
**LEARNING STRATEGIES IN SPEAKING SKILL APPLIED BY A
STUDENT IN SECOND GRADE OF SMK PELITA NUSANTARA KEDIRI
ACADEMIC YEAR 2014 /2015**

SKRIPSI

Presented as a Partial Fulfillment of the Requirement to Obtain
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Faculty of Teacher Training and Education
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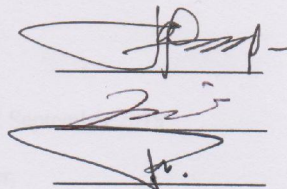
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ABSTRACT

ALFIANTI AZIZAH, Learning Strategies in Speaking Skill Applied By A Student in Second Grade of SMK Pelita Nusantara Kediri Academic Year 2014/2015, Skripsi, English Department, The Faculty of Teaching Training and Education, University of Nusantara PGRI Kediri, 2015.

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Its form and meaning are depend on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purpose for speaking. Speaking for some students is one difficult aspect of English subject. Most of the students get difficulties when they want to communicate to others. It is caused many factors including the limited students' vocabularies, pronunciation, the idea that they are delivered, and knowledge of grammar. To increase the students' speaking ability, they usually apply certain strategies in learning. This research aims to investigate what learning strategies and how they are applied to solve the difficulties in speaking and increasing the ability of speaking.

The subject of research is a student in second grade of SMK Pelita Nusantara Kediri. She is the best student of second grade and she always gets the best ranking. The writer did some observations and interview to get the data. There are two kinds of learning strategies that applied; they are direct strategies and indirect strategies. Direct strategies are language learning strategies that directly involve the target language, and indirect strategies are language learning strategies that support and manage language learning without directly involving the target language. Direct strategies that are applied are memory strategies that reflect very simple principles such as arranging things in order, making association, and reviewing, cognitive strategies that most important strategies are practicing, and compensation strategies which intended to make up for an adequate repertoire of grammar and, especially, of vocabularies. In indirect strategies that are applied are metacognitive strategies which provide a way for learners to coordinate their own learning process, affective strategies that help to regulate emotions, motivations, and attitudes, and social strategies that can help all learners increase their ability to empathize by developing culture understanding and becoming aware of others' thoughts and feelings. Finally the writer concludes the strategies that the subject most used to learn speaking subject in SMK Pelita Nusantara Kediri were cognitive strategies and social strategies. Cognitive strategy used was practicing by repeating, recognizing and using formula and patterns, and practicing naturalistically. Social strategies used were asking questions and cooperating with others.

Key words: Learning Strategies, Speaking Skill

I. Introduction

In learning English, there are four skills which should be mastered. They are listening, speaking, reading, and writing. Speaking becomes one of the important skills because by speaking students share their idea or meaning to another so they can understand each other. By mastering speaking skill, the students can carry out conversations with others, give the ideas and exchange the information with others. There are some definitions of speaking based on some experts. According to Cameron (2002:40), speaking is the active use of language to express meaning, so other people can make sense of them. Then Chenney in Kayi (2006:1) states that speaking as the process of building and sharing meaning through the use of verbal and nonverbal symbols, in a variety of contexts. In other words, people do not only utter words in speaking, but they also use gesture, facial expression to convey their meaning to other people in speaking. In addition, Brown (2004:140) defines speaking as a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-taker's listening skill, which necessarily compromises the reliability and validity of an oral production test.

Mastering speaking 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. To reach those, students use some learning strategies in their learning. 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.

According to the writer's informal observation in SMK Pelita Nusantara Kediri, most of the students still got the difficulties in using English for communication. It was caused many factors including the limited students' vocabularies, the student's pronunciation, the idea that they delivered when they speak and knowledge of grammar. In the writer's informal observation, there was one student that had good speaking ability. She had good pronunciation, grammar, and she delivered her idea to her friends clearly. She was able to mention some vocabularies with better pronunciation in front of the class than her friends in the class. She was able to deliver her idea in speaking with good grammatical, so her friends and her teacher understood what her mean easily.

From the explanation above, the writer can conclude that she used some learning strategies those are direct strategies and indirect strategies. Direct strategies that applied are memory strategies that reflect very simple principles such as arranging things in order, making association, and reviewing, cognitive strategies that most important strategies are practicing, and compensation strategies which intended to make up for an adequate repertoire of grammar and, especially, of vocabularies. In indirect strategies that applied are metacognitive strategies which provide a way for learners to coordinate their own learning process, affective strategies that help to regulate emotions, motivations, and attitudes, and social strategies that can help all learners increase their ability to empathize by developing culture understanding and becoming aware of others' thoughts and feelings.

