LEARNING STRATEGIES IN SPEAKING SKILL APPLIED BY HIGH LEVEL OF THE THIRD YEAR STUDENTS OF ENGLISH DEPARTMENT AT NUSANTARA PGRI KEDIRI UNIVERSITY 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

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Page | 1

APPROVAL PAGE

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Faculty of Teacher Training and Education –   **Page | 2**
English Education Departmen

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Page | 3

LEARNING STRATEGIES IN SPEAKING SKILL APPLIED BY HIGH LEVEL OF THE THIRD YEAR STUDENTS OF ENGLISH DEPARTMENT AT NUSANTARA PGRI KEDIRI ACADEMIC YEAR 2014/2015

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Abstract

Learning strategies in speaking skill means technique that learners employ to enhance their speaking ability. There are two learning strategies include Direct Strategies (Memory, Cognitive, and Compensation) and Indirect Strategies (Metacognitive, Affective and Social). Students use these learning strategies to increase their speaking ability. Sometimes students feel difficult and afraid to practice their speaking because they have few vocabularies, so they are confused about what to speak. To solve students' problems in speaking they need to use learning strategies appropriate with them. Thus study aims at answering the following questions. (1) What kind of learning strategies applied by the high level students, (2) How do the learners apply the speaking learning strategies used by the high levels. This research is qualitative in which the researcher is the key instrument. The researcher chooses three high levels to become the subjects. There were three female that got "A" score in Extensive Speaking I subject. To collect the data, the researcher used participant observation, questionnaire, and interview. To analyze data use the first data reduction by making summary of the data, choosing important information, and focusing on the important of the data. Second use data display by make short explanation or summary. Third make conclusion or verification, the conclusion could answer the research questions or maybe not be able to answer because the research questions were temporary. The learning strategies that used by the high achievers are direct strategy. Place new words or expression that has been heard into a meaningful context. Practice or saying the same thing several times. Record themselves so they can hear and compare their own voices with a native speaker's voice. Recombining involve constructing a meaningful sentence or longer expression by putting together known elements in new ways. Practice speaking with other people in natural setting provides interactive. Asking someone for help in a conversation. The speaking lecturer can give assignments that can improve students' learning strategies especially in speaking skill. The researcher hopes this study will useful for readers and other researcher to conduct their research in different skill.

Keyword: Speaking Skill, Learning Strategies, High Level Students.

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Page | 4

INTRODUCTION

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 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. Anna Chamot (1990: 34) state that speaking in a second or foreign language has often been viewed as the most demanding of the four skills.

On the other hand, speaking is different from listening, reading or writing. It's about choosing the right words from our vocabulary, putting the words in the proper grammatical framework, communicating the feelings we have, and so on. Speaking is producing movements: moments of the rib cage, the vocal cords and the mouth. (Chamot, Anna 1990). It means in one direct speech; students also think many things just for saying one correct sentence, like vocabulary and grammar. This is how speaking become more difficult than the other English skills, moreover High School students.

Moreover, college students' speaking ability is expected to be good because they have learn English since some years before and they will have many performances related to oral skill in universities. But in fact, some of college students' speaking ability is still low. It is difficult to them to fulfill some aspects of speaking performance. Aspects of speaking performance are vocabularies, pronunciation, fluency, grammar, and idea. If students want to speak English fluently, as Harmer says in Imroatus, (2007:2) they have to be able to pronounce correctly. In addition, they need to master intonation, conversation, either transactional or interpersonal conversation. Transactional function has its main purpose conveying information and facilitating the exchange of goods and service, whereas the interpersonal function is all about maintaining and sustaining good relation between people. Speaking is called productive skill because when we speak we produce language.

Getting students to speak in the class can sometimes be extremely hard, most of the students still get the difficulties in using English for communication. It is caused by many factors including the limited students' vocabularies, the student's pronunciation, the idea that they deliver when they speak and knowledge of grammar, even the

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Page | 2

method may be used by the teacher in teaching English. The other factor that may influence the students speaking ability is the lack of practicing English in their daily life. Even though English has been taught for several years, but cannot be proud of the result yet.

From the explanation above, the writer can infer that each students has certain tendency and capability in using certain learning strategies. Learning strategies is very important in learning language to develop the ability of the students. According to Rebecca L. Oxfrod (1990:1) defined learning strategies are step taken by the 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.

Appropriate language learning strategies result in improved proficiency and greater self-confidence, moreover in speaking skill. (Rebecca L. 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.

RESEARCH METHOD

The design of method used in this research is qualitative research methods. The subjects are third grade students of English Department at Nusantara PGRI Kediri University. It is limited to 3 high level students of extensive speaking class based on the score of extensive speaking I who got A.

