

**ANALYSIS OF LEARNING STRATEGIES IN SPEAKING CLASS
AT THE SECOND GRADE STUDENTS' OF SENIOR HIGH SCHOOL**

(A Thesis)

By

WENDY WIRAWAN



**MASTER IN ENGLISH LANGUAGE TEACHING STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
LAMPUNG UNIVERSITY
BANDAR LAMPUNG
2017**

**ANALYSIS OF LEARNING STRATEGIES IN SPEAKING CLASS
AT THE SECOND GRADE STUDENTS' OF SENIOR HIGH SCHOOL**

By

WENDY WIRAWAN

A Thesis

Submitted in a Partial Fulfillment of
the Requirements for S-2 Degree



**MASTER IN ENGLISH LANGUAGE TEACHING STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
LAMPUNG UNIVERSITY
BANDAR LAMPUNG
2017**

ABSTRACT

ANALYSIS OF LEARNING STRATEGIES IN SPEAKING CLASS THE SECOND GRADE STUDENTS' AT SENIOR HIGH SCHOOL

By

Wendy Wirawan

The objectives of this research are to find out the strategies of language learning that are used by the students, to find out the students' speaking ability, and to find out the correlation between students' language learning strategies with students' speaking ability. The research was conducted in SMAN 1 Binduriang Bengkulu by using qualitative and quantitative method. There were twenty students from the second grade chosen as a sample. The participants were given fifty items of questionnaires to check the learning strategy were preference. Then students were given test in speaking by using storytelling to measure the students' speaking ability. The data were processed and analyzed through SPSS (22.0) by product moment correlation to find learning strategies the most often used by the students and also to know the correlation between learning strategy and students' speaking ability.

The result showed that the students used six kinds of different language learning strategies, including; meta-cognitive (3.56), memory (2.95), affective (2.85), social (2.82), cognitive (2.77) and compensation (3.11). The average score of students' speaking ability is (68.05), while the aspect of speaking are; vocabulary (72.5), comprehension (72.5), Pronunciation (66.5), fluency (66.5), and grammar (62.5). Based on the result it was known that the average score of vocabulary and comprehension were the highest one. There was a significant correlation between language learning strategies with students' speaking ability where r value was 0.562.

CURRICULUM VITAE



Wendy Wirawan was born in Kepala Curup, Bengkulu on September 27, 1987. He is the oldest son from Ernomo, S.Pd., and Sutri Suharni S. Pd. Young Wendy, graduated from Elementary School in 1998, SD N 15 Kepala Curup.

Three years later in 2002, he graduated from Junior High School, SMP N 1 Belitar Muka. After Graduating from Junior High School, in 2005 he graduated from Senior High School, SMA N 1 Binduriang. He was accepted at English Education Study Program Language and Teacher Training Education of Ahmad Dahlan University in Yogyakarta. In December 2010, he graduated from S1 English Education of Ahmad Dahlan University. He lectured Master degree of Lampung University. He worked as an English Teacher at SMA N 1 Binduriang still 2011 and now he is as IT School's operator in the same school.

DEDICATION

This thesis is dedicated for my beloved people:

-My parents Bpk Ernomo, S. Pd. and Ibu Sutri Suharni S. Pd.

-My beloved wife Murni Caniago

-My younger sister Weny Estriasih & Fachri

-My younger twin sisters Pratiwi & Prahesti

-My younger brother Didik Triatmoko

MOTTO

Our greatest pride is never failing, but rising again whenever we fall.

(Confucius)

ACKNOWLEDGEMENT

Praise is merely to the Mightiest Allah SWT for mercy so that the writer can finish this thesis entitled “Analysis of the Learning Strategies in Speaking Class At Second Grade Students’ of Senior High School”. This thesis is presented as a partial fulfillment for obtaining S-2 degree in English Education Study Program, Teacher Training and Education Faculty, University of Lampung. First of all, the writer would like to express his deep gratitude to his advisor, Dr. Flora, M.Pd., and Dr. Muhammad Sukirlan, M.A, who have given their knowledge, time, guidance, suggestion, and advice which are very beneficial for the writer in writing this thesis. The writer also would like to express his deep gratitude to his examiner, Dr. Ari Nurweni, M.A., and Prof. Dr. Cucu Sutarsyah, M.A., who have given input and help which are very beneficial for the writer to revise this thesis.

