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Mempelajari Strategi Belajar Berbicara yang digunakan oleh Seorang Siswa Terpandai pada Kelas Sebelas di SMAN 6 Kediri

A Study on the Learning Strategies of Speaking used by a High Achiever Student at Eleventh Grade of SMAN 6 Kediri

By:

MALAM LARASATI

13.1.01.08.0057

Dibimbing oleh:

1. **Yunik Susanti, M.Pd.**
2. **Sulistyani, M.Pd.**

ENGLISH EDUCATION DEPARTMENT

FACULTY OF TEACHER TRAINING AND EDUCATION
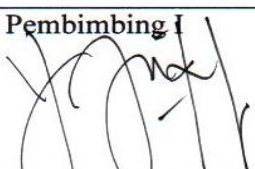
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Yang bertanda tangan di bawah ini:

Nama Lengkap	:Malam Larasati
NPM	:13.1.01.08.0057
Telepun/HP	:085851211571/ 085645320192
Alamat Surel (Email)	:malam.larasati95@gmail.com
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Nama Perguruan Tinggi	:Universitas Nusantara PGRI Kediri
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Yunik Susanti, M.Pd NIDN. 0718017801.	Sulistyani, M.Pd NIDN. 0701056803	MALAM LARASATI NPM: 13.1.01.08.0057

A STUDY ON THE LEARNING STRATEGIES OF SPEAKING USED BY A HIGH ACHIEVER STUDENT AT ELEVENTH GRADE OF SMAN 6 KEDIRI

MALAM LARASATI
13.1.01.08.0057
FKIP – PENDIDIKAN BAHASA INGGRIS
Malam.larasati95@gmail.com
YUNIK SUSANTI, M.Pd[1)], SULISTYANI, M.Pd[2)]
UNIVERSITAS NUSANTARA PGRI KEDIRI

ABSTRACT

Malam Larasati: A Study on the Learning Strategies of Speaking used by A High Achiever Student at Eleventh Grade of SMAN 6 Kediri, Skripsi, English Education, UN PGRI Kediri, 2017.

Speaking is one of the language skills. It means that speaking is very important and should be mastered by the student. In the other hand, learning speaking is complex skill so it causes the difficulties for the student. The difficulties in learning speaking it can be solve by using learning strategies. The aim of this research is to find out kind of learning strategies of speaking used by a high achiever student and to know what kind of learning strategies that most frequent used by a high achiever student. This research is qualitative research. The subject of this research only focus with one student, she is eleventh grade student from XI IPS-4 grade. She is female student and her name is Saqila Nugraheni. The researcher gets the data from observation, interview, diaries and checklist. The result from observation and interview it can be conclude that a high achiever student used six types of learning strategies of speaking namely memory strategy, cognitive strategy, compensation strategy, metacognitive strategy, affective strategy and the last social strategy. Then from diaries and checklist, the researcher knows that a high achiever student used affective and social strategies. In diaries Saqila writes her activities in learning speaking and most of her activities directly show about affective and social strategies. In conclusion there is many ways in learning speaking then a high achiever student used six types of learning strategies to solve their difficulties. While for the most frequent strategies a high achiever used affective and social strategies.

Keywords: Speaking, Learning strategies, Learning strategies of speaking

I.   INTRODUCTION

Speaking is one of language skill in learning language. It means that speaking is very important and should be mastered by all of the students. According to Nunan (2003:48) "speaking is the productive oral skill". Here means that in speaking the student should produce some words to express their ideas. According to Chaney (1998: 13)in Ema Rossana (2014) speaking as a process "speaking is the process of building and sharing meaning through the use of verbal or non verbal symbol in a variety of contexts". Verbal and non verbal symbol here will help the students in process of building and sharing meaning so the speaking activity will happen. In the other hand, learning speaking is complex skill. Celce-Murcia (2001) in Deraksan (2016) defines that speaking is a complex skill. Complex skill because in speaking contain of some components such as vocabulary, pronunciation, grammar and also fluency.

