



**A STUDY ON LEARNING STRATEGY USED BY THIRD GRADE OF
A HIGH ACHIEVER IN SPEAKING CLASS OF NUSANTARA PGRI KEDIRI
UNIVERSITY IN ACADEMIC YEAR 2014/2015**

ARTICLE

Presented to Nusantara PGRI Kediri University in Partial
Fulfillment of the Requirement for the Bachelor Degree of Education in English Department



By:

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ACADEMIC YEAR 2014/2015**



APPROVAL PAGE

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Has been approved to be proposed to
The English Department Examination Committee of
Nusantara PGRI Kediri University

Kediri, August 21st 2015

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

Kediri, August, 21st-2015

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ABSTRACT

FARIZAL KUSNUL KHOTIMAH, 11.1.01.08.0076: A Study on Learning Strategies Used by Third Grade of a High Achiever in Speaking Class of University Nusantara PGRI Kediri Academic Year 2014 – 2015. Thesis. Nusantara PGRI Kediri University. The Faculty of Education and Teacher Training. English Department, August 2015.

Learning English is not difficult if the learner knows and uses good strategies, but now many of the learners feel difficulty in learning English. Students should have particular learning strategies to help them success especially in speaking. Speaking strategies are crucial because they help foreign language learners in negotiating meaning where either linguistic structures or sociolinguistic rules are not shared. Based on the problem above, good learning speaking strategies are needed. So, researcher wants to have a research about what are the learning strategies that used by a high achiever student in speaking at third grade UNP PGRI Kediri.

This research is aimed to identify what are the learning strategies that applied and implemented by a high achiever student in speaking class at third grade UNP PGRI Kediri.

The subject of this research is in in third grade at University of Nusantara PGRI Kediri in English department in A class academic year 2014 – 2015. The technique to gain the data is case study, which is obtained from observation, and questionnaire. The design of the research is descriptive qualitative, so the data are reported descriptively.

The result of the research explores that the learner used variety of learning strategies. There are six strategies applied, those are memory strategy, cognitive strategy, compensation strategy, metacognitive strategy, affective and social strategy. The most strategy used is metacognitive strategy that can help her in planning also evaluating in her learning especially speaking.

Based on the result of this research, it can be concluded that met cognitive strategy used by Resti is successful in speaking ability. The strategy the learner learned English by the four following methods; paying attention, organizing, seeking practice opportunities and self-evaluating

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

I. INTRODUCTION

In learning English, the learners need to apply learning strategies in order to get excellent result. The successful in learning English can be identified by how well the learners acquire four skills that cover listening, speaking, reading, and writing. In order to meet communication need, one of the most important skills is speaking. It is used to express any kinds of idea or through orally. Speaking is a kind of bridge for the learner between in the classroom and the world outside. It's mean the students learn new language in the classroom then they will use the language to communicate in real life. 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 (Lazarotun, 2001:103).

According to Adhikary (2010: 4) "Speaking is the least practiced skill in the class room because of some wrong attitudes on the part of teachers, students and administrator". It can be concluded that success in speaking material can be supporting by teachers, students and administrator during learning process. In learning English there are many strategies of speaking that we can used to improve our speaking more clearly.

Learning strategies have been worldwide issues in English language teaching and have drawn considerable attention from scholars in the last few decades. Learning strategies is needed to the learners neither catch the information nor solve a problem. Learning strategies focus on making student more active learners what they have learned to be successful. Lee (2010), "learner use learning strategies in order to learn something more succesfully." It can be concluded that learning strategies are an activities that the learner should do every day. But good learners will do that kind of habit without feeling being forced to them.

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 systematic 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 conducted 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, and observation. From observation, interview, and questionnaire, she got the results to find most the frequent learning strategies used by high achiever on

speaking. The subject is Resti Retno Andini. She was born in Sidoarjo, 21st January 1994. She lives in PT. MBI No.5, Kareo, Jawilan, Serang Banten. Besides she is a student at UNP Kediri, she had experience to join English Debate in UNP Kediri and she got the second winner.

Her English is good at speaking. It can be seen from her score and her performance. Her scores are always good. She also active in class use English in her conversations. Because of her speaking competence, the researcher wants to know and explore what actually makes her success especially on speaking capability.

In questionnaire she gave the learner questionnaire to find what the most learning strategies used. In observation, the writer observed Resti's learning strategies. From questionnaire, the writer got the result her learning strategies that were used by Resti. Resti applied Metacognitive strategies are involves in indirect strategies, and it includes monitoring, planning and evaluating. Resti's very often to pay attention either use the language structure, pronounce nor the use of vocabularies in the right way in English language.