The overlapping of communication and learning strategies is evident in Oxford's classification (1990), communication strategies as a category of learning strategies known as compensation strategies. These include using a word that is similar in meaning to the more appropriate term, making up a new word, using description for an idea instead of the appropriate term in the second language, translating from the second language, using words in the native language, asking for the correct word, using gestures, avoiding

communication, discontinuing an utterance, and choosing the topic to be talked about. Aside from these, the strategies identified in this research to be most relevant to speaking are metacognitive and social / affective strategies. She concludes the strategies that the subject most used to learn speaking subject in SMK Pelita Nusantara Kediri, these strategies were cognitive strategies and social strategies. Cognitive strategy that used was practicing by repeating, recognizing and using formula and patterns, and practicing naturalistically. Social strategies that used were asking questions and cooperating with others.

II. Method

This research used descriptive qualitative as the design of the research. According to Sugiono (2012:9), "*Penelitian kualitatif adalah metode penelitian yg berdasarkan pada filsafat postpositivisme, digunakan untuk meneliti pada kondisi obyek yang ilmiah, dimana peneliti adalah sebagai instrument kunci*". This means that qualitative is researcher study things in her natural setting. The writer was the instrument of the research. And the researcher was not known by the students whom were as the object of this research. The researcher was also as the whole participant to observe the students' learning strategies in their speaking.

The procedure of this research was divided into 3 steps, such as preparation, processing, and finishing. Preparation consisted of some activities that had been done

by the writer. They were; formulate the title of research, arrange the research design, and collecting the data. The second procedure was processing by analyzing the data descriptively. The last procedure was finishing by arranging, revising, and submitting the report.

Data source that was be used in this research was primary data which was from the research that the writer did. The writer did the research in SMK Pelita Nusantara Kediri. The data that writer was gathered were taken from the observation, and interview. The writer observed the learning behavior of a student in learning speaking in the class. Then the writer did interview to analyze a student's learning behavior in speaking at home.

The writer made a note about the way of student's strategies in speaking. And she took observation in many times until the writer got the constant data. The steps of collecting data are preparing all things that were needed in this research, doing observation in the class to know the application of learning strategies in speaking by taking note, and after conducting several observations, the data were obtained by combined the data from a student and the theories to get the accurate data and then the data were ready to be reported descriptively. The writer got the data of learning strategies in speaking was applied by the subject in the class and at home. After collecting the data, the writer categorized the strategies of learning which are used by the subject into learning strategies by Oxford.

The writer displayed the data by describing what happened in the class. She categorized the learning strategies applied by the subject based on what she learned in the class and at home. Conclusion drawing/verification is the third step in analyzing qualitative. The conclusion can answer the problem of statement which is formulated in the beginning. The problem of statement in qualitative research is temporary and will develop after collecting the data in the field. In this research report, the finding is in the descriptive form. The writer described the learning strategies applied by the subject in the class and at home based on the learning strategies by Oxford. In this case, the writer used data triangulation as comparing different sources of information in order to increase the validity of a study, refers to whether the finding of a study was true in the sense that research findings accurately reflect the situation, and "certain" in the sense that research findings were supported by the evidence. Triangulation was a method used by qualitative researchers to check and establish validity in their studies by analyzing a research question from multiple perspectives.

III. Results and Conclusion

A. Results

1. Learning strategies in Pronunciation

There were two kinds of learning strategies that applied by a subject. In direct strategy she used were memory strategies by representing sound in memory when she

remembered about the pronunciation of words especially in the way of pronouncing with the right stress, intonation, and strange words which difficult to pronounce. She also used reviewing well when she prepared to practice her vocabularies in front of the class. Second, she used cognitive strategies by practicing using repeating when she repeated what her teacher pronounces to the difficult words and also repeated from movie to make her easier to pronounce the sentence with the right intonation. She used cognitive strategies by using resource in receiving and sending message. She looked up her electronic dictionary to know the right pronunciation of words then she practiced it by formally practicing with sound. In compensation strategies, she used overcoming limitations in speaking and writing by getting help when she did not know the way to pronounce the words or sentences.

In indirect strategies, she applied some learning strategies. The first was metacognitive strategies. She used centering your learning by paying attention when she practiced to pronounce the vocabularies. She also used arranging and planning your learning by setting goals and objectives when she prepared to practice her memorizing of vocabularies in front of the class. She should memorize twenty vocabularies with good pronunciation. The second was affective strategies, she used encouraging yourself by

making positive statement when she came forward to practice her memorizing of vocabularies by saying “Bismillah, I can do it”. The third was social strategies; she used asking questions for correction when she asked to her teacher about the right intonation of sentences. She also used cooperating with others when she practiced to memorize the vocabularies.