Learning speaking is complex skill, so it causes the difficulties in learning speaking. According to Ur (1996:121), there are some problems faced by the learners in speaking activities. Based on the fact in the field, there are many kinds of difficulties in learning speaking. The first is the lack of students' speaking proficiency. Their vocabulary, grammar, and pronunciation are very low making them unable to say something during the speaking class. In the classroom when the teacher ask some question, the student rarely to answer it orally. According to (Baker and Westrup, 2003)in Tuan (20015:1) the difficulties of students in speaking is to respond when the teacher asks them to say something in a foreign language because they might have little ideas about what to say, which vocabulary to use, or how to use the grammar correctly.

The next difficulties are about inhibition**.** According to Littlewood (2007)in Tuan (2015: 3) asserts a foreign classroom can create inhibitions and anxiety easily. In the classroom, the students often find the inhibition when they will say something. The students worry if they make any mistakes when speak English. Other difficulties are about low participation. In the classroom, some students have low participation and motivation when the speaking lesson. It happens because the topics from the teacher are very difficult or unfamiliar for them. This phenomenon creates the student just keep silent and can't express their ideas or feeling. River (1968) in Tuan (2015: 3) believes that the learners have nothing to express maybe because the teacher had chosen a topic which is not suitable for him or he knows very little. In this part, the teacher should be careful to select or explain the topic for the students.

All of the difficulties in learning speaking it can be solve by using learning strategies. According to Cohen (1998:66) language learning will be easier if the students become more aware of possible strategies that can be selected during learning and using language. By selecting the best strategy the students can solve their difficulties in speaking and also they will achieve the goal in speaking. So the role of learning strategy is very important. According to Oxford (1990: 2) learning strategies are steps taken by students to enhance their own learning. Then according to O'Malley and Chamot (1990:1) learning strategies is the special thoughts or behavior that individuals use to help them comprehend, learn or retain new information. The two statements can be concluded that learning strategy is the way that consists of action, activity, step, behavior or technique that do by the learner to lead and achieve their goal in learning language.

By using learning strategies, the student is able to solve their difficulties in learning speaking. There are many ways that can be use by the student in learning speaking. Different student used different learning strategies in their learning. So it causes the different achievement from one student to other student. Fedderholt (2006: 1) argue that successful language learner

make use of different types of learning strategies. Indeed, learning strategies can make a powerful impact in speaking skill. According to (Oxford 1989: 235) Learners use learning strategy to make language learning more successful, self-directed and enjoyable". So the role of learning strategies is very important for the student.

In this research, the researcher observes about learning starteies that used by a high achiever student at SMAN 6 Kediri. Based on the fact, a high achiever student used six typesof learnings taretgies according to Oxford (1990). Oxford (1990) divided two kinds of language learning strategies that can be applied in learning speaking, such as direct strategies and indirect strategies. In direct strategies consist of three parts such as memory strategies, cognitive strategies and compensation strategies. Then about indirect strategies consist of metacognitive strategies, affective strategies and social strategies.

By knowing the problems above, the researcher needs to conduct a research entitled "A Study on the Learning Strategies of Speaking used by A High Achiever Student at Eleventh Grade of SMAN 6 Kediri". In this research, the researcher chose SMAN 6 Kediri as the place of the research, because this school is the place who the researcher conduct

teaching practice 2. So the researcher knows about this school there is a student who can fulfill the subject of this research. This student have capability and fluent in learning speaking. In brief, the writer is interested in conducting a research to know about kind of learning strategies used by a high achiever student and also to know kind of learning strategies of speaking most frequent used by a high achiever student. To get the data the researcher used observation, interview, diaries and also checklist the student.

II. METHOD

This research is qualitative research. The technique used in this research is case study. The reason is because in this research only focus with single unit, here means that a high achiever student as the subject in this research. To analyze the data the researcher used three techniques such as data reduction, data display and conclusion to get the information about kind of learning strategies of speaking used by a high achiever student and the most frequent learning strategies of speaking used by a high achiever student. The instruments used to collect the data in this research are observation, interview, diaries and also checklist. For the first the researcher gives checklist for the student and asks the student to show her diaries.