On the planning on language task Resti's often to prepare the vocabulary that will be use in a certain topic. And she also very often learns a matter include to the

certain topic that will be use in a certain talks.

In self monitoring Resti's due often to pay attention to the problems that she's got on having conversation. And she very often or always rectify fault when she made it during conversation or talking.

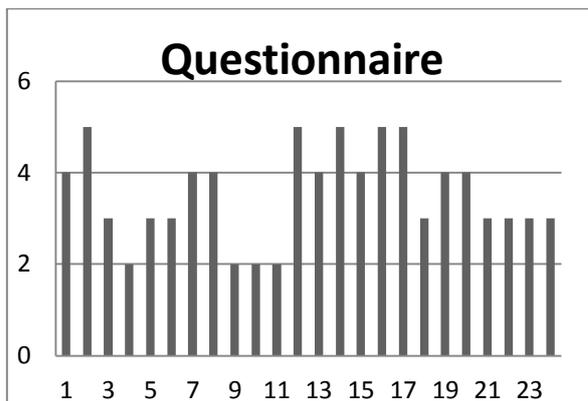
Table 4.2

Percentage of Questionnaire Result

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

Diagram 4.1

Results of Questionnaire



The table above indicate that in question about Memory strategies there are two questions and Resti chose every questions number one that have score 4 and number two have score 5 and the totally score are 9. So, the writer could count the percentage of questionnaire. That was:

- $\frac{9}{10} \times 100\% = 90\%$

In Cognitive strategies Resti chose questions number 3 that have 3 score, number 4 that have score 2, 5 and 6 she chose questions that have 3 score and the totally score are 6. And question number 7 and 8 that have score 4 so the total are 8. And the amount total are 19 so, the writer could count the percentage of questionnaire. That was:

- $\frac{19}{30} \times 100\% = 64\%$

Then about Compensation strategies she chose questions number 9, 10, 11 that have score 6. So, the writer could count the percentage of questionnaire. That was:

- $\frac{6}{25} \times 100\% = 40\%$

Metacognitive strategies she chose questions number 12 that have score 5 and number 13 have score 4 and for number 14 that have score 5, and for number 15 that score 4 and the last for number 16 that have score 5 and the totally score are 23. So, the writer could count the percentage of questionnaire. That was:

- $\frac{23}{25} \times 100\% = 92\%$

In questions about affective strategies she chose questions number 17 that have score 5, 18 that have score 3, 19 and 20 that has score 4 and the total are 6, the totally score are 16. So, the writer

could count the percentage of questionnaire. That was:

$$5. \quad \frac{16}{20} \times 100\% = 80\%$$

Then the last about social strategies she chose questions number 21, 22 up to 24 that has score 3 then the totally score are 12. So, the writer could count the percentage of questionnaire. That was:

$$6. \quad \frac{12}{25} \times 100\% = 60\%$$

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 of learning speaking strategies to 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

This research is qualitative research. It described about facts that happened in the field naturally. There are several points concluded by the researcher for the research findings and discussion.

First is about the kinds of learning strategies used by high achievers in speaking. There are 6 kinds of strategies which are classified into direct strategies (memory strategy, cognitive strategy, and compensation strategy) and indirect strategies (metacognitive strategy, affective strategy, and social strategy). The high achievers who are become subjects this research named Resti Retno Andini. Resti uses more indirect strategies. Resti uses 92% metacognitive strategies, 90% for the memory strategies. Compensations and affective strategies has



got the score 80%. 64% cognitive strategies, 60% for social strategies. The most frequently strategies that used by Resti is a metacognitive strategies. From the questionnaire results, Resti stated “Always” in using all indicators of metacognitive strategies. Resti often uses metacognitive strategies because she often Have problem that sometimes she think deeply on the grammatical so, it makes lost concentration what going to says. Resti often solves the problem in speaking by using Metacognitive Strategy. That is by planning and evaluating. She neither solves the problem by change the words such as the synonym nor change the structure of the sentences

A. Suggestion

Based on the writer’s experiences, she would like to put forward the following suggestion for the learner: The learner should know what the learning strategies that are suitable with them and they feel enjoy during learning process in order to make understand the material easily. The learner use memory strategies, cognitive strategies and metacognitive strategies in learning in order to make understand and can catch the point easily. The lecture it is important for teacher to give responds to their students questions in sympatric manner. It can motivate them to be active in giving question so they will

not feel afraid or shy to ask if they did not understand the material well. Moreover, during teaching learning process in the classroom the teacher should make interesting activity for the learner. For the writer: The writer feels that this research is not perfect. So it is need some improvement. So, the writer suggests that as the next writer should do the research more perfect and complete in the research process.

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