

**STRATEGIES OF LEARNING SPEAKING EMPLOYED BY AN ELEVENTH
GRADE STUDENT OF SMA NEGERI 7 KEDIRI ACADEMIC YEAR 2015/2016**



Research Article

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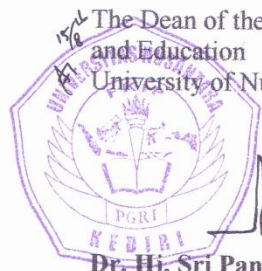
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ABSTRACT

In learning speaking there are many problems faced by the students when they have speaking subject in the classroom. The most problem faced by the student is they cannot accept the material given by the teacher as well. The other problem is commonly most of the students are difficult or wrong in the way they pronounce the words. But, not all the students have problems or difficulties in employing the important aspects of speaking; comprehension and pronunciation. The student observed by the writer in this research had good capability in understanding and pronouncing the words. Therefore, this research conducted to answer what strategies are used by the student in learning speaking. The writer conducted observation to collect the data and the writer used interview and documentation to support the data. The writer made field notes when the writer observed the student then the writer conducted the interview to strengthen the data got from observation. The strategies in learning speaking used by the student were direct and indirect strategies. The strategies that used most by the student were direct strategies, which consist of memory strategy (reviewing well), cognitive strategy (translating), compensation strategy (asking for a help). On the other hand, there were indirect strategies; metacognitive cognitive strategy (arranging and planning your learning), social strategy (cooperating with others). All the strategies are employed by the student were good strategies in order to improve her ability in speaking. The result of this research can be reference to the other writer. The writer also hopes to the other writer that they can conduct the research which focuses on the strategies employed by the student in learning speaking.

Key words: Learning Strategies, Speaking



I. Introduction

In learning English learners have to master four skills; listening, speaking, reading, and writing. The most important skill that is needed to communicate with others is speaking. Having good English speaking is very essential especially for the students, because it becomes the bridge for them to know the world. Speaking is the basic to make communication skill better; it can be implemented well by doing the process of delivering and accepting the information. To master four skills in English, the students should have a good capability in communication skill. There are two kinds of communication which are written and oral, but the most important skill in communication is speaking. Speaking is one of the four language skills (listening, speaking, reading and writing). People who know a language are referred to as “speakers” of that language. Furthermore, in almost any setting, speaking is the most frequently used language skill. Speaking is how to express idea or information through orally.

Speaking is an activity that used to express the people thought with its emotion in order to create an active interaction among them. Thus, speaking is the productive oral skill Nunan (2003:48).

Brown (2001:406) says speaking

has live components namely: grammar, vocabulary, comprehension, fluency, and pronunciation. Those aspects should be mastered by the students with using learning strategies in order to improve their speaking ability better and clearly. The most issue in English language teaching and learning is learning strategies. There are many scholars who pay attention to observe that issue in the last few decades. Learning strategies are important to use by the students in speaking especially in the classroom interaction. Learning strategies also conducted by some steps to employ that. Oxford (1990:1), “Learning strategies are steps 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.” Seeking out conversation partners, asking for correction, and practicing out loud are some examples of learning strategies used by learners to develop speaking skills.

Oxford (1990:17) in her book mentions that there are two kinds of learning strategies; direct strategies which are memory strategies, cognitive strategies, compensation strategies, and indirect strategies which are metacognitive strategies, affective strategies, and social strategies. Based on the strategies above,



the strategies that should used by the students are direct strategies; memory strategies and cognitive strategies. Those kinds of strategies are helpful for the students.

There are many problems faced by the students when they have speaking subject in the classroom. But, the most problem faced by the studentis they cannot accept the material given by the teacher as well. They may forget the new words or information in the topics given when the teacher asks the students to answer the questions of the material in the same time. The other problem is commonly the strudents get difficulties in the way they create their ideas into conversation when the teacher asks them to have conversation with their partner. Most of them are afraid if they make mistakes about grammatical structure on each sentence. And the last problem is most of the students are difficult or wrong in the way they pronounce the words. They have wrong pronunciation especially when they pronounce the words that heard new for them.