The steps in conducting the reserach are: first, observation to observes the students during classroom activity. In this part, the writer just sits in the back of the class while observing the research object about his activeness in the class and his speaking ability during teaching learning process. In this step, the writer observes using check list and note. The aim is to describe the types os learning strategies used by high level students. Second, interview is given to the students which contains of six types of learning strategies based on Oxford's taxonomy (1998) to identify the application of each learning strategies applied by high level students. Then, analyzing and reporting the result.

Tri Prasetyo Nugroho| 11.1.01.08.0201
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English Education Departmen

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Page | 3

FINDING AND DISCUSSION

Findings

The types of learning strategies in speaking used by high level students in the third year of English Department at Nusantara PGRI Kediri University Academic year 2014/2015. As the result, it can be seen that during classroom activity, high level students applied all six learning strategies from Oxford's taxonomy (1998). They are Memory Strategies, Cognitive Strategies and Compensation Strategies, Metacognitive Strategies, Affective Strategies and Social Strategies. The short description can be seen on the table below:

No	Name	Metacognitive Strategies				
		Strategy 1	Strategy 2	Strategy 3	Strategy 4	Strategy 5
1	Student 1	√	-	√	√	√
2	Student 2	√	-	√	√	√
3	Student 3	√	-	√	√	√

No	Name	Affective Strategies				
		Strategy 1	Strategy 2	Strategy 3	Strategy 4	Strategy 5
1	Student 1	√	√	-	-	√
2	Student 2	√	√	-	-	√
3	Student 3	√	√	√	√	√

No	Name	Social Strategies				
		Strategy 1	Strategy 2	Strategy 3	Strategy 4	Strategy 5
1	Student 1	√	-	√	-	√
2	Student 2	√	-	√	-	√
3	Student 3	-	√	-	√	-

No	Name	Memory Strategies				
		Strategy 1	Strategy 2	Strategy 3	Strategy 4	Strategy 5
1	Student 1	√	-	√	√	-
2	Student 2	-	√	-	√	-
3	Student 3	√	-	-	-	-

No	Name	Cognitive Strategies				
		Strategy 1	Strategy 2	Strategy 3	Strategy 4	Strategy 5
1	Student 1	√	√	√	√	√
2	Student 2	√	√	-	-	-
3	Student 3	√	√	√	-	√

No	Name	Compensation Strategies				
		Strategy 1	Strategy 2	Strategy 3	Strategy 4	Strategy 5
1	Student 1	√	√	√	√	√
2	Student 2	-	-	√	√	-
3	Student 3	√	√	√	√	√

Note:

A. Memory Strategies

- Strategy 1 : Use new English word in a sentence
- Strategy 2 : Use rhymes to remember new English words
- Strategy 3 : Use flashcards to remember new English words
- Strategy 4 : Physically acts out new English words
- Strategy 5 : Review English lesson often

B. Cognitive Strategies

- Strategy 1 : Says or writes new English words several times
- Strategy 2 : Try to talk like English native speakers

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Faculty of Teacher Training and Education –
English Education Departmen

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Page | 4

- Strategy 3 : Practices the sounds of English
- Strategy 4 : Use the English words in different ways
- Strategy 5 : Start conversation in English

C. Compensation Strategies
- Strategy 1 : Use gesture
- Strategy 2 : Make up new words
- Strategy 3 : Try to guess what the other person say
- Strategy 4 : Use a word or phrase that means the same thing
- Strategy 5 : Try to find as many ways to use English

D. Metacognitive Strategies
- Strategy 1 : Pay attention when someone is speaking English
- Strategy 2 : Plan schedule to study
- Strategy 3 : Look for people who can talk to
- Strategy 4 : Has clear goals for improving speaking skills
- Strategy 5 : Think about progress in learning English

E. Affective Strategies
- Strategy 1 : Relax
- Strategy 2 : Encourage self to speak English
- Strategy 3 : Give self reward
- Strategy 4 : Notice if tense or nervous

- Strategy 5 : Talk to someone about feeling learning English

F. Social Strategies
- Strategy 1 : Ask the other person
- Strategy 2 : Ask English speakers to correct when talk
- Strategy 3 : Practice English with other student
- Strategy 4 : Ask for help from English speaker
- Strategy 5 : Ask questions in English

From the table above, it can be seen that student 1 use three strategies in Memory Strategies; they are use new English word in a sentence, use flashcards to remember new English words and physically acts out new English words. While student 2 used two kinds of strategies, they are use rhymes to remember new English words and physically act out new English words. And student 3 only uses one strategy that is use new English word in a sentence.