This diary relates with speaking activities of the student. From the result of checklist and diaries the researcher gets the data about the most frequent learning strategies of student. Then the researcher conducts observation and interview to get the data about kind of learning strategies used by a high achiever student.

The research conducted at SMAN 6 Kediri. It is located at Jl. Ngasinan No. 52 Rejomulyo, Kediri. It was held on May 13st until May 20st, 2017 because the writer needs a long time to give the instrument of the research and also need long time to collect the data in order to the data more complete and can answer research questions of the research. The source of the research is a high achiever student, she is female and her name is Saqila Nugraheni. Called as a high achiever student because she fulfills the criteria about it, such as she always get good score in learning speaking, she is also active to join extracurricular that relates with English, and also she representative her school to join English debate competition. This student is able to fulfill the criteria of the research. By this student the research is able to get information to answer the research questions.

There were some steps to analyze the data in this research. To analyses the data, the researcher used data reduction, data

display and conclusion. In data reduction the researcher tries to summarize the data and chose the important data that can answer research questions. Data display here means the researcher tries to show the data by using diagram, tables or pictures. And the last is making conclusion. As the explanation above that by observation and interview it can answer the first question. And then for second question it can be answer by diaries and checklist.

III. FINDINGS AND CONCLUSION

The finding of the study were asking about the kind of learning strategies of speaking used by a high achiever student and second question is the most frequent learning strategies of speaking used by a high achiever at eleventh grade of SMAN 6 Kediri. .

First, to answer the first research question, the researcher gets the data from observation and interview. When the researcher observes a high achiever student in the classroom, the researcher writes and makes a note about the activities that do by a high achiever student in learning speaking. There are six types of learning strategies of speaking used by a high achiever student namely memory strategy, cognitive strategy, compensation strategy, metacognitive strategy, affective strategy and the last social strategy. In memory

strategy a high achiever student used placing new word into content, representing sounds and memory, structured revising. Then in cognitive strategies she used repeating, practicing naturalistically, using resources for receiving and sending messages and translating. For compensation strategies a high achiever student used selecting the topic, using circumlocution or synonym. Those strategies above called as direct strategies, direct strategies here means that learning strategies that used to get the information in learning directly. In the other hand, a high achiever student also used indirect learning strategies. Indirect learning strategies mean that learning strategies used by the learner to make the process in learning more effective, enjoyable, and fast. In indirect strategies contain of three parts. The first is metacognitive strategies; a high achiever student used paying attention, delaying speech production to focus listening, setting goals and objectives and seeking practices opportunities. In cognitive strategies Saqila used using progressive relaxation, deep breathing or meditation, using music, making positive statement, using a checklist, writing language learning diary, discussing your feeling with someone else. And the last strategy is social strategies. In social strategies asking

for correction, cooperating with peers and cooperating with proficient users of the language.

Second, the finding kind of learning strategies of speaking used by a high achiever student are affective and social strategies. The researcher gets the data from the result of diaries and checklist. In diaries a high achiever student writes all of the actives that relates with learning speaking. From diaries the researcher knows that Saqila used affective and social strategies. An affective strategy is learning strategies that relates with emotional condition, and also attitudes. In diaries Saqila writes that she like to listen English music and watch Hollywood movies. She also writes when she feels nervous in learning she use relaxation and mediation like deep breathing and laughing. Saqila also like to write diaries and using checklist to help her in learning speaking. all of the activities show that Saqila used affective strategies. Then for social strategies, is learning strategies that relates with social environment. In this strategy, Saqila tells in her diaries that she like to learning by grouping. She said that by grouping she can discuss with other people and she can make real practice with other people to speak English. So it can improve her speaking ability.

From the explanation above, the suggestions are given to a high achiever student, for the other and the other researchers. In learning English especially learning speaking, it will be better for the student to used learning strategies, because learning strategies makes the learning more easy, self directed and enjoyable. In addition by using learning strategies it will help the student to solve their difficulties in learning speaking. For the other student, by knowing there are many kind of learning strategies of speaking it can be as the model when they learn speaking they can apply those strategies. For the next researchers they can analyze and they can find the other learning strategies of speaking.

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