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A STUDY ON THE STUDENTS' LEARNING STRATEGIES IN SPEAKING USED BY FOURTH GRADE STUDENTS OF ENGLISH DEPARTMENT AT UNIVERSITY OF NUSANTARA PGRI KEDIRI IN THE ACADEMIC YEAR 2015/2016

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2017

SURAT PERNYATAAN

ARTIKEL SKRIPSI TAHUN 2017

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Fakultas – Program Studi : FKIP – Pendidikan Bahasa Inggris

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ABSTRACT

Speaking is one of important skills that must be learnt in order to communicate with other people orally. To be successful in learning speaking, the students need to apply learning strategies in their learning process to help them in understanding information and solving problems. This research is aimed to describe the learning strategies used in speaking, to find out the frequent learning strategies that mostly used in speaking, and to describe the reasons of choosing those frequent learning strategies used by high, medium and low achievers in speaking at fourth grade students of English Department at University of Nusantara PGRI Kediri in the academic year 2015/2016. This research used qualitative approach using methods of case study. The instruments used to collect the data were questionnaire, documentation and interview. The result of this research found that the high, medium and low achievers used six types of strategies in different frequency. The high achiever used metacognitive more than the other strategies because she payed more attention in how the way she learnt about speaking. Then, medium achiever used both cognitive and metacognitive because she focused not only in organizing, planning and evaluating her learning process but she also tried to understand and produce the English components such as vocabulary. Meanwhile, low achiever used cognitive and compensation because she focused more in understanding, producing and her missing knowledge especially in vocabulary aspect. Based on those results, the researcher suggests to the high, medium and low achievers to apply all of the learning strategies maximally to handle their difficulties while learning speaking.

KEYWORDS : *Learning Strategies, Speaking, Learning Strategies in Speaking.*

I.   INTRODUCTION

Speaking is one way to communicate which ideas and thought a message orally. According to Holtgraves in Rickheit and Strohner (2008: 207), speaking is speech or utterances with the purpose of having intention to be recognized by speaker and the receiver processes the statements in order to recognize their intentions. It means that speaking is the way of speaker and listener send messages orally and they understand and reply each other.

However, learning speaking is not easy. Because in Indonesia, English is not first language but learnt as foreign

language. It is only learnt at school and they do not use that language in the society. It commonly happens that people or students who are learning English as foreign language, although they are in the same environment or class, the results are different. Some of them are success but the others are not. They who are successful in learning English especially speaking are considered as good language learners.

There are some criterias of good language learner according to Keatley and Kennedy (2006) in Al Azmi (2012: 124). First, able to identify the best strategies for a specifics task. Second, flexible in their approach and adopt a different strategy. Third, have confidence in their learning ability. Finally, good learners expect to succeed, fulfill their expectation, and more motivated.

Based on the explanation above, one of the important keys in language learning is learning strategies. According to Oxford (1990: 1), "Learning strategies are steps taken by students to enhance their own learning". In addition, O'Malley and Chamot (1990: 1) argue that learning strategies are special thoughts or behaviors that individuals use to help them comprehend, learn or retain new information. Thus, it can be concluded that learning strategies are kinds of strategies, steps, ways or plans used by learners to

help them in understanding and using new information in order to enhance their own learning and to deal with their situations to face new input and tasks given by their teachers.

There are some types of learning strategies that can be used by learners to make the learning process runs well. According to Oxford (1990: 14-15), she divides learning strategies into two major classes: direct strategies and indirect strategies. These two classes are subdivided into a total of the six groups (memory, cognitive, and compensation under the direct class; metacognitive, affective, and social under the indirect class). The direct class is composed of memory strategies for remembering and retrieving new information, cognitive strategies for understanding and producing the language, and compensation strategies for using language despite knowledge gaps. This indirect class is made up of metacognitve strategies for coordinating the learning process, affective strategies for regulating emotions, and social strategies for learning with others.