On the other hand, in this research, the writer choose the student who has good ability in speaking. She can remember all material given by the teacher, thus when the teacher asks her to answer the questions given in the tasks, she can

answer in a good way of remembering. She pays attention to the teacher very well. In addition, when she has to make a conversation with her partner based on the instruction given by the teacher, she can create her ideas into sentences and can improve it when she practices that conversation in front of the class. Futhermore, she has good capability in the way she pronounces the words whether it is new word or not, and she can speak fluently. Therefore, the writer conducted the research about what strategies are used by the student in learning speaking.

II. Research Methods

In this research, the writer used qualitative approach. Creswell (1998:15) in Khan (2014:225) journal states that qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The researcher builds a complex, holistic picture, analyzes words, reports detailed views of informants, and conducts the study in a natural setting. It means qualitative approach makes writer focus to observe the phenomena that happen in real situation. The writer observed the behavior of the subject chosen in a natural setting without giving any treatment and how the subject used the learning strategies in

teaching-learning process when she got speaking subject.

There are some methods in qualitative research. One of the methods is case study. Creswell (2003:15) states that case study is kind of research which the writer explores in depth program, an event, an activity, a process, or one or more individuals. It can be said that case study can be used to observe the phenomena of social life.

The case in this research is the learning strategies in learning speaking that employed by an Eleventh grade student in SMA Negeri 7 Kediri. She has good ability in speaking. She spoke fluently and has good pronunciation in the way the student pronounces the words. Thus, it caused that student more special than the other students. Thus, the writer decided to do the observation to that student in order to complete the data of the writer's research.

Ary (2010:430) states that the most common data collection methods used in qualitative research are (1) observation, (2) interviewing, and (3) document or artifact analysis. In this research, the writer collected the data by using all the three techniques mentioned above.

In this research the writer tried to get what the learning strategies were employed by the student in the classroom

when the student created her Hortatory Exposition text, how she remembered the words given by the teacher, then she reviewed back on it, chose the topic, found the meaning words when she got difficulties in the middle process of creating her text, she asked her friend for a help when she presented her text, then she got advices from her friend. In this stage of the procedure of collecting the data, the writer made field note until the data needed in observation completed. Hortatory Exposition text, which started from choosing the topic until the whole text was ready to present in from of the class. The writer did the interview with the student to gain the information that was not got from observation. How the student learnt English outside the class and tried to appreciate herself when she shared to others about the ideas made. The data collected was in the form of papers made by the student, which was Hortatory Exposition text. It was including the student' notes in creating her Hortatory Exposition text, which started from choosing the topic until the whole text was ready to present in from of the class.

Miles and Huberman (1994:10): "The data analysis include; data conclusion, data reduction, data display, drawing and verifying conclusion." The writer got a lot of data from observation.

Then she has to select the important data. The purpose is to reduce the data without significant loss of information, means not to strip the data from their context. The writer organized, compresses and assembles the data because qualitative data is typically voluminous, bulky and dispersed. This step helped the writer to make the data become valid. Before the writer wrote the conclusion, the writer checked the data, if the data is not complete; she tried to find the data. But, if the data is complete, the writer made conclusion based on the finding of data analysis. The conclusion in qualitative research is expecting a new finding that has not previously existed.

III. Research Findings, Discussion and Conclusion

Research Findings and Discussion

1. The Learning Strategies in Learning Speaking

Based on the data collected by the writer, the student had good ability in speaking. It can be seen by comprehension and pronunciation aspects of speaking employed by the student. The student's comprehension was how the student understands well about the material given by the teacher; the way she saved the words used in Hortatory Exposition text

and the way she wrote her own text sentence by sentence grammatically and contextually. In addition, the student's pronunciation showed the way she delivered the ideas orally based on the text made by her. Furthermore, she paid attention to her voice carefully during she told the ideas in front of the class, in order to avoid the mistakes in the process of pronouncing the words. There were some strategies employed by the student that caused her had good comprehension and pronunciation in speaking. There were two aspects of speaking observed by the writer. They were as follows:

a. Comprehension

Comprehension aspect of speaking is an aspect where the student has good ability in understanding the material or words given by the teacher. It was also the way how the student could create her own sentences based on the text asked by the teacher and the topic chosen by the student. In this research, the student showed that she used some strategies to increase her comprehension in learning speaking in. They were as follows:

1) Memory strategy

She reviewed to what has already been learned at the same time that she was learning the new information. When the teacher gave the material as a brainstorming to the students, she gave it

into questions form. At the same time, the student who observed by the writer, paid attention to the questions give by the teacher orally based on the picture displayed on the screen in front of the class. The student was also good in the way she thought the words got by her before, and used it in appropriate case and appropriate sentences. After the teacher gave the brainstorming, she gave the words that might use in Hortatory Exposition text. They were as follows: advantage, realize, important, preserve, etc. Then the teacher asked all the students to follow after the teacher. The student who observed by the writer was also followed the teacher's saying. She reviewed all the words given by the teacher, until she could pronounce it as well with the correct pronunciation.

After the teacher gave the brainstorming and the words that might used in the Hortatory Exposition Text, she asked the students to create their own text. She asked the student to look at their own LKS as guidance for them in the way they created their Hortatory Exposition text. When the teacher asked that to the students, the student that observed by the writer directly opened the book and read the text in the LKS. The student started to create her own Hortatory Exposition text in her memo on her smart phone; it meant

that if the student made a mistake in the way she wrote the text, she pressed the symbol "x" in her keyboard of her smart phone until the text was ready to present in front of the class. She chose a topic that discussed in her text and she decided to choose "The Important of Cycling". After she decided the topic, she started to make sentence by sentence with paying attention to grammar and coherence of each sentence.

2) Cognitive strategy

When the student created her Hortatory Exposition; she found the difficulties about the meaning of the words that will be used by her. After she created and got two paragraphs, exactly in the environmental influence, she got the difficulties in the way she used the words. She wanted to use the word "*ramah lingkungan*", then, she tried to found the meaning of that word by using her smart-phone, but it did not take too much time, she could find that the difficult words had a meaning "eco-friendly" in English. After she translated those difficult words for her, she continued her own Hortatory Text. She continued to the next paragraph which was about environmental and law enforcement side. But, sometimes she made mistake in the way she wrote the sentences grammatically, and then she tried to

correct it with delete the sentences and replaced with the new sentences structure that was correct for her. It can be seen in the ninth line of the third advantages side, at first she wrote “we don’t has” and then she deleted the wrong grammar directly and replaced it with “we don’t have”.

After she corrected when she got wrong grammar, she continued her text to the next advantage side, which was about social side. In that paragraph the student had no difficulties and she continued to write the conclusion of her own Hortatory Exposition text. She wrote it with the sentences that could persuade the listeners when she delivered it in front of the class.

b. Pronunciation

Pronunciation aspect was an aspect where the student pronounced the words correctly. Furthermore, pronunciation includes the way the student speaks fluently when she delivers her ideas mentioned in her own text. She was also paid attention to her voice when she pronounced some words that were important or the point of the topic chosen with using some gestures or mimes in order to measure the listeners about the case discussed in her Hortatory Exposition text. In this research, the student showed that she used the strategy to increase her comprehension in learning speaking in. As follows:

3) Compensation strategy

After the student finished her own Hortatory Exposition text, she prepared to present her text in front of the class, because she got the first turn in spoken skill of the material. When she prepared her presentation as well, she tried to give the best presentation in front of the class with using correct pronunciation of all the words mentioned in her own text. But, the student has given such time from the teacher to prepare more before she presents it in front of the class. She used that time as well with doing some strategies.

