

**A STUDY OF LEARNING SPEAKING STRATEGIES
APPLIED BY THE SECOND GRADE STUDENTS
AT SMKN 1 KEDIRI ACADEMIC YEAR
2014/2015**

THESIS

**Presented in Partial Fulfillment of the Requirements to Obtain
The Sarjana Pendidikan Degree (SPd) of the English Education
Department Faculty of Teacher Training and Education
University of Nusantara PGRI Kediri**



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11.1.01.08.0097

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

2015



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

Kediri, August __, 2015

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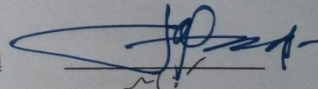
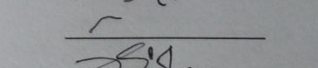
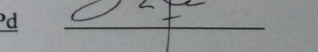
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Approved and Accepted by all its qualification
by the Examination Committee of
University of Nusantara PGRI Kediri

Kediri, August 21st, 2015

Board of Examiners,

Chairman : Drs. Setya Adi Sancaya, M.Pd
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ABSTRACT

Learning strategies must suitable with student's characteristic, so that it can stimulate their critical thinking. It is related with the theory from Chamot in Vrettou (2011 : 25) that "Learning strategies are techniques, approaches or deliberate actions that students take in order to facilitate the learning and recall of both linguistic and content area information". And then about speaking, according with Nunan (2003: 48) defines speaking as the productive aural/oral skill. So the researcher formulate the problems as follow: 1) How is Learning Speaking Strategies that is used by second grade students at SMKN 1 Kediri in academic year of 2014/ 2015? 2) What the learning speaking strategies are used by the second grade students at SMKN 1 Kediri in academic year of 2014/ 2015? 3) What the learning speaking strategies are mostly used by the second grade students at SMKN 1 Kediri in academic year of 2014/ 2015? The purpose of this research are to know how is the learning speaking strategies that is used by second grade students, to know what the learning speaking strategies that used by the second grade students, and to know what the learning speaking strategies that mostly used by the second grade students at SMKN 1 KEDIRI in academic year of 2014/ 2015.

There are only one variable in this research that was learning speaking strategies as the object of this research. Then, descriptive qualitative approach was applied in this research. This research was done in SMKN 1 Kediri toward the 70 respondences and the instruments that used in this research were interview, students' journal, and questionnaire.

From the data analysis, the researcher concluded that some of the students felt that guessing meaning was a good way to improve their speaking ability. They felt that preparing the material that will be learnt, was the best way to achieve the best speaking ability in the classroom. And actually the students of TKJ and AV (Audio Visual) class have high potential in speaking competition, especially the students who join EDCOS (English Debating Community) of SMKN 1 Kediri.

The researcher concludes that the teacher is creative teacher because he prepared all the things before teaching and made the students interested to learn English. It can be seen from the technique that he used that was JAMMING and the responses from the students who enthusiasm in teaching learning process and the teacher makes syllabus, lesson plan, media, material, and the students worksheet to teach. Based on the conclusion above, the researcher suggests that the teacher should encourage more students so that they can more active and confident in speaking. And the students should not be shy and must be confident.

KEYWORD

Learning Strategies, Speaking

I. BACKGROUND OF THE KNOWLEDGE

English is a foreign language for Indonesian students. It is learnt by the students from elementary school until senior high school. English is also one of compulsory subjects. It is supported by Permendiknas No. 22 Tahun 2006

“Mata pelajaran wajib terdiri atas Pendidikan Agama, Pendidikan Kewarganegaraan, Bahasa Indonesia, Bahasa Inggris, Matematika, IPA, IPS, Seni dan Budaya, Pendidikan Jasmani dan Olahraga, Keterampilan/Kejuruan.

It means that students must learn English because it is one of primary subjects.

There are four English language skills, they are listening, reading, speaking and writing. The skills are divided into two types, they are receptive and productive skills. The receptive skills are listening and reading skills, and productive skills are speaking and writing skills. It is supported by Harnmer who states that:

“Teacher tends to talk about the way we use language in terms of four skills-reading, writing, speaking and listening. These are

often divided into two types. Receptive skill is a term used for reading and listening, skills where meaning is extracted from discourse. Productive skill is the term for speaking and writing, skills where students actually have to produce language themselves.” (2007:265)

In learning the language, the students usually learn to listen first, then they try to speak what they have heard, after that they try to test their skill by reading, and finally they learn writing. This statement is supported by Raimes :“When we learn a second language, we learn to communicate with other people: to understand them, talk to them, read what they have written, and write to them. (1983: 3)”. Based on that statement, it is clear that when students learn a second language, speaking is one of the important skills to learn.