The writer’s appreciation is also given to Mr. Agus Triyogo, M.Pd., the English lecturer in STKIP-Lubuklinggau and also the English teacher in SMAN 1 Binduriang Bengkulu who has participated as the samples of the research. The Writer’s thank is also given to his best friends at the campus, Pak Nuh Sunyoto, Harist Setyawan, Intan Trine Chodijah, Sulastri, Ferayani Ulrica, Yuli Anita, Fitri Susmiati, Fitri Susanti, Titis, Dita, Endah Dwi Rahmawati, Pak Iswahyudi,

Pak Riza, Nining, Tyas, Lutfhan, Iqbal, Arif, and all friends who cannot be mentioned one by one. Last but not least, the writer dedicates his great gratitude to his parents Ernomo, S. Pd., and Sutri Suhari, S. Pd.

Bandar Lampung, 3 Maret 2017
The Writer

Wendy Wirawan

LIST OF CONTENTS

ABSTRACT	i
CURRICULUM VITAE	ii
DEDICATION	iii
MOTTO	iv
ACKNOWLEDGEMENT	v
LIST OF CONTENTS	vii
LIST OF TABLES	x
LIST OF APPENDIXES	xi

CHAPTER I INTRODUCTION

1.1. Background of the Problems	1
1.2. Identification of Problem.....	4
1.2.1. The Functions of Speaking.....	5
1.2.2. Learning Strategy	7
1.3. Research Question.....	8
1.4. Objectives of the Research	8
1.5. Use of the Research	8
1.6. Significance of the Research	8
1.7. Scope	9
1.8. Definition of Terms	10

CHAPTER II THEORETICAL REVIEW

2.1. The Development of English Competence.....	14
2.2. Definition of Language Learning Strategy.....	22
2.3. Category of Language Learning Strategies	27

2.3.1. Oxford Classification of Language Learning Strategy	27
2.3.1.1 Direct Strategy	27
2.3.1.2 Indirect Strategy	29
2.3.2. Krashen Classify of Language Learning Strategy	33
2.3.3. Rubin (1975) of Classify of Language Learning Strategy	34
2.3.4. Bialystok (1979) Classify of Language Learning Strategy	34
2.4. Language Learning Strategy in Speaking	34
2.5. Speaking Skill	36
2.6. Language Learning Strategies Used to classify the Student	39
2.7. Teacher Correction and Assessment	41
2.8. Teachers' goal in Learning English	42
2.9. Hypothesis of the Study	42

CHAPTER III RESEARCH METHODOLOGY

3.1. Research Design	43
3.2. Focused of the Research	43
3.3. Data Collection Techniques	44
3.3.1 Questionnaire	45
3.3.2. Speaking test	47
3.4. Instruments	47
3.5. Data Analysis Method	47
3.5.1 Qualitative Data Analysis	48
3.5.2. Quantitative Data Analysis	48
3.6. Validity and Reliability of the Instrument	48
3.6.1 Validity	48
3.6.2. Reliability	49

CHAPTER IV RESULT AND DISCUSSION

4.1. Kinds of Language Learning Strategies are Use by Student	51
4.1.1. Memory Strategy	51
4.1.2. Cognitive Strategy	52
4.1.3. Compensation Strategy	53
4.1.4. Meta-cognitive Strategy	55
4.1.5. Affective Strategy	56
4.1.6. Social Strategy	57
4.1.7. Data Description of Learning Strategy	58
4.2. Result of Students' Speaking Ability	59
4.2.1. Students' Speaking Score	60
4.2.2. Aspects of Speaking	61
4.3. The Correlations Learning Strategy and Speaking	62
4.4. Discussion	63
4.4.1. Discussion of Language Learning Strategy	63
4.4.2. Kinds of Language Learning Strategy	65

4.4.3. The Students' Speaking Ability	66
4.4.4. The Correlation LLS and Student's Speaking Ability	67

CHAPTER V CONCLUSIONS AND SUGGESTIONS

5.1. Conclusions	70
5.2. Suggestions.....	71

REFERENCES	72
-------------------------	-----------

LIST OF TABLES

Table 1	: Description of the Questionnaire of Scale Linker	46
Table 2	: The Use of Memory Strategy by the Students	51
Table 3	: The Use of Cognitive Strategies by the Student.....	52
Table 4	: The Use of Compensation Strategies by the Student.....	54
Table 5	: The Use of Meta-cognitive Strategies by the Student.....	55
Table 6	: The Use of Affective Strategies by the Student	56
Table 7	: The Use of Social Strategy by the Student	57
Table 8	: Test of Homogeneity of Variances.....	59
Table 9	: Assessment of a Students' Speaking Ability.....	59
Table 10	: Marking Scheme of Speaking	60
Table 11	: Aspects of Speaking	61
Table 12	: Correlations Between Students' Language	62
	Learning Strategy and Students' Speaking Ability	