The student showed that she asked for a help to her friend sit next to her. She asked her friend to listen her little presentation in their place and asked her friend to correct if she made mistakes during she talked. She did it for 5 minutes and she looked serious in remembering and understanding her text with sometimes she used mime to express or to indicate the meaning of words she delivered. The words “fresh, global warming, and let’s be better” she used gestures of those words in order to persuade the reader that cycling gave the people a lot of advantages and it can be seen from several sides. She tried to deliver her ideas inside of the text without looking at the paper. She got correction from her friend when she expressed the words “the important of cycling”. Her

expression wasn't good enough to express what was important in the topic and wasn't persuasive to told to the readers. Then she tried again to correct her expression while sometimes looked at the paper to measure that her expression and her words were same or match.

4) Metacognitive strategy

The student did not used direct strategies in the way she increased capability in pronounce the words correctly. She was also used indirect strategies which was the strategies that used outside the classroom, before she got speaking subject in the classroom. The student had a chance to study together with her friend about the words that might be used in Hortatory Exposition text. She predicted that the words might be used were: important, opinion, advantages, harmful, etc.

5) Social strategy

She was a member of English Club, which was it has schedule a day a week. By following that English Club, she could improve her ability in speaking especially in pronouncing the words of information delivered by her. The words that pronounced by the students were: establish, utterance, significant, proficient, etc. She tried to speak as same as the native speaker. She was often watched the

movie, listened the audio of the native speaker, and practiced it as well to her friends.

The data showed that the student used direct Strategies and indirect strategies. Furthermore the data showed that the student created a successful activity in speaking. Ur (1996:120) mentioned four characteristics of a successfully speaking activity, which two of them were: Motivation is high. Learners are eager to speak: because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective. The next characteristic was Learners talk a lot. As much as possible of the period of time allotted to the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.

The student showed that she learnt naturally, which she tried to understand in the way she delivered and received the messages orally. She can put the words she needed contextually with used analysis of the words so that it can be the sentences then delivered it to others. Oxford (1990:37) mentioned that Cognitive strategies enable the learner to manipulate the language material in direct ways, e.g., through reasoning, analysis, note-taking, summarizing, synthesizing, outlining,



reorganizing information to develop stronger schemas (knowledge structures), practicing in naturalistic settings, and practicing structures and sounds formally.

The student has good ability in remembering words to achieve fluency. When she got the words that heard new for her, she could classify it into context, in order to make the process the learning easier. She was also good in elaborating a word to the next, so that the sentence heard coherence.

As Oxford (1990:37) mentioned in her book, Memory-related strategies help learners' link one L2 item or concept with another but do not necessarily involve deep understanding. Various memory-related strategies enable learners to learn and retrieve information in an orderly string, while other techniques create learning and retrieval via sounds, images, a combination of sounds and images, body movement, mechanical means, or location. On the other side, the student was also has limitation in knowledge in English that caused by the limitation vocabulary she has.

To overcome that limitation, the student tried to getting help from her friend and asked her friend if she made mistakes in speaking, especially about the pronunciation of the words used in her text. She did it in order to had correct

pronunciation so that she could spoke fluently in front of the class. The student was also paid attention in the way she chose the topic to deliver to others. She did it in order to keep the speaking runs well. Compensatory strategies (e.g., guessing from the context in listening and reading; using synonyms and "talking around" the missing word to aid speaking and writing; and strictly for speaking, using gestures or pause words) help the learner make up for missing knowledge.

Conclusion

Based on the data findings, the writer drew the conclusion. It can be conclude that the strategies in learning speaking were used by the student were Direct and Indirect Strategies. To have good ability in the important aspects of speaking; Comprehension and Pronunciation, the student learnt speaking well with using strategies. In comprehension aspect, she used her memory and reviewed well to what has already been learnt at the same time that she was learning the new information. She was good in the way she solved the difficulties about the words that used by her; she did not know the meaning of the words in English; she tried to find the meaning by using her smart phone. In pronunciation aspect, she asked for a help

to her friend about the mistakes that probably done by the student. Furthermore, she was good in arranging and planning her learning speaking; the student had a chance to study together with her friend about the material or words that might be used in Hortatory Exposition text. She cooperated with her friends by having a schedule of English Club that conducted in a day a week; she learnt how to pronounce the words as well.

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