Speaking is one of language skills. In speaking, students have to communicate by using English. According to Florez (1999: 1), “speaking is an interactive process of constructing meaning that involves

producing and receiving and processing information.” It means that speaking is process when people share information with others. On the other hand Bailey (2003: 59), also states that

“teaching speaking is sometimes considered a simple process. Commercial language schools around the world hire people with no training to teach conversation. Although speaking is totally natural, speaking in a language other than our own is anything but simple. “

It means that when the teacher is teaching speaking, he asks students to have a talk in English. It is on going naturally; students speak and have a conversation by using their own words. But the fact shows that it is not easy for students. Sometimes the students feel shy to have conversation with others by using English.

So that teachers must have method to teach it. One of methods is teachers have to use strategies on how to teach English more easily. According to Chamot in Vrettou (2011) “Learning strategies are techniques, approaches or deliberate actions that students take in order to facilitate the learning and recall of

both linguistic and content area information”. It means that learning strategies are actions including techniques, approaches or steps that taken by the students in order to facilitate and enhance their own learning process both in linguistic and content area of learning.

SMKN 1 Kediri has good profile in speaking. The students of SMKN 1 Kediri often became the winner in some debate competitions in Province level. For example, they became the winner in parliamentary debate in IAIN Tulungagung, the fourth champion in SEDCO 2014 in SMKN 1 Kediri, the second champion of English Fair 2014 in Brawijaya Malang University, the fourth champion in debate competition in SMK PGRI 2 Kediri, the second champion of Cелation held by ITS Surabaya, and the third champion of NEDC held by UNP Kediri

From the explanation above it is clear that Learning Speaking Strategies is very important in teaching speaking. So that’s why the researcher wants to do a research entitled A Study of Learning Speaking Strategies Applied by The Second Grade Students at SMKN 1 Kediri in Academic Year of 2014/2015.

II. RESEARCH METHODOLOGY

This research uses qualitative approach. The purpose of this research is to describe the learning speaking strategies applied by the second grade students at SMKN 1 KEDIRI. The research is classified as descriptive qualitative. The data is collected from observation, interview the teacher, and questioner. In collecting the data, the researcher observed the learning speaking strategies during the learning process. The observation was carried out in the English class at secondgrade students at SMKN 1 Kediri. The researcher interviewed the English teacher of SMKN 1 Kediri by asking five questions and also giving questionnaire and student's journal to all of the

students that become the subject of this research. In this research, the researcher is the main instrument (as participant observer). The procedures of the research are:

1. Interviewing the teacher using checklist interview
2. Giving the students questionnaire sheets and ask them to answer it.
3. Asking the students to write their experiences during speaking class in the student's journal.
4. Analyzing the result of interview, questionnaire, and the student's journal with the technique of analyzing data that are:
 - a. Data reduction
 - b. Data display.
 - c. Drawing conclusion/verification

III. RESULT OF THE DATA AND CONCLUSION

The researcher analyzes about the result of the description of the research findings above in this sub-chapter. From the observation, interview, and questionnaire, the researcher finds that the learning strategies that mostly used by the

students is micro skill of speaking such gesturing, and motivating themselves.

Beside that, the researcher also finds that the teacher uses JAMMING technique to present the material in the class. It means that

teaching technique in SMKN 1 Kediri is suitable in speaking activities. The researcher concludes that the teacher is creative teacher because he prepared all the things before teaching and made the students interested to learn English. It can be seen from the technique that he used that was JAMING and the responses from the students who enthusiasm in teaching learning process and the teacher makes syllabus, lesson plan, media, material, and the students worksheet to teach.

This research is qualitative research. It will identify and describe about the facts that happened in the field naturally.

Those facts are about teaching speaking. There are several points that can be concluded by the researcher from research findings.

First is about the teaching technique that used by the teacher. He used JAMMING that can make the students feel more interested and more active in the classroom. Then, students are often used their soft skill in speaking such guessing the meaning of the words when they did not understand about the meaning in the conversation. And from their self journal, it was known that the students still felt difficulty in speaking class although the teacher had served the material in the interesting way.

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