In Cognitive strategies, student 1 use all strategies, that are say or write new English words several time, try to talk like English native speakers, practices the sounds of English, use the English words in different ways, and start conversation in English. While student 2 only used 2 kind of strategies, that are say or write new English words several time and try to talk like

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Faculty of Teacher Training and Education –
English Education Departmen

simki.unpkediri.ac.id
Page | 5

English native speakers. And student 3 used 4 kinds of learning strategies that are say or write new English words several time, try to talk like English native speakers, practices the sounds of English, and start conversation in English.

Student 1 & student 3 in compensation strategies used all kinds of learning strategies again to enhance her speaking ability, that are use gesture when she speaks, make up new words, try to guess what the other person say, use a word or phrase that means the same thing, and try to find as many ways to use English. While student 2 only use two strategies, try to guess what the other person say, and use a word or phrase that means the same thing.

In Metacognitive Strategies, all students use 4 same strategies that are, pay attention when someone is speaking English, look for people who can talk to, have clear goals for improving speaking skills, andhink about progress in learning English.

In Affective Strategies, student 1 & student 2 use the same learning strategies to enhance their speaking ability, which are relax, encourage self to speak English, and talk to someone about feeling learning English. While student 3 uses all kinds of learning strategies, which are relax, encourage self to speak English, give self reward, notice if tense or nervous, and talk to someone about feeling learning English.

In Social Strategies, Student 1 & student 2 use the same strategies again, those are ask the other person, practice English with other student and ask questions in English. While student 3 use only 2 learning strategies to enhance her speaking ability which are ask English speakers to correct when talk and ask for help from English speaker.

The application of speaking learning strategies used by high level students in the third year of English Department at Nusantara PGRI Kediri University Academic year 2014/2015.

From the interview that has been done, the researcher got result of the application of learning strategies in speaking skill used by the students. The types of learning strategies that used by high level are Memory Strategies, Cognitive Strategies and Compensation Strategies, Metacognitive Strategies, Affective Strategies and Social Strategies. The descriptions are below:

A. Memory Strategies

In memory strategies, high level students applied two strategies; they are Review Well and Using Memory Strategies for Retrieval. The short explanation can be seen below.

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English Education Departmen

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Page | 6

1. Reviewing Well

   All of 3 high level students used reviewing well to enhance their speaking ability. From the interview about how to applied this strategies, student 1&2 said that when they learning a set of vocabulary in English, they practice them immediately then they take a rest for a while before they practicing them again, and practice them an hour later, two hour later, the next continuously until they really memorize the words and it's meaning. While student 3 is different, after she practice the words, how the sound, how the pronunciation, she put the word into a context or recombining the word into a sentence so she can remember the words and it's meaning immediately.

2. Using Memory Strategies for Retrieval

   Not all three high level students applied this strategy to enhance their speaking skill. The only one who applied this strategy is student 2, and here is the application of this strategy by student 2. When she learn new language, for instance the English of "*kursi*", she imagining that "*kursi*" made from liquid (*cairan/cair* – Indonesian) this is to make easier her memorize in remembering the English of "*kursi*", because of chair and "*cair*" is – according to her – almost the same in pronunciation and in writing.

B. Cognitive Strategies

   The high level students are applied two strategies in Cognitive Strategies; they are repeating and Using Resources for Receiving or Sending Messages, here are the explanation:

   1. Repeating

      The application of this strategy is various; every student has their own way to apply this strategy. Student 1 apply this strategy by listening music or recording then she imitate the pronunciation then repeat listening again if the word is not very clear until she can really mastering the word she learned. Student two apply this strategy by repeat orally new word in the same way each time, as a way of making it automatic. While student 3 says a single expression or passage (when she read a book) repeatedly.

   2. Using Resources for Receiving or Sending Messages

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English Education Departmen

simki.unpkediri.ac.id
Page | 7

All three students almost have the same way to apply this strategy. When they have some trouble or get difficulties in saying something/express their mind, they usually use resources like dictionary (printed/electronic). While, if they have difficulties in pronounce a word/sentence, they look up oxford (printed/electronic). They also ask to the other person like their friends or their lecturer.

C. Compensation Strategies

In Compensation Strategies, high level students apply 4 strategies; they are Switching to the Mother Tongue, Getting Help, Using Mime or Gesture and Using Synonym. Every students has their own application, and these is the explanation:

1. Switching to the Mother Tongue

   All three students almost apply this strategy every time they speak English, and the application is almost the same. For instance, student 1 says "I ate _bakso_ this morning", she is inserting _"bakso"_ because she doesn't know the English of _"bakso"_.

