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THE STRATEGIES OF LEARNING SPEAKING APPLIED BY A 2ND GRADE ENGLISH DEPARTMENT STUDENT OF UN PGRI KEDIRI ACADEMIC YEAR 2016/2017



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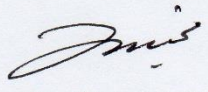
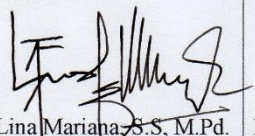
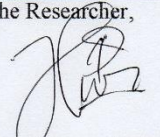
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ABSTRACT

Speaking is one of the four language skills and has important role in communication. Speaking is the basic to make communication skill better, and it can be implemented well by doing the process of delivering and accepting the information. There are some aspects in learning speaking like pronunciation, grammar, vocabulary and fluency. However, most of students face some problems in learning speaking which make them afraid of speaking English. Actually, students may apply strategies in learning speaking. This research tries to answer the following questions: (1) What are the strategies in learning speaking applied by the 2nd grade English student of UN PGRI Kediri? (2) How does the student of UN PGRI Kediri apply the learning strategies in learning speaking? This research is aimed to find the learning strategies in speaking applied by the student. The type of this research was qualitative research which the subject of this research was an English Department student in UN PGRI Kediri. The data were collected through observation by using observation checklist, interview, and documentation, and were analyzed by using qualitative analysis model of Denzim then validated using triangulation data. The result of this research shows that there were 5 strategies in learning speaking applied by the English Department student. They were cognitive strategy, compensation strategy, metacognitive strategy, affective strategy and social strategy. From the result, the researcher concluded that the strategies applied by the student were helpful to improve the student's speaking skill.

Keywords: Learning Strategies, Speaking

I. BACKGROUND

Studying in language involves speaking, reading, writing and listening. One of the skills is speaking. Speaking is the delivery one's ideas through the mouth. To speak, he/she creates sounds using many parts of body, including the lungs, vocal tract, vocal chords, tongue, teeth and lips. Harmer (2007: 269) states speaking is the ability to speak fluently and presupposed not

only knowledge of language features, but also the ability to process information and language "on the spot". Additionally, Nunan (1991: 41) states that speaking is the same oral interaction which is conventional ways of presenting information, expressing ideas and thought in our mind.

In order to get better speaking skill the student have to understand some aspects in speaking, they are Pronunciation. Grammar,

Vocabulary and Fluency. In order to understand those aspects the students applied learning strategies. Learning strategy is a term referring to the actions that are consciously deployed by language learners to help them to learn or use a language more affectively. based on Oxford (1990:17): "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. The direct strategies; Memory strategies and cognitive strategies are helpful for the students."

Based on the observation, the researcher chose one student in 2nd grade English Department student. She has good speaking skill among her friends. The researcher wants to know what are the strategies applied by the student.

II. METHOD

This research is using qualitative approach. According to Creswell (2007: 37) *Qualitative research* begins with assumptions, a worldview, the possible use of a theoretical lens, and the study of research problems inquiring into the meaning individuals or groups to a social or human problem. The researcher here used case study. As Creswell (2007) said that case study research is a qualitative

approach in which the investigator explores a bounded system (a *case*) or multiple bounded systems (cases) over time, through detailed, in-depth data collection involving *multiple sources of information* (e.g., observations, interviews, audiovisual material, and documents and reports), and reports a case *description* and case-based themes.

This research is conducted in 2nd grade English Department student of Universitas Nusantara PGRI Kediri. The subject of this research was a special student because she was very diligent in the classroom. She has good speaking skill. She was able to deliver and receive the information very well. It made her special in this case. The researcher decided to observe this student to find the learning strategies applied by this student.

The data was taken from the observation, document, and interview. The researcher tried to find the student's learning strategies through the observation in the classroom. The researcher also took some pictures as document and interviewed the student to get more data.

III. FINDINGS AND DISCUSSION

In this part of the research, the researcher wrote about the finding. The researcher found 5 strategies that applied by the student; they are cognitive strategy,

compensation strategy, metacognitive strategy, affective strategy and social strategy.

First, the student used cognitive strategies. This strategies help learners to use logical thinking to understand and use the grammar rules and vocabulary of the new language. In this strategy she practiced a lot by repeating the notes she made more than once to understand it completely before she perform in front. She also used the strategy of creating structure for input and output which divided into three parts taking notes, summarizing, and highlighting to help her to organize the target language information.

In compensation strategy she used overcoming limitations in speaking and writing by technically switching to the mother tongue for express something during speaking without translating it.

In metacognitive strategy, she used to identify the language task. The student also evaluated her own error pronunciation before performs in front of the class. She repeated the words few times because she know that her pronunciation is wrong.

In affective strategy, the student used progressive relaxation to lowering the anxiety. Progressive relaxation involves alternately tensing and relaxing all the

major muscle groups. She took a deep breath before perform in the class. The simple act of deep breathing brings greater calmness to the body to help reduce the anxiety.

So, there are 5 strategies of learning speaking that found in this research, they are cognitive strategy, compensation strategy, metacognitive strategy, affective strategy and social strategy. In the previous research, Andini (2015) found 5 strategies of speaking employed by an eleventh grade student in SMA 7 they are memory strategy, cognitive strategy, compensation strategy, metacognitive strategy and social strategy. The researcher did not find memory strategy in this research, while in the previous research Andini (2015) found memory strategy that used by the student. In this research the researcher found affective strategy, but the previous research did not find the affective strategy used by the student.

Based on the theory Oxford (1990) mention there are direct and indirect strategies. There are 3 strategies in direct strategy which are memory strategy, cognitive strategy and compensation strategy, while in indirect strategy they are metacognitive strategy, affective strategy and social strategy. The researcher only found 5 strategies that

applied by the students. The students didn't apply all of the strategies, she didn't use the memory strategy during learning speaking.

IV. CONCLUSION

After finishing this research, the researcher found out that learning strategies very helpful to improve the student's speaking skill. She applied 5 strategies in learning speaking they are cognitive strategy, compensation strategy, metacognitive strategy, affective strategy, and social strategy. In learning pronunciation the student applied cognitive strategy. She always took a note during the learning process. She took some notes, she omitted the words and write it in a point. In learning grammar, she applied cognitive strategy and compensation strategy she used overcoming limitations in speaking by technically switching to the mother tongue for express something during speaking without translating it. In learning vocabulary she applied compensation strategy and metacognitive strategy, she used to identify the language task. She evaluated her own error pronunciation before and after performs in front of the class. In learning fluency she applied social strategy and affective strategy, she progressive relaxation to lowering the anxiety. She took a deep

breath before perform in the class. The simple act of deep breathing brings greater calmness to the body to help reduce the anxiety. In, she always asked for correction during cooperating with the peers. She often asked feedback and correction.

In order to get the suitable learning strategies, the student must know their weakness in speaking ability so they can choose the suitable learning strategies for them.

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