



**LEARNING STRATEGIES IN SPEAKING APPLIED BY A STUDENT OF SECOND
GRADE STUDENTS OF SMPN 8 KEDIRI IN ACADEMIC YEAR 2015 /2016**

THESIS

Presented in the Partial Fulfillment of the Requirements

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University of Nusantara PGRI Kediri



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ABSTRACT

Ana Susanti. 11.1.01.08.0017. Learning Strategies In Speaking Applied By A Student Of Second Grade Students Of Smpn 8 Kediri In Academic Year 2015 /2016. Thesis, English Departement, The faculty of Teacher Training and Education, University of Nusantara PGRI Kediri 2015.

Speaking is important to be mastered by people in the world. By having English speaking ability, people can communicate their mind orally other people in international relationship easily. Communication orally is important because can understand the gesture, mime, and the expression of the speaker and the listener in the communication. But the students have some difficulties in the process learning speaking. They have difficulty when the learner has no idea about what to say, they may lose confidence, feel not comfortable, feel afraid of making mistake, etc. So, the students should have the solving for these problems.

One the important factor that influence students speaking ability is learning strategies, so the students should have the appropriate learning strategies which helped them to learn more easily. Learning strategies are step taken by students to enhance their own learning. In this case, learning strategies is one of important thing applied by a student, so the writer give many kinds of learning strategies can be applied by a student. Therefore, in this study the writer wanted to find out whether there is any significant use learning strategies in speaking learning process.

This research is qualitative discursive, there are inductive. Research about learning strategies, there are two major classes : direct and indirect strategies which used in speaking skill. The subject research is one student at second grade. The instrument used to get data is observation, and interview questionnaire which adapted from the strategy inventory for Language Learning (SILL) Version 7.0 Version (ESL/EFL) design by Oxford (1989).

In addition, the findings of the research indicated that the student applied learning strategies in speaking learning process. The strategy that was used by a student to learn speaking subject was metacognitive strategy such as pay attention when the someone is speaking English (pay attention), its showed by a questionnaire and interview.

From the explanation, the writer concludes that learning strategies are important language learning to improve speaking ability. Learning strategies help the students to improve their ability, to solve the problem language learning and language use, contribute to the development of the language learning use, contribute to the development of the communicative competence, tools for active, and self-directed movement. Students have different problem and ability in language learning process, so the students may employ certain strategies that are relatively different from those of the other.

Key word : Learning Strategies, Speaking.

I. Introduction

Speaking becomes one of the important skills because by speaking students share their idea or meaning to another so they can understand each other. According to Cameron (2002: 40), he states that 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. From those statements above, the writer can conclude that speaking is an activity involving two or more people in whom the participants are both the listeners and the speakers having to act what they listen and make their contribution at high speed.

There are some aspects in speaking which should be mastered by the students. They are vocabularies, grammar, fluency, pronunciation, and idea. (Harmer, 2001) note down that from the communicative point

of view, speaking has many different aspects including two major categories – accuracy, involving the correct use of vocabulary, grammar and pronunciation practiced through controlled and guided activities; and, fluency, considered to be ‘the ability to keep going when speaking spontaneously’. This is, however, rather a superficial view of this skill.

Most of students just study speaking English in their class. Even there are some of them get speaking lesson in course. Some students are still shy if they want to practice their English. The students are often embarrassed if their friends laugh them when they make mistake. Moreover, they should have much vocabulary when they express their idea. So 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 indispensable by students to increase their own learning. Oxford (1990:8) defines learning strategies as “specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations”. Therefore the use of various learning strategies is influenced by their family background, experience, and character. Oxford (1990: 1)

states: 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. Appropriate language learning strategies result in proficiency and greater self-confidence. While Chamot. et. al.,(1999: 5) points out “Learning strategies are an integral part of language programs, providing students with the tools for a lifetime of learning”. Based on the theories above, the researcher concluded that learning strategy is the steps or techniques applied by foreign language learners so that they can develop and master the foreign language well.

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.

There are some kinds of learning strategies which are used by students. They are metacognitive strategies, cognitive strategies, and social affective strategies. There are some kinds of metacognitive strategies; they are planning, monitoring, evaluation, and self-management. Then, there

are some kinds of cognitive strategies that used in learning; they are repetition, resourcing, directed physical respond, translation, grouping, note-taking, deduction, recombination, imagery, auditory representation, etc. And for social affective strategies have one kind, that is cooperation.

