



**LEARNING STRATEGIES IN SPEAKING APPLIED BY A STUDENT AT
THE TENTH GRADE OF SMK KARTANEGARA KEDIRI ACADEMIC
YEAR 2014/2015**

SKRIPSI



By:

**ALAN BUDI SANTOSO
NPM 11.1.01.08.0011**

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF NUSANTARA PGRI KEDIRI
2016**



APPROVAL PAGE

SKRIPSI

By:
ALAN BUDI SANTOSO
NPM 11.1.01.08.0011

ENTITLED:

**LEARNING STRATEGIES IN SPEAKING APPLIED BY A
STUDENT AT THE TENTH GRADE OF SMK
KARTANEGARA ACADEMIC YEAR 2014/2015**


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

Kediri, 01st February 2016

The Advisors,

Advisor I

Advisor II


Dr. Hj. DIANI NURHAJATI, M.Pd.
NIDN. 071917501


Lina Mariana S.S., M.Pd.
NIDN. 0710097401



APPROVAL SHEET

SKRIPSI

By:
ALAN BUDI SANTOSO
NPM 11.1.01.08.0011

ENTITLED:

LEARNING STRATEGIES IN SPEAKING APPLIED BY A
STUDENT AT THE TENTH GRADE OF SMK
KARTANEGARA ACADEMIC YEAR 2014/2015

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

Kediri, 02th February 2016

Board of Examiners,

Chairman : Dr. Hj. DianiNurhajati, M.Pd.
First Examiner : Drs. Agung W, M.Pd.
Second Examiner : Lina Mariana,S.S., M.Pd.

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



Dr. H. SRI RANCA SETYAWATI, M.Pd.
NIDN. 0716046202



LEARNING STRATEGIES IN SPEAKING APPLIED BY A STUDENT AT THE TENTH GRADE OF SMK KARTANEGARA ACADEMIC YEAR 2014/2015

Alan Budi Santoso

NPM 11.1.01.08.0011

Faculty of Teacher Training and Education - English Education Department

alanbudi.santoso26@gmail.com

Dr. Hj. DianiNurhajati, M.Pd. and Lina Mariana, S.S., M.Pd.

UNIVERSITY OF NUSANTARA PGRI KEDIRI

ABSTRACT

There are many factors which influence the success of learning speaking skill. One of them is learning strategies employed by a student. This research investigated learning strategies in speaking applied by a vocational student of SMK Kartanegara Kediri. It aimed at identifying what strategy applied by the student and how the student applied that learning strategies in learning speaking. This research was carried out in SMK Kartanegara Kediri in Academic Year 2014/2015. The researcher chose one male student on first year class of SMK Kartanegara Kediri who fulfilled the criterias of a successful learner, especially in speaking. This research is a case study and use qualitative approach. Two main instruments were employed to collect data; observation and interview. There are three points that can be discovered from this research. 1) Vocabulary and are aspect that the student learn when read the text or listen new words 2) Preparing note book and dictionary, checking the progress, determine own strategy and focusing on the task are metacognitive strategies used by student 3) Listening music, wathcing, guessing the meaning, talk in front of mirror and note taking are cognitive strategies which are the most frequently used by student in speaking activity. Based on the findings above, the good learning strategy is when the student can develop speaking effectively. By knowing that Cognitive Strategy is the most frequent strategy used by student, the English teachers also can use teaching strategies that are appropriate with those strategies.

Key words: Speaking, Learning Strategies, Cognitive strategy, Metacognitive strategy, Vocational student



I. INTRODUCTION

There are four skills to learn in English; namely speaking, reading, writing, and listening. Reading is one of language skills which is very important to be learnt by students. Through this activity, students can improve their own language and experience. They will get information and ideas which they need to know. Moreover, they will be able to know what they do not know before. Speaking skill is very important for their life, students should develop their speaking or communicative skills, because through speaking they can express and learn to adapt in certain social condition and cultural rules (Kayi, 2006). It means that speaking is to communicate and to adapt with certain social condition and cultural. They should achieve the goal of speaking that is fluency.

Speaking is the corner stone of a child's success in school and consequently through life. Without the ability to speak actively, opportunities for personal fulfillment and job success inevitably will be lost (Anderson, Heibert .Scott and Wilkinson, 1985:1). It should be better if they know the way to help them to master the speaking skill. Oxford (1990:1) defines learning strategies as steps taken by learners to enhance their own learning. In line with Oxford, O'Malley &Chamot (1990:1) define learning strategies as

special ways of processing information that enhance comprehension, learning, or retention of the information. It can be concluded that learning strategies influence the students' success in learning something.

From some explanations mentioned above, it should be better if they know the way to help them to master the speaking skill. Oxford (1990:1) defines learning strategies as steps taken by learners to enhance their own learning. In line with Oxford, O'Malley &Chamot (1990:1) define learning strategies as special ways of processing information that enhance comprehension, learning, or retention of the information. It can be concluded that learning strategies influence the students' success in learning something.

Based on the scope of the research above, the writer formulated the following problems: What strategies in speaking are applied by the student of SMK Kartanegara Kediri in academic year 2014/2015 and How do the students apply the Speaking strategies at SMK Kartanegara Kediri in academic year 2014/2015.



II. METHOD

This research was carried out in SMK Kartanegara Kediri, and conducted in December 2014 until May 2015. The sample was one of male student on first year class of SMK Kartanegara Kediri. This research is a case study and use qualitative approach. Cresswell (2003:18) states:

A qualitative approach is one in which the inquirer often makes knowledge claims based primarily on constructivist perspectives (i.e., the multiple meanings of individual experiences, meanings socially and historically constructed. with an intent of developing a theory or pattern) or advocacy/participatory perspectives (i.e., political, issue-oriented, collaborative. or change oriented) or both. It also uses strategies of inquiry such as narratives, phenomenologies, ethnographies, grounded theory studies, or case studies. The researcher collects open-ended. emerging data with the primary intent of developing themes from the data.

