses or theories.

III. Results and Conclusion

A. Results

1. Learning strategies in speaking are applied by students of eleventh grade at SMK Negeri 1 Ngasem Kediri in academic year 2014-2015.

Based on the result questionnaire on the students, the writer had the data which are used to describe the strategies used to learn speaking subject by the eleventh grade students of SMK Negeri 1 Ngasem Kediri in academic year 2014-2015.

The writer found that students used the direct strategies and indirect strategies to learn speaking subject. In direct strategies have three kinds process to learn speaking subject. They are memory strategies, cognitive strategies, and compensation strategies. And indirect strategies have three kinds process to learn speaking subject. They are metacognitive strategies, affective strategies, and social strategies.

Direct Strategies

The students are applied Direct strategies, they are Memory strategies, Cognitive strategies, and Compensation strategies, here are the explanation:

a. Memory strategies

The students are applied three strategies in Memory strategies. They are placing new word into context,

representing sounds in memory, and reviewing well, here are the explanation:

1. *Placing New word into context*

Based on the questionnaire, the writer found that 48% on score 2, and 52% on score 3 students were use new English word in a sentence and remember them. This showing that almost students were tried to learn speaking by use new English word. Their ability is good and need to enhance by applying strategy totally.

2. *Representing sounds in memory*

Many students weakness in this point, the writer found 52% on score 2. They seek difficulty to use rhyme to remember new English words. However any students 40% on score 3, and 4% on score 4 this showing that the part of students were good apply the strategies.

3. *Reviewing well*

The writer found 28% on score 2, 60% on score 3, 12% on score 4, this point showing 28% students are weakness, 60% are good, and 12% are very good are applied this strategy to review English lesson often.

b. *Cognitive strategies*

The students are applied seven strategies in Cognitive

strategies. They are using memory strategies for retrieval, repeating, formally practicing with sound and repeating system, recombining, practicing naturalistically, recognizing and using formulas and pattern, and translating, here are the explanation:

4. *Using memory strategies for retrieval*

The writer found 48% on score 2, 36% on score 3, 12% on score 4. This point showing the 48% students are weakness, 36% students are good, 12% are very good apply this strategy to write English words several times.

5. *Repeating*

The writer found 64% on score 2, 24 on score 3, 12% on score 4. This point showing that 64% students are weakness, 24% students are good, 12% students are very good apply this strategy to talk like native speaker.

6. *Formally practicing with sound and repeating system*

The writer found 32% on score 1, 44% on score 2, 20% on score 3, 4% on score 4. This point showing that 32% students are very weakness, 44% are weakness, 20% are weakness, 20% is good, and 4%

are very good apply this strategy to practice the sounds of English.

7. *Recombining*

The writer found 8% on score 1, 40% on score 2, 48% on score 3, 4% on score 4. This point showing that 8% students are very weakness, 40% students are weakness, 48% students are good, 4% students are very good apply this strategy to use the English words to know in different ways.

8. *Practicing naturalistically*

The writer founds 48% on score 2, 44% on score 3, 4% on score 4, 4% On score 5. This point showing that 48% students are weakness, 44% students are good, 4% students are very good, 4% students are excellent apply this strategy to start conversation in English.

And then the writer found 24% on score 2, 36% on score 3, 36% on score 4, 4% on score 5. This point showing that 24% students are weakness, 36% students are good, 36% students are very good, 4% students are excellent apply this strategy to watch language TV shows spoken in English or go to movies spoken in English.

9. *Recognizing and using formulas and pattern*

The writer found 40% on score 2, 32% on score 3, 28% on score 4. This point showing that 40% students are weakness, 32% students are good, 28% students are very good apply this strategy to find pattern in English.

10. *Translating*

The writer found 28% On score 1, 28% on score 2, 28% on score 3, 16% on score 4. This point showing that 28% students are very weakness, 28% students are weakness, 28% students are good, 16% students are very good apply this strategy to try not to translate word by word.

c. *Compensation strategies*

The students are applied two strategies in Compensation strategies. They are using mime and gesture, and adjusting and approximating message, here are the explanation:

11. *Using mime and gesture*

The writer found 8% on score 1, 16% on score 2, 36% on score 3, 40% on score 4. This point showing that 8% students are very weakness, 16% students are weakness, 36% students are good, 40% students are

very good apply this strategy to use gesture when they cannot think of a word during a conversation in English.

12. *Adjusting and approximating message*

The writer found 12% on score 1, 28% on score 2, 40% on score 3, 16% On score 4, 4% on score 5. This point showing that 12% students are very weakness, 28% students are weakness, 40% students are good, 16% students are very good, 4% students are excellent apply this strategy to make up a new word if they do not know the right ones in English.

And then the writer found 8% on score 1, 32% on score 2, 16% on score 3, 28% on score 4, 16% on score 5. This point showing that 8% students are very weakness, 32% students are weakness, 16% students are good, 28% students are very good, 16% students are excellent apply this strategy to use a word or phrase that means the same thing if they cannot think of an English word.

