
JOURNAL

**AN ANALYSIS OF STUDENTS' LEARNING STRATEGIES IN
ENGLISH SPEAKING OF SECOND GRADE AT MTsN 1 KEDIRI
ACADEMIC YEAR 2016/2017**



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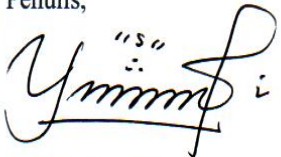
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**AN ANALYSIS OF STUDENTS' LEARNING STRATEGIES IN ENGLISH
SPEAKING OF SECOND GRADE AT MTsN 1 KEDIRI
ACADEMIC YEAR 2016/2017**

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ABSTRACT

Speaking is the most important skill that is needed to communicate with others. Because by speaking, students can share their idea or meaning to another so they can understand each other. In learning English speaking, people need a language learning strategy to make the learning running well. In reality, the students do not realize what learning strategies are suitable to mastery speaking and also most of them do not apply their strategies in the right way in speaking. The students still ignore about their language learning strategies for speaking. It make them face many problem in learning English. The aims of the study to find the typical language learning strategies and the way how students applied these strategies. The researcher used qualitative approach. This research is descriptive research. The subject of this research are two students who have high score in VIII B superclass at MTsN 1 Kediri. The instruments to collect the data were interview, observation and documentation. Then, to analyze the data the researcher used data reduction to reducing by making summary data, data display by making explanation, conclusion could answer the research question. The result of the research showed that from six types of learning strategies based on Oxford theory, the students who have high score in English speaking used all types of learning strategies. Although, the types of learning strategies that are used by high score students 1 and 2 were same types and there were also some different types of learning strategies that they used. The types of language learning strategies that mostly used by the student 1 and 2 are indirect strategies (Metacognitive strategy, affective strategy and social strategy). Then, students 1 and 2 applied these strategies in different ways. The students who have high score applied these strategies appropriate based on sub indicators but they used different sub indicators of each strategy to increase their English speaking. From the finding above, this research will give valuable contribution for the English teacher to find teaching strategies that are suitable with the students' learning strategies. The researcher hopes this research is thus important to be conducted in order to inform teachers and learners to enhance better learning qualities.

KEY WORDS : Learning Strategy, Speaking

I. INTRODUCTION

In learning English, people need a language learning strategy in order to

master it well. Everyone has a different language learning strategy to acquire the four language skills, namely: listening,

speaking, reading and writing. Each skill might be studied with different strategy. Knowing the types of language learning strategies that most appropriate to use will give the students easy to learning and to avoid the difficulties. Oxford & Ehrman (1998: 8) in Brown (2007: 119) defined second language learning strategies as “specific actions, behaviors, steps, or technique used by students to enhance their own learning.” To go deeper, Rigney (1978), and Rubin (1987) in Lee (2010: 136), define language learning strategies as behaviours, steps, or techniques that language learners apply to facilitate language learning.

From the statement above it can be concluded that learning strategies are method, behaviour, techniques, steps, and good tools for students to solve the problem that face during the process of learning, so students can easy, enjoyable and effective in learning. Beside that by apply learning strategy, it also help the students to make their own learning successful.

If the students want to be mastery in English speaking, they should know what learning strategies are suitable because by the language learning strategies should be evaluated, monitored and managed in their own learning in order to enhance their speaking. It means that good

language learners are not only apply the strategies in learning, but also they need to do evaluation, monitor, and manage the strategies they are applying.

There are some kinds of learning strategies which are used by students. Oxford (1990: 16) states that learning strategies are divided into two groups; they are direct strategies and indirect strategies. In direct strategies, it consists of three groups; they are memory, cognitive and compensation strategies. Meanwhile, in indirect strategies, it consists of three groups; they are metacognitive, affective and social strategies.

To achieve the target of learning, students should have learning strategies in English speaking activity because it is important for students to reach aspect in speaking in order to make good speaking and to gets maximum score in speaking.