LIST OF APPENDIXES

Appendix 1 : Surat Izin Penelitian.....	78
Appendix 2 : Speaking Strategy Model Questionnaire	81
Appendix 3 : Harris's oral English rating scale.....	86
Appendix 4 : Result of Questionnaires.....	88
Appendix 5 : Students' Speaking Test	89
Appendix 6 : Rewrite Record of Students' Speaking Test.....	91
Appendix 7 : Marking Scheme of Speaking.....	103
Appendix 8 : Researcher Speaking Score	104
Appendix 9 : Teacher Speaking Score	105
Appendix 10: Researcher and Teacher Speaking Score.....	106
Appendix 11: Correlations of Students' LLS and Speaking Ability	107
Appendix 12: Table Statistic	108
Appendix 13: Table Multiple Comparisons	109
Appendix 14: Table Descriptive Score of LLS.	110

Research Title : **ANALYSIS OF LEARNING STRATEGIES IN
SPEAKING CLASS AT THE SECOND GRADE
STUDENTS' OF SENIOR HIGH SCHOOL**

Student's Name : **Wendy Wirawan**

Student's Number : 1423042070

Study Program : Master in English Language Teaching

Department : Language and Arts Education

Faculty : Teacher Training and Education

APPROVED BY

Advisory Committee

Advisor



Dr. Flora, M.Pd.
NIP. 19600713 198603 2 001

Co-Advisor



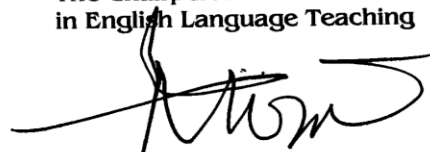
Dr. Muhammad Sukirnan, M.A.
NIP. 19641212 199003 1 003

The Chairperson of Department
of Language and Arts Education



Dr. Mulyanto Widodo, M.Pd.
NIP. 19620203 198811 1 001

The Chairperson of Master
in English Language Teaching



Dr. Flora, M.Pd.
NIP. 19600713 198603 2 001

ADMITTED BY

1. Examination Committee

Chairperson : **Dr. Flora, M.Pd.**

Secretary : **Dr. Muhammad Sukirnan, M.A.**

Examiners : **I. Dr. Ari Nurweni, M.A.**

II. Prof. Cucu Sutarsyah, M.A.



2. Dean of Teacher Training and Education Faculty



Dr. H. Muhammad Fuad, M.Hum.
NIP. 19590722 198603 1 003



3. Director of Postgraduate Program

Prof. Dr. Sudjarwo, M.S.
NIP. 19530528 198103 1 002

4. Graduated on: **March 03rd, 2017**

LEMBAR PERNYATAAN

Dengan ini saya menyatakan dengan sebenarnya bahwa:

1. Tesis dengan judul "Analysis of Learning Strategies in Speaking Class at the Second Grade Students' of Senior High School" adalah hasil karya sendiri dan saya tidak melakukan penjiplakan atau pengutipan atas karya penulis lain dengan cara tidak sesuai tata etika ilmiah yang berlaku dalam masyarakat akademik atau yang disebut plagiatisme
2. Hal intelektual atas karya ilmiah ini diserahkan sepenuhnya kepada Universitas Lampung

Atas pernyataan ini, apabila dikemudian hari ternyata ditemukan adanya ketidakbenaran, saya bersedia menanggung akibat dan sanksi yang diberikan kepada saya, saya bersedia dan sanggup dituntut sesuai hukum yang berlaku.