2. **Indirect Strategies**

The students are applied Indirect strategies, they are Metacognitive strategies, affective

strategies, and social strategies, here are the explanation:

d. Metacognitive strategies

The students are applied five strategies in Metacognitive strategies. They are paying attention, find out about language learning, setting goals and objectives, seeking practice opportunities, and self-monitoring, here are the explanation:

13. Paying attention

The writer found 12% on score 2, 8% on score 3, 72% on score 4, 8% on score 5. This point showing that 12% students are weakness, 8% students are good, 72% students are very good, 8% students are excellent apply this strategy to pay attention when someone in speaking English.

14. Find out about language learning

The writer found 8% on score 2, 28% on score 3, 48% on score 4, 16% on score 5. This point showing that 8% students are weakness, 28% students are good, 48% students are very good, 16% students are excellent apply this strategy to try find out how to be a better learner of English.

15. Setting goals and objectives

The writer found 40% on score 2, 36% on score 3, 24% on

score 4. This point showing that 40% students are weakness, 36% students are good, 24% students are very good apply this strategy to plan their schedule so they will have enough time to study English.

The writer found 36% on score 2, 24% on score 3, 28% on score 4, 12% on score 5. This point showing that 36% students are weakness, 24% students are good, 28% students are very good, 12% students are excellent apply this strategy to clear goals for improving to English skill.

16. Seeking practice opportunities

The writer found 4% on score 1, 60% on score 2, 32% on score 3, 4% on score 4. This point showing that 4% students are very weakness, 60% students are weakness, 32% students are good, 4% students are very good apply this strategy to look for people they can talk to in English.

And then the writer found 4% on score 1, 36% on score 2, 44% on score 3, 12% on score 4, 4% on score 5. This point showing that 4% students are very weakness, 36% students are weakness, 44% students are good, 12% students are very good, 4% students are excellent

apply this strategy to look for opportunities to read as much as possible in English.

17. *Self monitoring*

The writer found 16% on score 1, 12% on score 2, 24% on score 3, 40% on score 4, 8% on score 5. This point showing that 16% students are very weakness, 12% students are weakness, 24% students are good, 40% students are very good, 8% students are excellent apply this strategy to think about their progress in learning English.

e. *Affective Strategies*

The students are applied five strategies in Affective strategies. They are listening to your body, taking risk wisely, rewarding yourself, writing a language learning diary, and discussing your feeling with someone else, here are the explanation:

18. *Listening to your body*

The writer found 4% on score 1, 36% on score 2, 28% on score 3, 24% on score 4, 8% on score 5. This point showing that 4% students are very weakness, 36% students are weakness, 28% students are good, 24% students are very good, 8% students are excellent apply this

strategy to try to relax whenever they feel afraid of using English.

And then the writer found 28% on score 2, 20% on score 3, 36% on score 4, 16% on score 5. This point showing that 28% students are weakness, 30% students are good, 36% students are very good, 16% students are excellent apply this strategy to notice if they are tense or nervous when they are studying or using English.

19. *Taking risk wisely*

The writer found 12% on score 1, 44% on score 2, 28% on score 3, 12% on score 4, 4% on score 5. This point showing that 12% students are very weakness, 44% students are weakness, 28% students are good, 12% students are very good, 4% students are excellent apply this strategy to encourage themselves to speak English even when they afraid of making a mistake.

20. *Rewarding yourself*

The writer found 12% on score 1, 12% on score 2, 48% on score 3, 20% on score 4, 8% on score 5. This point showing that 12% students are very weakness, 12% students are weakness, 48% students are good, 20% students are very

good, 8% students are excellent apply this strategy to give themselves of reward or treat when they do well in English.

21. *Writing a language learning diary*

The writer found 36% on score 1, 24% on score 2, 24% on score 3, 4% on score 4, 12% on score 5. This point showing that 36% students are very weakness, 24% students are weakness, 24% students are good, 4% students are very good, 12% students are excellent apply this strategy to write down their feeling in language learning diary.

22. *Discussing your feeling with someone else*

The writer found 20% on score 1, 48% on score 2, 24% on score 3, 4% on score 4, 4% on score 5. This point showing that 20% students are very weakness, 48% students are weakness, 24% students are good, 4% students are very good, 4% students are excellent apply this strategy to talk someone else about how they feel when they are learning English.

f. *Social strategies*

The students are applied four strategies in Social strategies. They are asking for correction, cooperating with peers, cooperating

with proficiency users of the new language, and developing cultural understanding, here are the explanation:

23. *Asking for correction*

The writer found 4% on score 1, 40% on score 2, 40% on score 3, 8% on score 4, 8% on score 5. This point showing that 4% students are very weakness, 40% students are weakness, 40% students are good, 8% students are very good, 8% students are excellent apply this strategy to ask English speaker to correct them when they talk.