Since learning strategies have significant contribution in speaking skill and take important role in language learning, it leads to the research about what learning strategies that English department students of University of Nusantara PGRI

Kediri used. Then, the researcher chooses three students who have different achievements in speaking subject such as high, medium and low. From the problem, the researcher wants to conduct the research entitled **"A Study on the Students' Learning Strategies in Speaking Used by Fourth Grade Students of English Department at University of Nusantara PGRI Kediri in the Academic Year 2015/2016".**

II.   RESEARCH METHOD

This research used qualitative research design of case study. Qualitative research focuses on understanding social phenomena and providing rich verbal descriptions of settings, situations, and participants (Ary et.al, 2010: 39). In this case, the researcher decided to use qualitative approach because it focused on a social phenomena, that was learning strategies in speaking used by fourth grade students of English department at University of Nusantara PGRI kediri.

To get the data, researcher used questionnaire, documentation and interview. According to Singh (2006: 191), "A questionnaire is a form which is prepared and distributed for the purpose of securing responses. Generally these questions are factual and designed for securing information about certain

conditions or practices, of which recipient is presumed to have knowledge". By using this instrument, the researcher could get the data about the types of learning strategies used and the frequent learning strategies that mostly used by them. Then, the researcher used a written documentation. It was students' journal. From the journal, the researcher could know how they apply the learning strategies in speaking. In addition, the researcher also used interview because she wanted to know the things of respondents deeper.

After the researcher got the data, she analyzes the data which have been collected. The data from questionnaire, the researcher used closed ended questionnaire that consists of 24 items and each item consists of five options, they are: "5" means "always", "4" means "often", "3" means "sometimes", "2" means "seldom" and "1" means "never". The most frequent strategies can be found as follow:

$$\frac{n}{N} \times 100\%$$

Where :

n = The total score got in each strategy

N= The total maximum score in each strategy

After that, the researcher used three steps to analyze the data from students' journal and interview. According to Miles and Huberman (1994: 10), activities of

analyzing data divided into three steps: data reduction, data display and conclusion drawing/verification.

1. Data Reduction

In this step, the researcher separated and took the only important things from the result of collecting data.

2. Data Display

In this step, the researcher made brief description from the data that had been reduced. In the result of students' journal, she focused more on how the students used the learning strategies in speaking and what are the most frequent strategies used. While the result of interview, she focused on why those most frequent strategies used by them.

3. Conclusion Drawing/Verification

In this step, the researcher concluded the data that has been gained. She described the finding from students' journal and interview which were not clear yet in previous step.

III.   RESULT AND DISCUSSION
A.   Results

In collecting the data, the researcher did not only use questionnaire but also used the students' journal in order to know the types of learning strategies used by the high, medium and low achievers. In addition, interview was also used to strenghthen the data.

1. **Types of Learning Strategies**

The result of questionnaire showed that the high, medium and low achievers used six types of learning strategies from both of direct and indirect strategies. Direct strategies consist of memory, cognitive and compensation strategies and indirect strategies consist of metacognitive, affective and social strategies.

a.   High Achiever

1)   Memory Strategies

In interview, she said, *"Biasanya kalau mengingat kata baru dengan cara mengulang-ulanginya, misalnya contoh kata "innocent", saya menyebut kata innocent berulang kali dan membuat kalimat dengan kata "innocent"."* (Usually I memorized new vocabularies by mentioning it several times. For example the word "innocent", I mentioned "innocent" for many times then I created sentences with the word of "innocent"). It means that she used memory strategies by memorizing and repeating new vocabularies many times.

2)   Cognitive Strategies

In interview, she said, "*Sering mencatat kosakata yang baru didapat dan menerapkannya ke dalam konteks kalimat".*(I often took notes the new vocabuaries that I have got, then I used and applied it to the sentences context). It means that she used cognitive strategies by

practicing with sounds and writing systems.

3) Compensation Strategies

Her answer from interview showed that she used compensation strategies in speaking by using mime or gesture. She said, "*Saat bingung mengucapkan kata-kata, saya menggunakan gesture, kalo nggak ya browsing gambar dulu.*" (When I could not say some words I used gesture or browsing a picure about something)

4) Metacognitive Strategies

In her students' journal, she wrote, "*I watched a movie today. Since my hobby is watching movie. I watched 'Lucy', an English movie. I learned many things. I talked to my friends who already watched it. We conclude that movie.*" It means that she used metacognitive strategies by seeking practice opportunities in using English.