Bandar Lampung, 03 Maret 2017
Yang membuat pernyataan,



Wendy Wirawan
NPM 1423042070

I. INTRODUCTION

1.1. Background of the Problem

In Indonesia, English is taught from junior high school to university, each level of learning strategies have a different difficulty standard which are taught to the students which is supported with equipment to reach the goal. Each student in the classroom has different characteristics in learning English, some students are able to understand the material by listening from the teachers' explanation. According to Oxford (1990) language learning strategies are defined as steps taken by students to enhance their own learning. The environment of strategies can be done inside or outside the classroom based on the students themselves. Oxford (1990) classifies language learning strategies into direct and indirect strategy. Oxford also developed a taxonomy which divides language strategies into two main groups: direct and indirect strategies. Language learning strategies that directly involve the target language are called direct strategies. All direct language strategies require mental processing of the language, but the three groups of direct strategies do this processing differently and for different purposes. Strategies that support the language learning process are called indirect strategies. Direct strategies includes; memory, cognitive and compensation. Memory strategies are techniques to help learners store new information in memory and retrieve it later.

Cognitive strategies involve manipulation or transformation of the language in some direct way such as note taking. Compensation strategies are behaviors used to compensate for missing knowledge. Compensation strategies are used while speaking; however communication can occur in other language skill areas. They continue and elaborate on indirect strategies includes meta-cognitive, affective and social; Meta-cognitive or beyond the cognitive strategies are used to provide control over the learning process. Affective strategies are techniques to gain better control over their emotions. Social strategies are actions involving other people in the language learning process such as questioning. The category of direct strategies consist of memory strategies, cognitive strategies and compensation strategies and indirect strategies consist of metacognitive strategies, affective strategies and social strategies.

Based on the statement above, it can be seen that language learning strategy is important for students to increase their comprehension in learning a new language. It is also as the parameter to the students in mastery of language well. If students do not have language learning strategies, they will not master English fast and well.

On the other hand, speaking is a means to communicate with other people; it can be done in monologues or dialogues. So the role of speaking in human life is very important because human cannot live normally without communicating with other people. The average person produces tens to thousands of words a day, although some people like auctioneers or politicians-may produce even more than that.

Speaking is a part of daily life that it take for granted, so it was natural and integral that people forget how they once struggled to achieve this ability, they have to learn how to do it all over again in a foreign language (Thornbury, 2005). Many English students complain that they understand English, but they do not feel confident enough to join a conversation.

There are a number of reasons for this, such us: students are trying to translate from their native language into English, production "blocking" is occurring due to nervousness, lack of confidence, etc. The speaker is looking for a specific word, rather than using simple language to describe something. There are not enough conversation opportunities in or outside of class. Students are not able to speak to peers for example: mixed classes of adults and teenagers. Exam preparation focuses on grammar, vocabulary, etc. Since English is a foreign language in Indonesia, most of the students might feel difficult to speak English. In fact, in teaching learning process, sometimes the teachers do not apply appropriate learning strategy for teaching speaking.

Based on the students' problem in speaking English, it can be inferred that each learner has certain tendency and capability in using certain of learning strategies. Therefore, the use of various learning strategies is influenced by the learners' family background, experienced, and character. Since learners have their own characteristics, they would exploit different learning strategies that are useful and comfortable to them. This study, therefore, would investigate the learning strategies in speaking used by Senior High School student.

1.2. Identification of the Problem

Teaching and learning English at senior high school always face several problems. It rises from the students' themselves, material, teacher, teaching process, time, place, equipment and facilities. The problems which come from students such as; the differences of students' intelligence, if the material that is given too low, the students who have high intelligence will be bored and then opposite and students' need in learning English. In the class room always find the differences like them, one and others need different method in learning to fast in mastery English so teacher should use combination strategy in teaching. The material should be chosen based on the students' ability, if the whole students in the class room is the beginner level, the material must show with the level, if the material which is given to the students is not suitable with the students' level, they will face a difficulty to understand the material.

A teacher has an important goal in teaching and learning process because it is a manager to create the students' success in learning English, they can control and manage the target of material in each meeting so in one semester the students must reach the target to master English. The time of meeting is also one of the factors for success in teaching and learning, If each meeting is too short, it will affect to the students' understanding in material presented. The time is also supported by place to do teaching and learning process. A conducive and comfortable place makes the student comfortable and easy to understand the material that is given. Besides, it also adds by equipment as media in teaching in the classroom; they help the students to learn English fast. In additional to the

elements affecting the teaching and learning success mentioned above, the differences of students' learning strategies in speaking will also affect their mastery of English.