24. *Cooperating with peers*

The writer found 4% on score 1, 36% on score 2, 36% on score 3, 20% on score 4, 4% on score 5. This point showing that 4% students are very weakness, 36% students are weakness, 36% students are good, 20% students are very good, 4% students are excellent apply this strategy to practice English with other students.

25. *Cooperating with proficiency users of the new language*

The writer found 4% on score 1, 52% on score 2, 20% on score 3, 8% on score 4, 16% on score 5. This point showing that 4% students are very weakness, 52% students are

weakness, 20% students are good, 8% students are very good, 16% students are excellent apply this strategy to ask for help from English speaker.

26. Developing cultural understand

The writer found 12% on score 1, 48% on score 2, 24% on score 3, 8% on score 4, 8% on score 5. This point showing that 12% students are very weakness, 48% students are weakness, 24% students are good, 8% students are very good, 8% students are excellent apply this strategy to try to learn about the culture of English speaker.

2.The most learning strategies often used by students of eleventh grade at SMK Negeri 1 Ngasem in academic year 2014-2015.

The most strategy that was often used by the students to learn speaking subject was metacognitive strategy such as pay attention when someone is speaking English (paying attention), it showed by questionnaire that 72% the students on score 4 which means very good. Pay attention when someone is speaking English would help students to do the speaking ability around learning speaking process. Other, the second most strategy that was often used by students to learn speaking subject was memory strategy such as review English lesson often (reviewing

well), it showed that 60% the student on score 3 which means good. Review the English lesson is helpful students to enhance their speaking skill from the learning speaking process. It means that the metacognitive strategy and memory strategy are helpful to the students to learn language especially speaking subject. By these strategies the student can enhance their speaking skill.

B. Conclusion

The writer concludes that learning strategies are important for language learning to improve their speaking ability. Learning strategies are help the students to improve their ability, to solve their problem in language learning and language use, contribute to the development of the communicative competence, tools for active, and self-directed movement. Students have different problems and ability in language learning process, so student may employ certain strategies that are relatively different from those of the others.

Out of learning strategies applied by students in speaking, only two learning strategies often used by students of eleventh grade at SMK Negeri 1 Ngasem in academic year 2014-2015, they are Metacognitive strategies and Memory strategies. The Metacognitive strategies are essential for successful language learning, Oxford

(1990:136). In Metacognitive strategies is paying attention.

Then learning strategies is Memory strategies. The Memory strategies help learners store in memory the important things they hear or read in the new language, Oxford (1990:58). In Memory strategies is reviewing well. Based on explanation above,

it means that the Metacognitive strategies especially paying attention and memory strategies especially reviewing well, they are helpful to the students to learn language especially speaking subject. By these learning strategies the student can enhance their speaking skill.

REFERENCES

- Arikunto, Suharsimi. 2006. *Prosedur Penelitian Suatu Pendekatan Proktik*. Jakarta: RinekaCipta.
- Bailey, K.M. and Nunan. 2005. *Practical English Language Teaching Speaking*. New York: McGraw-Hill.
- Brown, Duoglas H. 2000. *Principles of Language Learning and Teaching*(4thed.). White Plains, NY: Addison Wesley Longman.
- Brown, Duoglas H. 2001. *Teaching by principles: An Interactive Approach to Language Pedagogy* (3rded.). White Plains, NY: Addison Wesley Longman.
- Brown, Duoglas H. 2004. *Language Assessment: Principles and Classroom Practices*. London: Longman.
- Cameron, Lyne. 2002. *Teaching Language to Young Learners*. New York: University Press, Cambridge.
- Creswell, J.W. 2012.*Educational Research Planning and Evaluating Quantitative and Qualitative Research* (4thed.). Boston: Pearson Education, Inc.
- Harmer, J. 2003.*The Practice of English Language Teaching*.Longman.
- Kayi, Hayriye. 2006. *Teaching Speaking: Activities to Promote Speaking In A Second Language*. Nevada: University of Nevada.
- Murcia. 2001. *Teaching as a Second or Foreign Language* (3rd ed.) New York: Heinle and Heinle Publisher.
- Richard, J.C. and Schmidt. 2002. *Longman Dictionary of Language Teaching and Applied Linguistics* (3rded.). London: Pearson Education Limited.
- Rivers, Wilga. 1981. *Teaching Foreign Language Skills*. Chicago: The University of Chicago Press.
- Sugiyono, 2012.*Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta.
- Ur, Penny. 1996. *A Course in Language Teaching*. Cambridge: Cambridge University Press.
- O'Malley, J. M., and Chamot, A. U. 1990. *Learning Strategies in Second Language Acquisition*.Cambridge: Cambridge University Press.



Oxford, R. 1990. *Language Learning Strategies: What Every Teacher Should Know*. Rowley, MA: Newbury House Publishers.

Wahyuni, Sri. 2013. *L2 Speaking Strategies Employed By Indonesian EFL*

Tertiary Students Across Proficiency and Gender. (A Published Student's Desertation) Australia: University of Canberra.