5) Affective Strategies

In her students' journal, it showed that she used affective strategies by discussing her feelings or problems with someone else. She wrote, "*In the weekend, all my close friends are gathered in my boarding house. We talked about all the problems we had in a past few days. Sometimes we talked about my next doormate. She was not in an English major, so when we talked about her, we always speak English*".

6) Social Strategies

In interview, she said, "*Saya sering curhat/sharing dengan teman-teman bule dengan full menggunakan bahasa inggris, saat bingung mengucapkan kata-kata, saya menggunakan gesture, kalo nggak ya browsing gambar dulu, misalnya "jeruk bali", trus ditunjukin ke mereka dan mereka menerjemahkan jeruk bali ke dalam bahasa inggris.*" (I often sharing with my foreigner friends by using English, when I could not say some words I used gesture or browsing a picure about something. For example: picture about "jeruk bali" then I showed it to them and they mentioned it to English). It means that she used social strategies by asking for correction and clarification from native speakers.

b. Medium Achiever

1) Memory Strategies

Her answer on interview showed that she used memory strategies in speaking especially in vocabulary and pronunciation aspects. She said, "*Saat saya mendapatkan kosakata baru, saya coba untuk mencatat dan membuka kamus tentang bagaimana cara pronunciationnya kemudian menyebutnya berkali-kali*". (when I got new vocabularies, I noted it and opened dictionary about how to pronounce, then, I mentioned it many times). It can be said that she used memory strategies by

mentioning new vocabularies with the correct pronunciation many times.

2) Cognitive Strategies

Her answer on interview showed that she used cognitive strategies by taking note the new vocabularies and finding the correct pronunciation from dictionary. She said, "*Saat saya mendapatkan kosakata baru, saya coba untuk mencatat dan membuka kamus tentang bagaimana cara pronounciationnya kemudian menyebutnya berkali-kali*". (when I got new vocabularies, I noted it and opened dictionary about how to pronounce, then, I mentioned it many times).

3) Compensation Strategies

In interview, she said, "*Ketika saya sedang ngobrol dengan teman menggunakan bahasa inggris dan kesulitan mengucapkan kata-kata, tangan saya otomatis bergerak memeragakan sesuatu*". (when I was talking with my friend using English, and cannot to say words, my hands gave the instruction otomatically). It can be said that she used compensation strategies by using mime or gesture.

4) Metacognitive Strategies

In her students' journal, it showed that she used metacognitive strategies in speaking by paying attention and seeking practice opportunities in using English. She wrote, "*June 9, 2016. At 09.30, I went to the campus. There is Discourse Analysis subject. In class, I listened my friends' presentation. After the presentation has done, I asked a question related with the material in English*".

5) Affective Strategies

In her students' journal, it showed that she used affective strategies in speaking by listening music to help her in learning English especially in pronunciation and vocabulary aspects. She wrote, "*During two months, I try to study with listening music (western songs). I learn alot about pronunciation and new vocabs through songs.*"

6) Social Strategies

In her students' journal, it showed that she used social strategies in speaking though she was not used it in everyday. She wrote, "*Sometimes when I speak with my friend, I use English*". It can be said that she used social strategies by cooperating with others.

c. Low Achiever

1) Memory Strategies

Her answer on interview showed that she used memory strategies in speaking especially in vocabulary aspect. She said "*Kalo dapet kosakata baru latihan ngucapinnya berulang-ulang sampe hafal dan cari tahu artinya*". (when I got new vocabularies, I practiced alot until I remembered then I tried to find the

meaning). It can be said that she used memory strategies by memorizing new vocabularies.

2) Cognitive Strategies

Her answer on interview showed that she used cognitive strategies in speaking especially in vocabulary aspect by practicing and finding the meaning of new words. She said, *"Kalo dapet kosakata baru latihan ngucapinnya berulang-ulang sampe hafal dan cari tahu artinya".* (when I got new vocabularies, I practiced alot until I remembered then I tried to find the meaning)

3) Compensation Strategies

In her students' journal, she wrote, *"Aku maju presentasi discourse dan aku mencampur bahasa indo & inggris waktu presentasi dan kadang keceplosan pake bahasa jawa".* (I did presentation in discourse subject, I used bilingual between Indonesian and English even sometimes I spoke Javanese spontaneously). It means that she used compensation strategies by switching to the mother tongue when she did not know how to say something in English.