1.2.1. The Functions of Speaking

One of many ways of communications is speaking. Speaking is communication process between at least two people and speaking is a way to express someone's idea. Byrne (1984) defines speaking as a two ways process between speaker and listener and it involves the productive skill and receptive skill of understanding. Speaking seems to be easy to do, but we do not only speak, we also communicate each other with people by using language. Since English is a foreign language in Indonesia, most of the students might feel difficult to speak English. In fact, in teaching learning process, sometimes the teachers do not apply appropriate learning strategy for teaching speaking.

Bailey (2000) defines skill is an ability to do an activity or job well because having practiced well. From those reflected point of view, it can be inferred what is meant by speaking skills. With speaking, the people can pronounce opinion, idea, and feeling to other people until people can produce an interaction on community in the society or organization.

According to Brown and Yule cited in Richard (2008: 21), there are three functions of speaking, those are: *talk as interaction*, *talk as transaction*, and *talk as performance*. First, talk as interaction refers to what we normally mean by

conversation and describes interaction that serves a primarily social function. When people meet, they exchange greetings, engage in small talk, recount recent experiences, and so, on because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other than on the message. Such exchanges may be either casual or more formal, depending on the circumstances. There are some main features of talk as interaction, has a primarily social function, reflects role relationships, reflects speakers' identity, may be formal or casual, uses conversational conventions, reflects degrees of politeness, employs many generic words, uses conversational register, is jointly constructed. Second, talk as transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other.

The main features of talk as transaction are: it has a primarily information focus, the main focus is on the message and not the participants, participants employ communication strategies to make themselves understood, there may be frequent questions, repetitions, and comprehension checks, as in the example from the preceding classroom lesson, there may be negotiation and digression, linguistic accuracy is not always important. Third, talk as performance refers to public talk that is transmits information before an audience, such as classroom oral presentations, public announcements, and speeches. Talk as performance tends to be in the form of monolog rather than dialog, often follows a recognizable format

(e.g., a speech of welcome), and is closer to written language than conversational language.

The main features of talk as performance are: a) a focus on both message and audience, b) predictable organization and sequencing, c) importance of both form and accuracy, d) language is more like written language, e) often monologic.

1.2.2. Learning Strategy

The success in learning language is influenced by the strategies that the learners used. It seems undeniable that foreign language learners should be equipped with appropriate learning strategies in order to learn target of language more effectively and efficiently because language learning is an intentional and strategic effort (Chamot & O'Mellay, 1990).

Language learning strategy plays a significant role in L2/FL learning, due to the fact that language learning strategies can help learners to facilitate the acquisition, storage, retrieval or use of information and increase self confidence (Chang, Ching-Yi & Liu, Shu-Chen & Lee, Yi-Nan. 2007). In other word, language learning strategies have an important role in students' learning activities; it can help students to solve their problem in learning a foreign language. Vann & Abraham (1990: 177) stated that successful learners used strategies more appropriately in different situations than unsuccessful learners, and used a large range of strategies in language learning more frequently and appropriately.

1.3. Research Question

The problems in this research are formulated as follows:

1. What kinds of language learning strategies used by the students?
2. How is the students' speaking ability?
3. How is the correlation between the students' use of language learning strategies and their speaking ability?

1.4. Objective of the Research

1. To find out the kind of language learning strategies used by the students.
2. To find out the students' speaking ability.
3. To find out the correlation between the students use of language learning strategies and their speaking ability.

1.5. Use of the Research

This research is expected to bring the following benefits:

1. Theoretically, it enriches and confirms previous theories about students' learning strategy.
2. Practically, the finding of the research will help future researchers in conducting further researches.

1.6. Significance of the Research

The significance of theoretically of the research is:

Supporting the theory about meta-cognitive strategies, affective strategies and social strategies as a part of learning strategies used by the learner's

language. While practically, the results of this research are expected to give contribution in:

1. Giving consideration for English teachers to apply meta-cognitive strategies, affective Strategies and social strategies to improve students' speaking skill.
2. Providing information for learners about meta-cognitive strategies, affective strategies and social strategies to improve student speaking ability.
3. Providing information about the influence of students in speaking English in using the strategy itself.

1.6. Scope

Language learning strategies are mental process employed to learn and use the target language, teacher should help their students by establishing strategies to manage all forms of communication to ensure that all students have faired and equitable opportunities to develop their interpersonal speaking and listening (Nunan, 1991). Learning strategies have received greater attention within the field of education. Oxford (1990) mentions that language learning strategies (LLS) are steps taken by the students to enhance their own learning. Language learning Strategies are important for language learning because they are tools for active, self-directed involvement and also developing communicative competence. This language learning strategies is focused in qualitative and quantitative research namely: memory, cognitive, compensation, meta- cognitive, affective and social strategies.