Those learning strategies can be applied in learning process in the class. In the learning process, there are some students who are active and not active in speaking class. The teacher usually gives the task for the students to perform in front of the class to know their competence in speaking. That can be in dialogue, speech, or telling story.

Finally, to know the learning strategie of the student in speaking skill. The researcher observed the students in SMPN 8 Kediri. The researcher arrived at situation at SMPN 8 Kediri Penanggungan street, on Thursday morning, August 20, 2015. At 10.40 a.m. – 12.00 a.m in the five period in that day. The reearcher observed in VIII-A class with the teacher is Mrs.Yuni. As the reearcher observed in the backside of the class, so the reearcher can saw all of the situation in the class. When the teacher give the material to the students about describing people, the students give attention.And when the teacher ask them some questions about material, their also give a feedback. After the students understood about material, Mrs.Yuni ask them to practice the dialogue in front of the class with the own friends. Some of the students still get the difficulties

in using English for communication. It is caused 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 method may be used by the teacher in teaching English. In that school, the teacher used simple method in teaching speaking. She just gives explanation and asked her students to make simple conversation then asked them to perform their conversation in front of the class. The other factor that may influence the students speaking ability is the lack of practicing English in their daily life.

In the writer's informal observation, there is one student that has good speaking ability. She has good pronunciation, grammar, and she can deliver her idea to her friends clearly. She can mention some vocabularies with better pronunciation in front of the class than her friends in the class. She can deliver her idea in speaking with good grammatical, so her friends and her teacher can understand what her mean easily.

Even in that school, the teacher just used the simple teaching method such as asking the students to memorize vocabularies and perform the dialogue in front of the class. But she can be better than her friends in speaking. That makes the researcher interested in doing research for one student who has good speaking skill.

II. Method

1. Subject of the Research.

In this research, the subject of the research is one of the students in VIII-A of SMPN 8 Kediri who has good score in English subject. She is good in mastering some aspects of speaking. Meanwhile of learning speaking she has some learning strategies to be mastered. She name is Callista Putri.

2. Instrument of the research

The instrument use in this research is Interview. Esterbeg in Sugiyono (2012:317) stated that interview is a meeting of two persons is to exchange information and idea through question and responses. It means that the researcher used interview in her research to have a complete and valid explanation to support her observation inside the classroom. It used to collect the data accurately and support the observation. The question of interviews are about strategies that used by a student in learning English speaking subject. Strategies are used by a student is based on their learning behavior at home. The researcher analyzes it using learning strategies by Oxford.

3. The Technique of Collecting Data

The researcher made a note about the way of student's strategies in speaking. And the researcher took observation to got the constant data. The steps of collecting data:

1. Preparing all things that are needed in this research.
2. Doing observation in the class to know the application of learning strategies in speaking by taking note.

3. After conducting several observations, the data is obtained by combined the data from a student and the theories to get the accurate data and then the data are ready to be reported descriptively.

4. The Technique of Data Analysis

In this research, the data are reported descriptively because it is qualitative research where the data are not presented in numeral. The data analysis is done by describing the entire data.

1. Observation

Nasution in Sugiyono (2012:310) stated that observation is a fundamental of knowledge. The researcher got the real data by doing observation inside the classroom during teaching learning process. It used to recognize how the condition of class, what technique of strategies is used by a student in learning English speaking language subject. The researcher describes the situation of learning process

2. Interview

Esterbeg in Sugiyono (2012:317) stated that interview is a meeting of two persons is to exchange information and idea through question and responses. It means that the researcher used interview in her research to have a complete and valid explanation to support her observation inside the classroom. It used to collect the data accurately and support the observation. The question of interviews are about strategies

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III. Results and Conclusion

A. Results

In research findings it will described about the real fact stated in the field regarded with the title “Learning Strategies In Speaking Applied By A Student Of Second Grade Students Of SMPN 8 Kediri In Academic Year 2015 /2016”. Besides that, research finding bellow was based on the result of the data collection and the data analysis of the research methodology. And the data collection was collected on Thursday morning, August 20, 2015. At 10.40 a.m. – 12.00 a.m in the five period in that day. The research finding would be described as follows:

1. Learning Strategies in Pronunciation

The ability of pronunciation is very important in speaking skills. Pronunciation is the way to produce the sounds of speech, including articulation, stress, consonant, vowels, voice, intonation, and many others. When speaking English, the speakers should know how to pronounce the words or sentences. When they are wrong in pronouncing words or sentences, those may be possible the words that we said have

different meaning. This is certainly very confusing for those who hear us. Therefore it is important for us to know how to easily learn the English pronunciation.