According Nunan (1991: 39) among the four key language skills, speaking is deemed to be the most important skill that must be mastered well in learning a new language. The most important skill that is needed to communicate with others is speaking. Because by speaking students can share their idea or meaning to another so they can understand each other. Having good English speaking is very essential especially for the students, because it

becomes the bridge for them between in the classroom and to the world outside.

Related to successful and unsuccessful students in speaking, the students should be aware of language learning strategies. In reality in the field, the students do not realize what learning strategies are suitable to mastery speaking and also most of them do not apply their strategies in the right way in speaking. The students still ignore about their language learning strategies for speaking. It should be considered by the students if they want to enhance their speaking; they have to have the language learning strategies for speaking. Without those strategies, they will have difficulties in enhance their speaking.

There are many problem in speaking because most of students were not active to speak in the classroom. Most of students just study speaking English in their class. Even 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.

Learning strategies were important for the students to help them easy, enjoyable and help them to solve the problems in English speaking. In the second grade students there were students who get high score in English subject. So the researcher want to research in order to know learning strategies used by students in English speaking. This research is thus important to be conducted in order to inform teachers and learners to enhance better learning qualities.

II. RESEARCH METHOD

The researcher used qualitative approach. This research is descriptive research. The subject of this research are two students who have high score in VIII B superclass at MTsN 1 Kediri.

The research instruments used in the study were interview, observation and documentation. The researcher used interview to know the deeper the learning strategies used by students who have high score and the way how the students applied these strategies.

Observation was done in natural setting to observed the learning strategy that used by students who have high score and how they applied these strategies that

happen in the class during teaching learning process.

Documents like the score of the student to know the students who got high score in English subject. Then, the researcher used students' photographs which take during teaching learning process, is to support the researcher when doing the research in the classroom while the teacher is teaching speaking.

After the data from observation, interview, and documentation were collected. Then, to analyze the data the researcher used data reduction to reducing by making summary data, data display by making explanation, conclusion could answer the research question. Then the writer used triangulation technique to checking the finding validity of the research to get the valid data.

III. FINDING AND DISCUSSION

The research finding is divided into two part. The first part is the learning strategies in English speaking used by the students who have high score. The second part is description about how the students who have high score applied each types of learning strategies in English speaking. **Learning strategies are used in English speaking by high score students of MTsN 1 Kediri academic year 2016/2017.**

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a. Learning strategy of high score student 1

Firstly is cognitive strategy, it was found that the students 1 used this strategy through use English word in a sentence and physically acts out new English word. Second is cognitive strategy, it was found that the students 1 used this strategy through say or write English words several times, try to talk like English native speakers and practice the sounds in English.

Third is compensation strategy, It was found that the student 1 used this strategy through use gestures, try to guess what the other person will say next in English, and try to find many ways use english.

Fourth, in metacognitive It was found that the student 1 used this strategy through pay attention when someone is speaking English, look for people who can talk to in English, has clear goal for improving English skill and think progress in learning English.

Fifth is affective strategy, It was found that the student 1 used this strategy through relax of using English, encourage self to speak English, talk to someone else how feel when learning English.

The last is social strategy, It was found that the student 1 used this strategy through asks the other person, asks English

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speakers to correct, asks for help from English speaker, and asks question in English.

b. Learning strategy of high score student 2

Firstly is cognitive strategy, it was found that the students 2 used this strategy through use English word in a sentence, physically acts out new English word, and review English lesson often.

Secondly, in cognitive strategy the student 2 used this strategy through say or write English words several times and use the English words in different ways.

Thirdly, in compensation strategy the student 2 used this strategy through use gestures and make up new word if he doesn't know the right one in English.

Fourth, in metacognitive strategy it was found that the student 2 used this strategy through pay attention when someone is speaking English, has clear goal for improving English skill and think progress in learning English.

Fifth, in affective strategy it was found that the student 2 used this strategy through of using English, encourage self to speak English and give self a reward.