1.7. Definition of Terms

Terms here are conceptually and operationally defined for better understanding of the readers. The definition of terms in this research are formulated as follows:

1. Affective strategy

Affective strategy is essentially strategy which will be assumed to develop the students' mental and characters to enhance their learning English. The effective strategies are such as lowering students' anxiety, encouraging and taking the emotional.

2. Meta-cognitive strategy

Meta-cognitive strategy is knowledge and understanding of own cognitive processes and abilities and those of others, as well as regulation of these process. Based on what O'Malley (1985) proposed, the following taxonomy for LLS can be presented. Meta-cognitive strategies, O'Malley (1985) means strategies applied to plan for learning and thinking about the learning process, monitoring production and comprehension as well as evaluation after the completion of an activity.

3. Cognitive Strategy

Cognitive strategy is a conscious way in processing the target language. It means involve more direct manipulation of the learning material itself. It involves four categories as well; practicing, receiving and sending messages, analyzing and reasoning, and creating structure for input and output.

4. Social Strategy

The most well known division of learning strategies is the one of American teacher and writer, Rebecca Oxford (1990), who separates them into direct and indirect. Those that contribute directly to learning are closely related to the subject matter (memory, cognitive and compensation strategies) and those which are essential to language learning nonetheless, but do not directly involve the subject matter itself (meta-cognitive, affective and social strategies). In social strategies, students deliberately seek opportunities to practice their knowledge and to be exposed to the target language (i.e. they try to speak with native speakers in order to practice the language, listen to radio, watch films or TV, read books in English, etc.). Social and affective strategies are of paramount importance, as they involve student's whole person and the learning process is very close to acquisition. It could be misleading to think that social strategies are used only for listening and speaking, they are helpful and indeed essential to all four language skills (Oxford, 1990:168).

5. Memory Strategies

Memory strategy involves the mental process for storing new information in the memory and for retrieving them when needed. This strategy has four categories; creating mental linkages, applying images and sounds, reviewing well, and employing action. For example: memory strategy help students store and retrieve new information.

6. Compensation Strategies

Compensation strategies enable learners to use the language either in speaking and writing even lack of the knowledge. This strategy consists of guessing intelligently, and overcoming limitations in speaking and writing. Guessing intelligently can be achieved by; using linguistic clues such as seeking and using language-based clues for guess the meaning what is heard or read in the language, and using other clues such as seeking and using clues that not language-based in order to guess the meaning of the language.

7. Speaking Skill

Brown (2001) Defines speaking as an interactive process of constructing meaning, involving producing, receiving and processing information. Speaking in a second or foreign language will be facilitated when learners are actively engaged in attempting to communicate. Speaking is closely related to self-realization; much of impression about people comes from what they say and how they say it.

8. Teaching Speaking

Teaching speaking is a very important part of second and foreign language learning because the students' speaking ability in learning language will be proven by their ability in uttering something by that language. As stated by Kayi (2006:1) that world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance. Thus, teaching speaking has important role in Teaching English as Foreign Language (TEFL).

Harmer (1998) as cited in Achmad (2012:2) points out that good speaking activities can and should be highly motivating. He (2007:12) also added that good speaking activities can and should be extremely engaging for the students. Furthermore, Harmer (2007:129) give some suggestions about the activities in the speaking classroom, those are: information-gap activities, telling stories, favorite objects, meeting and greeting, survey, famous people, student presentations, balloon debate, and moral dilemmas. By doing those activities with high attention, the students are expected to improve their speaking.

II. THEORITICAL REVIEW

2.1. The Development of English Competence

In developing English competence, someone must improve English skill especially focused in speaking. According to Bialystock (1997), they are explicit linguistics knowledge, implicit language knowledge, language exposure and other knowledge. The explicit knowledge is learners' attention to language form which is equated with learners' oral or written explanation of grammar rules. Implicit knowledge was determined by examining the learners' uses of some grammatical feature in some kind of performance. The implicit knowledge is developed through exposure to communicative language use in facilitated by functional practicing. In simple language, the mastery of language forms will be developed through its use in communicative language use.