2. Learning strategies in Grammar

Learning strategies in grammar that the subject applied were direct strategies and indirect strategies especially in word order, tenses, and conditional sentences. In direct strategies, she applied memory strategies used placing new words into a context when she wrote the expression of suggest and offer. She used applying images and sound using keywords when she memorized the word order or the pattern of giving suggest and offer, and when she memorized the verb which used in tenses. She used reviewing well when she was at home; she reviewed the lesson that had been taught in the class to help her easier in memorizing it. She applied cognitive strategies used practicing by recognizing using formula and patterns. She practiced to do the exercises to get more comprehension in grammar. She used receiving and sending message using resources from book and the internet when she wanted to get more explanation about grammar. She used creating structure for input and output using taking note. She made a note

of the pattern of word order, tenses, and conditional sentences. She also made an alternative form of tenses that she used to help her easier in memorizing the form. In indirect strategies, she applied metacognitive strategies and social strategies. In metacognitive strategies, she used centering your learning by paying attention when she listened to her teacher explanation about word order. In social strategies, she used asking question for correction when she got difficulties in doing exercises of grammar. She also used cooperating with others when she did the exercises with her group to discuss and to do the exercises together.

3. Learning strategies in Material

The subject applied direct strategies and indirect strategies in learning material of speaking especially in learning transactional and interpersonal dialogue. In direct strategies, she used memory strategies. She used creating mental linkages by placing new words into a context when she wrote the expression which used in the dialogue. She used applying images and sounds by representing sounds in memory when she memorized the expression in conversation or in dialogue. She used reviewing well when she prepared to practice her dialogue with her partner in front of the class. In cognitive strategies, she used practicing by repeating when she practiced the dialogue, by recognizing and using formula and pattern when she learned about the word

order of expressing something which used in dialogue, by practicing naturalistically when she practiced interpersonal dialogue. She used receiving and sending message by using resources from movie to learn the expression which used in dialogue transactional and interpersonal. She used creating structure for input and output by taking note of the explanation from her teacher in the class. In compensation strategies, she used overcoming limitation in speaking by using mime or gesture when she practiced the dialogue, by switching to the mother tongue when she spoke, by selecting the topic when she made conversation with her friends or other person.

In indirect strategies, the subject applied three strategies in learning transactional and interpersonal dialogue which were metacognitive strategies, affective strategies, and social strategies. In metacognitive strategies, she used creating your learning by paying attention when she listened her teacher explanation in the class. She used arranging and planning your learning by seeking practice opportunities when she tried to practice the dialogue of transactional and interpersonal with her friends. In affective strategies, she used encouraging yourself by rewarding yourself when she practiced the dialogue in front of the class. She did it well and got good appreciation from her teacher. In social strategies, she used cooperating with other by cooperating with peers when she

practiced the dialogue. She used asking question by asking for clarification or verification to her teacher or her friends when she got the difficulties in learning.

B. Conclusion

The primary purpose of this study is to gain an overall picture of language learning strategies in speaking employed by a student who is the best student in English. There are three aspects of speaking that had been researched; they are pronunciation, grammar, and material. Those three aspects are classified into some categories. The categories of pronunciation are stressing and intonation. For grammar, the writer researches some categories of it. They are tenses, word order, and conditional sentence. She also takes some categories of speaking material; they are transactional dialogue and interpersonal dialogue which are common used when speaking.

The findings are about what learning strategies used and how they are applied. There are two kinds of learning strategies that applied; they are direct strategies and indirect strategies. Direct strategies are language learning strategies that directly involve the target language, and indirect strategies are

language learning strategies that support and manage language learning without directly involving the target language. Direct strategies that applied are memory strategies that reflect very simple principles such as arranging things in order, making association, and reviewing, cognitive strategies that most important strategies are practicing, and compensation strategies which intended to make up for an adequate repertoire of grammar and, especially, of vocabularies. In indirect strategies that applied are metacognitive strategies which provide a way for learners to coordinate their own learning process, affective strategies that help to regulate emotions, motivations, and attitudes, and social strategies that can help all learners increase their ability to empathize by developing culture understanding and becoming aware of others' thoughts and feelings. She concludes the strategies that the subject most used to learn speaking subject in SMK Pelita Nusantara Kediri, these strategies were cognitive strategies and social strategies. Cognitive strategy that used was practicing by repeating, recognizing and using formula and patterns, and practicing naturalistically. Social strategies that used were asking questions and cooperating with others.

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