2. Getting Help

   All students also use this strategy in learning speaking. For example, when student 1 doesn't know the meaning of a word/sentence, she asks for her friend/lecturer. While student 2, beside asks her friend/lecturer, she usually asks her uncle because her uncle is an English teacher.

3. Using Mime or Gesture

   Using Mime/gesture is a strategy that almost everyday applied by student 1, 2 and 3. For example, student 1 doesn't yet know how to say "open the door, please," and instead points the door and mimes the act of people opening a door, hoping the other person will catch the meaning and open the door she points to.

4. Using Synonym

   The only high level student who applies this strategy is student 3; she usually applies this strategy if she doesn't the right word in English. For instance, when she doesn't know how to say _towel_ in English, so she says "a thing you dry your hands on".

D. Metacognitive Strategies

The other strategies applied by high level students are Metacognitive Strategies, the students applied three strategies on it and they are Paying

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Faculty of Teacher Training and Education –
English Education Departmen

simki.unpkediri.ac.id
Page | 8

Attention, Seeking Practice Opportunity and Self-evaluating. The explanations are below.

1. Paying Attention

   All three high level students are applied this strategy. The applications of this strategy by the three students are paying attention when somebody (lecturer/native speaker/trusted resources) speaks, then they imitate the pronunciation, rhymes, etc.

2. Seeking Practice Opportunity

   This learning strategy is applied by the students when they went to Bali last year. In Bali, they went to several tourism places and met with many tourists from all over the world like America, Europe and Australia that their daily language used is English. The students certainly practice their English with that tourist. They shared about many things like education, social and culture. This is so much helpful for not only the students, but also all people who try to learn English.

3. Self-evaluating

   The only on who applied this strategy is student 1. To apply this strategy, student 1 record her own speech and then listen to the recording to find out how it sound compared with native speaker. While student 2&3 are do speech in front of mirror like greeting, introducing people and describing something. If they feel that there is something less, they restart it and do the same speech from beginning until they feel satisfy.

E. Affective Strategies

   In Affective Strategies, high level students are applied Using Progressive Relaxation, Deep Breathing, or Meditation, Using Music and Rewarding to enrich their speaking ability. The explanations of each strategy are below.

1. Using Progressive Relaxation, Deep Breathing, or Meditation

   Not all three high level students applied this strategy, the only student who applies is student 2. Student 2, every time she feels nervous when she came forward in the class, she relaxes herself using deep breathing techniques to loss her nervous.

2. Using Music

   Student 1&3 actually apply this strategy. Before they start to practice speaking, they listen to

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English Education Departmen

simki.unpkediri.ac.id
Page | 9

music first, in order to make their mind relax.

3. Rewarding

Student 2&3 are not apply this strategy, but student 1 does. Student 1, every time she does a good job in class presentation, she rewarding herself by eats her favorite food. While student 2 rewarding herself by watching movie in theater.

F. Social Strategies

The last strategy applied by high level students is Social Strategies, and they applied Asking for Correction and Cooperating with Peers. These are the explanations.

1. Asking for Correction

Of all students, only one student who apply this strategy, she is student 2. The application is, for instance, when her lecture looks surprise at what she says/made errors, she asks her lecture to be corrected. This strategy is very helpful for her, to increase her confident in speaking.

2. Cooperating with Peers

All three high level students apply this strategy. Fortunately student 1, 2&3 in this research are sitting in the same class, and they often make

a study group. Automatically they practice their speaking together. When a person make mistake, other person is make correction. This strategy is so much useful to enhance their speaking ability.

DISCUSSION

Based on the finding above, the researcher knows what kind of learning strategies that applied by high level in learning speaking. There were two kinds of strategies; they were Direct Strategies and Indirect Strategies. In Direct Strategies itself, there are three strategies, they are Memory Strategies, Cognitive Strategies, Compensation Strategies, while in Indirect Strategies there are three strategies too, they are Metacognitif Strategies, Affective Strategies and Social Strategies.

1. **Learning strategies in speaking used by high level students**

There are six kind of learning strategies that applied by high level, they are Memory Strategies, Cognitive Strategies, Compensation Strategies, Metacognitif Strategies, Affective Strategies and Social Strategies. It is supported by Prado & Plourde (2005) that there are hundreds learning strategies in speaking skill available to

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English Education Departmen

simki.unpkediri.ac.id
Page | 10

help students with their comprehension at different levels.

In Memory Strategies itself, the high level students use three strategies; they are use new English word in a sentence, use flashcards to remember new English words and physically acts out new English words.

In Cognitive strategies, high level students use five strategies, they are say or write new English words several time, try to talk like English native speakers, practices the sounds of English, use the English words in different ways, and start conversation in English.