Based on the explanations above, the researcher decided to use qualitative approach in this research.

According to Denzin and Lincoln (1994: 2) state that qualitative research is multi-method in focus, involving an interpretive, naturalistic approach to its subject matter. It can be said that qualitative research study things in the natural settings. A case study can be considered a methodology, strategy of

inquiry, or research strategy. It involves the study of an issue through specific cases. In case studies emphasis is placed on the exploration and description. "Case studies can be used for descriptive, explanatory, or exploratory purposes" Yin in Vargas-Hernández (2006:127)

Based on the explanations above, the researcher decided to use qualitative approach in this research. This approach was chosen because in the process of the data analysis, the researcher found all the data about the learning strategies used and analyzed it descriptively to get the result in the end of the research. In collecting the data, the writer became full observer.

In qualitative data, the writer used documentation and interview. Documentation was gained from student worksheet or student note book. The data were taken from student record about his activities when he learns speaking. While interview, the writer asked the student about the reason of applying the most frequently used strategy.

In analyzing the data, the researcher used Miles and Huberman (1994:10) which consists of three procedures: (data reduction, data display, and conclusion drawing/verification) to analyze it. In reducing the data, the writer separated and took the only important things from the result of collecting data. To



display the data, the writer made brief description from the data that had been reduced. The last step, the writer concluded what data gained.

III. RESEARCH FINDINGS AND CONCLUSION

A. RESEARCH FINDINGS

The researcher found that the student always pay attention while the English teacher presenting the material. He was an active student in the class. He also focused on every task given by the teacher, and in doing the task; he always looks up the dictionary if

He found some difficult words and tried to guessing the meaning. Moreover, he always gets the good score in English.

Secondly, to get the deeper data, the researcher held structured interview with the participant. There are two aspects that students used in learning strategies in speaking, such as: vocabulary and fluency. Below are explanations:

1. Learning Strategies in Vocabulary

a) Words Meaning.

In words meaning, he discovered new words from any sources, such as watching movie, listening to the music, short story, and textbooks. The strategy was by watching movie subtitle and listening to the music. It gave big contribution for his vocabulary, because he felt happy and if he didn't know the meaning, he guessed the meaning of

difficult word and he would look for the dictionary and make note taking, it was interesting for him.

2. Learning strategies in fluency

a) In pronunciation

In pronunciation he discovered new words from any sources, such as watching movie, listening to the music, and textbooks. The strategy was by watching movie subtitle, listening to the music and the most important is he use english language in daily communication as he can with his friend. It gave big contribution for his pronunciation, because he felt happy when he listen music and movie, he will sing that song or immitiate every word that he hear from movie. And the last and most important, he use english language in daily communication as he can with his friend or talk with hiself in front of mirror then in his school he will ask the teacher to correct his pronunciation.

The result of this research is the student used both of metacognitive and cognitive strategies. Also, it was found that the metacognitive used by the student are planning, monitoring, evaluating and self-management. Students without metacognitive approaches are essentially learners without direction or opportunity to plan their learning, monitor their progress, or review their accomplishments and future learning directions (O'Malley and



Chamot, 1990:8). Then the cognitive strategy used by student is repetition, resourcing, note taking, and inferencing. So, the student used various strategies in learning speaking. According to (Oxford 1990:8) Learning strategies are specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, and more transferable to new situations. In other word, the student used various strategies to make learning easier, faster, and more enjoyable.

B. CONCLUSION

From the finding above, the researcher concluded that both cognitive and metacognitive strategy are used by the student in speaking

First, metacognitive strategies are used by the student in speaking. The student always plans his speaking by seeking for resources as reference. He also monitors his progress in doing by looked at

student's worksheet and the score that gave by his teacher. In evaluating, he always assesses how well he has accomplished the learning task, like how many number of exercises he can do and not, also determine his own strategy to make easy his study. For self – management, focusing on the task and serious in doing the task are always done by student.

Second, Cognitive strategies used by student are repetition, resourcing, note taking, and inferencing. In repetition, he can fully understand of what he speaks if he used this strategy. Then resourcing, this strategy helps him to find the meaning of difficult words. In order to remember a new word and grammar, note taking strategy was employed by student. The last strategy is inferencing, he used guesses the meaning of a word by relating it with the provided information in the text. So, it can be concluded that this strategy is good and effective to the student in speaking

IV. BIBLIOGRAPHY

Cresswell, J. W. 2003. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (2nd Edition). Thousand Oaks, California: Sage Publication, Inc.

Creswell, J. W. 2007. *Qualitative Inquiry and Research Design: Choosing Among Five Approaches* (2nd Edition). Thousand Oaks, California: Sage Publication, Inc.

Miles, M. B. and Huberman, A. M. 1994. *Qualitative Data Analysis* (2nd Edition). United States of America: SAGE Publication.

Nunan, D. 2003. *Practical English Language Teaching*. Singapore: McGraw Hill.

O'malley, M. J & Chamot, A.U. (1990). *Learning strategies in second language acquisition*. Cambridge,



England: Cambridge University
Press.

Oxford, R. L. 1990. *Language Learning
Strategies: What Every Teacher*

Artikel Skripsi
Universitas Nusantara PGRI Kediri
Should Know. Boston:
Heinle & Heinle.