The last is social strategy, It was found that the student 1 used this strategy through asks the other person and asks from help for English speakers.

Based on findings above, the researcher found that in learning English speaking, the students 1 and 2 who have high score used all these learning strategies. They were; memory strategy, cognitive strategy, compensation strategy, metacognitive strategy, social strategy, and affective strategy

This finding was line with previous study finding that conducted by Rachmawati (2013) who give the result of her study that the high achievers also demonstrated more various strategy used than their counterpart. This finding shows that the high achievers used harder attempt than the low achievers in learning speaking.

The types of language learning strategies that mostly used by the student 1 and 2 are indirect strategies (Metacognitive strategy, affective strategy and social strategy). But, the types of learning strategies that are used by high score students 1 and 2 were same types and there were also some different types of learning strategies that they used.

1. Learning strategies applied in learning English speaking by high score students of MTsN 1 Kediri academic year 2016/2017.

a. Learning strategies applied by high score student 1 in English speaking.

Firstly is memory strategy, the student 1 applied this strategy based on the sub indicators. The ways the student 1 who have high score used these strategie, it can be seen on the table 1 below:

Table 1. The descriptions of the student 1 use memory strategy

No	Strategies	Description
1	Using creating mental liknkages (Using context)	The student reviewingEnglish lesson that given by the teacher. Shereviewed the new English word and repeated until she could memorize as well. Then she used it into her own sentences in order to remember it.
2	Employing action (using physical response or sensation)	The student using gestureto memorized the new English word. She used moved hand that appropriate the word while she wanted to memorized. It would be make easier to remember by using gesture.

The second strategy used by high score student 1 was cognitive strategy. the student 1 applied this strategy based on the sub indicators cognitive. The ways the student 1 who have high score used these strategie, it can be seen on the table 2 below:

Table 2. The descriptions of the student 1 use cognitive strategy

No	Strategies	Description
1	Practicing (Repetition)	The student using google translate, listening to speakers from google translate. Then, she repeating the word orally then if she didn't clear yet, she

		listened again until she understand. By repeating and practicing pronunciation, she could increase her pronunciation
2	Formally practicing with sound and writing systems	The student tried to use her English in real conversation with her daughter or family in every day and she used technology (internet), usually used google translate, listened to speakers from google translate, imitating and then repeating the word that they had heard.
3	Practicing naturalistically	The student spoke to people including her daughter or family and native speakers. She tried to use English language in her daily life. That was why she tried to imitate conversation by firstly starting to speak in English

Thirdly is compensation strategy, it was found that the ways the student 1 who have high score used this strategy based on the sub indicators of compensation. The ways the student 1 who have high score used these strategie, it can be seen on the table 3 below:

Table 3. The descriptions of the student 1 use compensation strategy

No	Strategies	Description
1	Overcoming limitations in speaking and writing (use mime or gesture)	The student used mime showing her expression to say something also she moved her hand to say something if she didn't know the word in English. She used facial expression or mime when she forgot the word that

		she wanted to say.
2	Overcoming limitations in speaking and writing (using other clues)	The student tried to find many ways to use English. Firstly she usually guessed when her friends talked in English. Second, she guessed in English when she was chatting with her courses' friends.

Fourth is metacognitive strategy, it was found that the ways the student 1 who have high score used this strategy based on the sub indicators of metacognitive. The ways the student 1 who have high score used these strategie, it can be seen on the table 4 below:

Table 4. The descriptions of the student 1 use metacognitive strategy

No	Strategies	Description
1	Overviewing and linking with already known material (paying attention)	When anybody (tutor, teacher, foreigner and someone who have master in English), the student paid attention when she or he spoke in English, She said that by she was paying attention, she known how to sound and how to pronounce. By paying attention to the English speaker, she would know how to say the word with the correct pronunciation
2	Arranging and planning ones learning (seeking for practice opportunities settings goal and objectives)	Firstly, the studentseeked the opportunities by inviting her friends to practice speaking in English. Secondly, she used the opportunity to talk with foreigner at her course. This was helpful for not only student, but also all people who tried to learn English. She had

		opportunities to practice speaking in English and she used it inside the classroom or outside the classroom. She had a lot of opportunities to practice and she used these opportunities. Because she had a clear goal that she wanted study in abroad. She also thought about her progress in learning English because she had a target to increase her ability to speak
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Fifth is affective strategy, it was found that the ways the student 1 who have high score used this strategy based on the sub indicators of affective. The ways the student 1 who have high score used these strategie, it can be seen on the table 5 below:

Table 5. The descriptions of the student 1 use affective strategy

No	Strategies	Description
1	Using relaxation, Deep breathing or mediation	The student felt nervous when she came forward and presented something that they made. She relaxed herself by trying to get deep breathing to reduce her nervous. While if she practiced speaking by herself she felt comfortable and happy to speak in English.
2	Encouraging oneself (making positive statement)	The student always made positive when she practiced in English
3	Encouraging oneself and Discussing a language learning diary	The told her felling toward in learning English. By she expressing her feelings to her friends, it can make her more confident to speak English

The last strategy that used by student 1 who have high score was social strategy. The student applied based on sub indicators social. The ways the student 1 who have high score used these strategie, it can be seen on the table 6 below:

Table 6. The descriptions of the student 1 use social strategy

No	Strategies	Description
1	Asking question (asking for clarification or verification	The student asked her partner to spoke slowly and repeat the word again until she could really understand what her partners were saying. Sometimes, she asked for clarification if she was not sure of the meaning of what had been said.
2	Asking question asking for correction	If the student made mistake during speaking in English, she asked her skilled partner to correct. It happened often in her couse, if the student made mistake in said something, the tutor or the teacher corrected it directly.
3	Cooperating with others (cooperating with peer).	when the student made mistake, she asked her friend sitting next to her, to correct it. To understand what was being said, she also used gestures and body language and asked for confirmation of their speaking partners understanding. This strategy was very helpful for her to increase her confident in speaking English.
4	Asking for correction	When the student got a mistakenly said something in English, she asked her teacher to clarify and to correct how the sound and how to correct the pronunciation.

b. Learning strategies applied by high score student2in English speaking.

Firstly is memory strategy, the student 2 applied this strategy based on the sub indicators memory. The ways the student 2 who have high score used these strategie, it can be seen on the table 1 below:

Table 1. The descriptions of the student 2 use memory strategy

No	Strategies	Description
1	Using creating mental liknkages(Using context)	Firstly, the student watched English movies with English subtitles. Secondly, he got new word from song's lyric. He applied this strategy by encountering new vocabulary, looking up the meaning in a dictionary, and then he could try to memorize and practice the word in a sentence.
2	Employing action (using physical response or sensation)	He used gesture, facial expression to remember new English word that he got. By using gesture, it could make him easy to memorized.
3	Reviewing well	The student reviewed school lessons after class to remebered the word that he got before. He remember the speaking materials that given by the teacher especially about speaking task. He practiced new English word and meaning immediately, then he took take a rest and practiced again, anhor later, two hour later until he could memorize the new English word.

The second strategy used by high score student 2 was cognitive strategy. the student 2 applied this strategy based on the sub indicators cognitive. The ways the student 2 who have high score used these strategie, it can be seen on the table 2 below:

Table 2. The descriptions of the student 2 use cognitive strategy

No	Strategies	Description
1	Practicing (Repetition)	The student repeated how to sound and how to pronounced, then he wrote unfamiliar word or took note into his note the word that difficult for him. Then, he tried to use his English in real conversation with his friend. He repeated the pronunciation until he could really mastering the word that he learned.
2	Formally practicing with sound and writing systems	The student always practice by chatting with his friends, although his friends replied the message using Bahasa.