The writer observed the subject's learning activity and interviewed her learning strategies in pronunciation in the class and when she studied at home. She classifies her learning strategies into two kinds which were direct and indirect strategies. Direct strategies were used in the class and indirect strategies were used when she studied at home. Here, the subject told about how she learned intonation and stressing in the words and sentences. She also told about the way she learned the strange words or the words that seldom to be used when speaking.

In the writer's observation in teaching learning process, the teacher asked the students to come forward one by one to deliver their memorizing vocabularies from Oxford Dictionary (Figure 2.1). There were twenty irregular vocabularies should be memorized by them, starting from the first "arise-arose-arisen" to "burn-burnt-burnt". The activity of memorizing irregular vocabularies was given by the teacher to increase the students' vocabularies and to make them practiced speaking in English easier. Before the students coming forward, the teacher gave example to pronounce the vocabularies and the subject paid attention in her teacher's practicing the pronunciation.

To get more accurate data in indirect strategies, the researcher also interviewed to

the subject. The researcher asked some questions about her learning strategies in pronunciation.

2. Learning Strategies in Grammar

Grammar is one of important things in speaking; it helps speakers to make their speaking understandable. Grammar is the structure of words that have meaning. There are many kinds of grammar that are learned in senior high school. They are tenses, direct indirect, modal, word order, gerund, clause, conditional sentence, and many others. The writer focused on the subject's learning strategies in tenses, conditional sentence, and word order. In her experiences, tenses, conditional sentence, and word order were the most common used in speaking. Tenses were used to identify when something happened, conditional sentence was used to deliver something about imagine or something unreal and word order was used to arrange the words into good sentence based on types of sentences.

In the writer's observation in the subject's class, the activity was learning "suggest and offer" and she observed her learning strategies in word order. Before the teacher gave explanation of "Suggest and Offer", she gave leading question to the students. She asked the students if they had ever given suggestion or offers something to their friends. Then the students answer was yes. The teacher asked to the subject to give example of suggestion or offers that she had

ever done. She mentioned them correctly, they were “you should study hard” and “may I help you”. And then teacher continued with explaining the material which was “suggest and offer”. After explaining the material, she asked to the students to do the exercises on the book and asked them to ask if they did not understand.

3. Learning Strategies in Material

There are many kinds of speaking material that were taught in senior high school, they are discussion, debate, speech, telling story, dialogue, drama, and many others. In this research, the writer focused on observing about the subject’s learning strategies in dialogue material. There are two kinds of dialogue which are interpersonal and transactional. Dialogue interpersonal is a simple communication that used when greeting or make a joke with others. Dialogue transactional is a process of sending and receiving information between two or more persons.

In the writer observation in the class of subject when the teacher gave material about transactional dialogue, she observed the activities in the class and learning strategies which applied by her. In the class, the teacher asked to the students to make transactional dialogue with the theme “suggest and offer”. Before the students did the task, the teacher gave them the explanation of transactional dialogue and gave them the example. The subject paid attention on her teacher explanation and she asked question when she

did not understand the material. She also made a note about her teacher explanation to help her more understand about the material. After finishing listen the explanation, she did the task with her friends, and made a discussion with her friends. Because the time was up, the students continued their task at home and collected the task in the next meeting by coming forward to practice the dialogue.

4. Conclusion

Based on the previous chapter, it can be concluded that learning strategies are important for language learning to improve their speaking ability. Learning strategies are help the students to improve their ability in speaking, to solve their problem in language learning and language use, contribute to the development of the communicative competence, tools for active, and self-directed movement. Students have different problems and ability in language learning process, so student may employ certain strategies that are relatively different from those of the others.

The writer had found the strategies that the subject most used to learn speaking subject in SMP N 8 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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