The same situation happen in compensation strategies, the high level students use five kinds of learning strategies too to enhance their speaking ability, they are use gesture when she speaks, make up new words, try to guess what the other person say, use a word or phrase that means the same thing, and try to find as many ways to use English.

In Metacognitive Strategies, the students use 4 strategies they are, pay attention when someone is speaking English, look for people who can talk to, have clear goals for improving

speaking skills, and think about progress in learning English.

Going to Affective Strategies, the high level students use five kinds of learning strategies, which are relax, encourage self to speak English, give self reward, notice if tense or nervous, and talk to someone about feeling learning English.

In the last strategies, which is Social Strategies, the high level students use three strategies; those are ask the other person, practice English with other student and ask questions in English.

From the explanation above, the writer could conclude that the students used all kinds of learning strategies to enhance their speaking ability. According to previous study by Sofyan A. Gani, Dian Fajrina & Rizaldy Hanifa (2014) in their thesis with the title "Students' Learning Strategies for Developing Speaking Ability", they agreed that students had better balance in using all kinds of learning strategies (memory, cognitive, compensatory, metacognitive, affective, and social) for enhancing their speaking skills.

Tri Prasetyo Nugroho| 11.1.01.08.0201
Faculty of Teacher Training and Education –
English Education Departmen

simki.unpkediri.ac.id
Page | 11

2. **The application of learning strategies in speaking skill used by high level students**

The types of learning strategies that used by high level are Memory Strategies, Cognitive Strategies and Compensation Strategies, Metacognitive Strategies, Affective Strategies and Social Strategies. In memory strategies, high level students applied two strategies; they are Review Well and Using Memory Strategies for Retrieval. While in Cognitive Strategies the high level students are applied two strategies; they are repeating and Using Resources for Receiving or Sending Messages. In Compensation Strategies, high level students apply 4 strategies; they are Switching to the Mother Tongue, Getting Help, Using Mime or Gesture and Using Synonym. The other strategies applied by high level students are Metacognitive Strategies, the students applied three strategies on it and they are Paying Attention, Seeking Practice Opportunity and Self-evaluating. In Affective Strategies, high level students are applied Using Progressive Relaxation, Deep Breathing, or Meditation, Using Music and Rewarding to enrich their speaking ability. The last strategy applied by high level students is Social Strategies, and they applied Asking for Correction and Cooperating with Peers. These are the explanations.

From the explanation above, the writer could conclude that the strategies applied by the students are various as well; different student has a different strategy. According to previous study by Sri wahyuni (2013) in her thesis with the title "L2 Speaking Strategies Employed By Indonesian EFL Tertiary Students Across Proficiency And Gender", she agreed that students had their own learning strategies that helped them in learning something especially in learning English.

CONCLUSION

Based on the previously described result of this research, it can be concluded that learning strategies applied by the students are various. There are several kinds of learning strategies used by high level students, they are use new English word in a sentence, use flashcards to remember new English words, physically acts out new English words, say or write new English words several time, try to talk like English native speakers, practices the sounds of English, use the English words in different ways, and start conversation in English, use

Tri Prasetyo Nugroho| 11.1.01.08.0201
Faculty of Teacher Training and Education –
English Education Departmen

simki.unpkediri.ac.id
Page | 12

gesture when she speaks, make up new words, try to guess what the other person say, use a word or phrase that means the same thing, try to find as many ways to use English, pay attention when someone is speaking English, look for people who can talk to, have clear goals for improving speaking skills, think about progress in learning English, relax, encourage self to speak English, give self reward, notice if tense or nervous, talk to someone about feeling learning English, ask the other person, practice English with other student and ask questions in English.

Every student has their application to each learning strategies in memory strategies, high level students applied two strategies; they are Review Well and Using Memory Strategies for Retrieval. In Cognitive Strategies the high level students are applied two strategies; they are repeating and Using Resources for Receiving or Sending Messages. In Compensation Strategies, high level students apply 4 strategies; they are Switching to the Mother Tongue, Getting Help, Using Mime or Gesture and Using Synonym. In Metacognitive Strategies, the students applied three strategies on it and they are Paying Attention, Seeking Practice Opportunity and Self-evaluating. In Affective Strategies, high level students are applied Using Progressive Relaxation, Deep Breathing, or Meditation, Using Music and Rewarding to enrich their speaking ability. In Social Strategies they applied Asking for Correction and Cooperating with Peers.

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Tri Prasetyo Nugroho| 11.1.01.08.0201
Faculty of Teacher Training and Education –
English Education Departmen

simki.unpkediri.ac.id
Page | 13

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Page | 14