Thirdly is compensation strategy, it was found that the ways the student 2 who have high score used this strategy based on the sub indicators of compensation. The ways the student 2 who have high score used these strategie, it can be seen on the table 3 below:

Table 3. The descriptions of the student 2 use compensation strategy

No	Strategies	Description
1	Overcoming limitations in speaking and writing (use mime or gesture)	The student used mime or gesture to express his idea or feeling when he didn't know what

	or gesture)	will he say in English. Even during he talked with his friend, in the middle of conversation, he got difficulties, so he used gesture to express his idea. While to make sure their speech were understood, he would choose to explain clearly will say in English. Even during he talked with his friend, in the middle of conversation, he got difficulties, so he used gesture to express his idea.
2	Overcoming limitations in speaking and writing (using other clues)	When in the middle of conversation with his friend, the student got difficulty to say the word in English that he wanted to say. Then, he expressed it by composing the word or used phrase.

Fourth is metacognitive strategy, it was found that the ways the student 2 who have high score used this strategy based on the sub indicators of metacognitive. The ways the student 2 who have high score used these strategie, it can be seen on the table 4 below:

Table 4. The descriptions of the student 2 use metacognitive strategy

No	Strategies	Description
1	Overviewing and linking with already known material (paying attention)	The student tried to paid more attention to his partner's articulation of words and how to pronounce. Then he imitated until he could really mastering.
2	Arranging and planning ones learning (seeking for practice opportunities settings goal and objectives)	Firstly, the student always thought his progress in learning English. He had a target every he learned English. Secondly, he said English was fun, even he made mistake,

		he always kept spirit. He had high motivation to learn English, because nowadays he wanted to get good score in English lesson. He had a clear goal. He wanted to be master English.
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Fifth is affective strategy, it was found that the ways the student 2 who have high score used this strategy based on the sub indicators of affective. The ways the student 2 who have high score used these strategie, it can be seen on the table 5 below:

Table 5. The descriptions of the student 2 use affective strategy

No	Strategies	Description
1	Lowering anxiety (relaxation, deep breathing or mediation),	The student used progressive relation, laughing and deep breathing before performing his speaking. He wasn't afraid when he did something wrong to speak English
2	Encouraging oneself (making positive statement)	The student tried to calm down and make positive statement when the teacher asked him to talk in English in front of the classroom. Because he always practiced in English and never give up when he made a mistake.
3	Encouraging oneself (rewarding oneself)	When he succeeded in speaking English or he did a good job in class presentation, he rewarded herself by playing games and buying her some favorite food.

The last strategy that used by student 2 who have high score was social strategy. The student applied based on sub indicators social. The ways the student 2who have high score used these strategie, it can be seen on the table 6 below:

Table 6. The descriptions of the student 2 use social strategy

No	Strategies	Description
1	Asking question (asking for clarification or verification	The student asked the English speaker to speak slowly, and repeat words to make sure their speaking partners understand what she or he said
2	Asking question asking for correction	The student asked to the friends and teacher to clarify the pronunciation if he made eror. This strategy very useful to increase his confidence to speak in English.
3	Cooperating with others (cooperating with peer).	The student tried to find required advice at more proficient language users even teacher or friends, asking to the English speaker or friends when he found unfamiliar words and clarified their pronunciation if he made mistake during speaking.

Based on the table above, the researcher found that learning strategies that used by student 1 and 2 who have high score used all types of strategies or various strategies. But the differences were in previous study, the successful student in English speaking used cognitive, compensation, metacognitive, and social. They have been using these learning strategies appropriately based on the sub-indicators of each strategy. But in this

research, the student 1 and 2 who high score used metacognitive strategy, affective strategy and social strategy and those learning strategies appropriate but student 1 and 2 used these strategies in different sub indicators of each strategy to increase their English speaking.

The finding of this study had differences with the previous study on the strategies which were used. The previous study that conducted by Ardiansyah (2015) He finding the result of his study that students who succeed in speaking using cognitive learning strategies, compensation, metacognitive, and social. They have been using these learning strategies appropriately based on the sub-indicators of each strategy.

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