4) Metacognitive Strategies

In her students' journal, it showed that she used metacognitive strategies in speaking by delaying speech when she was presenting material in English. She wrote, *"Ketika presentasi aku juga sering blank* atau kadang banyak ngomong 'emm..'. sambil mikir dan ingat-ingat tentang materi."* (When I did presentation, I often got blank and sometimes I said 'emm..' too much while I was thinking about material).

5) Affective Strategies

In interview, she said, *"Kadang suka menyemangati diri sendiri, ketika lagi nerveous banget mau maju presentasi pake bahasa inggris".* (Sometimes, I made positive statement when I was nerveous before presenting material using English). It can be said that she used affective strategies by making positive statement when she was nerveous in presenting material using English.

6) Social Strategies

Her answer from interview showed that she used social strategies in speaking by asking correction and clarification from others. She *said "Minta bantuan temen untuk ngoreksi grammar atau sekedar tanya-tanya arti kata kedalam bahasa indonesia ataupun bahasa Inggris".* (I asked my friends to help me in correcting my grammar or just asked about the meaning of words in Indonesian or English).

2. The Most Frequent Strategies

a. High Achiever

The highest average of learning strategies used by high achiever is metacognitive strategies with a value of

95%. The second with same percentage 85% are affective and social strategies. The third one is compensation strategies with a value of 80%. The next is cognitive strategies with a value of 70%. The last is memory strategies with a value of 65%.

b.   Medium Achiever

Cognitive and metacognitive are become the highest average used by medium achiever with a value of 75%. The next with same percentage 70% are compensation and affective strategies. The third one is social strategies with a value of 55%. The last is memory strategies with a value of 40%.

c.   Low Achiever

The highest average are cognitive and compensation which have same percentage 65%. The second are metacognitive and social strategies with same values of 60%. The third one is affective which has a percentage of 50%. The last is memory strategies with a value of 45%.

3.   Reason of Using the Most Frequent Strategies

The high, medium and low achievers have same interest in learning English especially speaking, but the motivation in each person is different. The low achiever has less motivation than the high and medium achievers in learning speaking. It can be seen from the result of her

questionnaire that she often answered "seldom" or "sometimes" in each statement. In learning speaking, they also have some problems that were often faced. That were vocabulary, pronunciation, grammar and did not have confidence because fear of making mistakes.

B.   Discussion

Based on the result of the data, the high, medium and low achievers used six types of learning strategies from both of direct and indirect strategies. Direct strategies consisted of memory, cognitive and compensation strategies. Then, indirect strategies consisted of metacognitive, affective and social strategies.

In addition, the high, medium and low achievers in speaking have differences in the most frequent strategies used. The high achiever used metacognitive strategies as the most frequent strategies. Then, the medium achiever used both cognitive and metacognitive strategies. However, the low achiever used cognitive and compensation strategies as her most frequent strategies.

Furthermore, the reasons of their frequent strategies used are various depend on their problems, interest and motivation.

IV.   Conclusion

The researcher concluded that the high, medium and low achiever used six

types of learning strategies. They were: memory, cognitive, compensation, metacognitive, affective and social strategies. Thus, it can be concluded that these six strategies had contribution in learning speaking. The frequent strategies used among them also different. The high achiever used metacognitive strategies more than the other strategies with a value of 95%. The medium achiever used both cognitive and metacognitive strategies with a value 75%. However, the low achiever used cognitive and compensation strategies which had same percentages 65%.

Moreover,the high, medium and low achievers had various reasons in choosing their frequent learning strategies used. The high achiever used metacognitive strategies more than the other strategies because she payed more attention in how the way she learnt about speaking. Then, the medium achiever used both cognitive and metacognitive strategies because she focused not only in organizing, planning and evaluating her learning process but she also tried to understand and produce the English components. Moreover, the low achiever used cognitive and compensation strategies because she focused more in understanding, producing and her missing knowledge about vocabulary, grammar and pronunciation.

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