Learning a foreign language is not easy. The aspect of English that made it interesting so that they got the chance to learn how to communicate and interact with other people. Communicative language competence is composed of several parts and one of them is linguistic competence. This ability might be the part that the pupils in senior high school study are restricted by and if English is

taught with a heavy focus on linguistic competence. Pupils are likely to consider this competence to be the most important. This is an example of how close the relationship is between what is taught and what is learnt. If the notion of communicative language competence among pupils needs to be broadened, teachers' notions of it must be broadened too.

While reading and listening are considered to be the two receptive skills in language learning and use, writing and speaking are the other two productive skills necessary to be integrated in the development of effective communication. All of the four macro English skills, speaking seem to be the most important skill required for communication (Zaremba, 2006).

Effective communication by means of speaking usually creates a number of benefits for speakers. For example, effective speaking skills result in achievements during ceremonial speaking activities, job training activities, job interviews, and many other business purposes. Zaremba (2006) also pointed out a study indicating that speaking skills or communication skills were usually placed ahead of work experience, motivation, and academic credentials as criteria for new recruitment for employment. Students who study English as a foreign language (EFL) usually have limited opportunities to speak English outside the classroom (Zhang, 2009) and also limited exposure to English speakers or members of the international community. This might be one reason for teachers to provide more situations and activities for students to strengthen

their speaking competence. Speaking for special communication usually occurs in contexts where speaking performance is conducted for an audience in differing circumstances.

The principles of public speaking are also intertwined with the development of speaking for special communication. When a speech involving an audience is taken into consideration, the act of speaking is considered to be more complicated than general everyday conversation and a number of other skills are therefore included in the speaking delivery process, e.g. choosing topics, organizing thoughts, tailoring the message, and adapting to listener feedback (Lucas, 2001). There are a number of factors relating to speaking skills to be considered for effective speaking English performance. Pronunciation, vocabulary and collocations are singled out as important factors to be emphasized in building fluency for EFL speakers. Providing students with a variety of situations and frequent speaking tasks plays a significant role in the improvement of students' fluency when speaking (Tam, 1997).

Confidence and competence usually lead to strengths of speaking English skills. Patil (2008) asserted that building up the learners' confidence to eliminate fear of making errors was a priority that the teacher should consider in order to make the learner feel comfortable with their language use. Confidence and competence in speaking could be developed from appropriate syllabus design, methods of teaching, and sufficient tasks and materials

(Songsiri, 2007). For effectiveness of speaking pointed out a number of elements involved, including listening skills, sociocultural factors, affective factors, and other linguistic and sociolinguistic competence such as grammatical, discourse, sociolinguistic and strategic competence. In order to convey meaning, EFL learners must have an understanding of words and sentences; that is, they must understand how words are segmented into various sounds, and how sentences are stressed in particular ways. These grammatical competent enable speakers to use and understand English language structures accurately and unhesitatingly, which contributes to their fluency, which, in turn, develops confidence in speaking.

When speaking English in an EFL context was taken into consideration, it was not surprising that the study revealed that confidence played an important role. Promoting speaking confidence, together with appropriate task design, was recommended for the English skills development of EFL/ESL learners (Bailey, 2005; Nunan, 2006; Patil, 2008; Trent, 2009; Zhang, 2009). Other out of class factors that enhanced participants' speaking included frequent listening to English materials, such as listening to music, watching movies, listening to the radio, watching television programs, and accessing multimedia websites. Previous studies supported the finding that speaking and listening skills were usually intertwined in terms of language learning and development (Noon, 2008). In addition, suggestions for EFL learners' speaking improvement included a variety of course activities, encouragement for more exposure to listening through media, and seeking opportunities to speak in real situations.

Moreover, practice and exposure to both listening and speaking activities in real world situations appeared to be a practical method to promote speaking confidence (Songsiri, 2007).

Language learning strategies use have been receiving growing attention in the areas of foreign language teaching and learning. It is fair to say that language educators in many different contexts have been seeking ways to help students become more successful in their efforts to learn and communicate in foreign languages. The application of foreign language learning and use strategies is viewed as one vehicle for promoting greater success. A strategy is considered to be effective if it provides positive support to the students in their attempts to learn or use the foreign language. The broad definition of foreign language learning and use strategies consists of the steps or actions selected by learners to improve the learning of a foreign language, the use of a foreign language, or both. This definition encompasses those actions that are clearly intended for language learning, as well as those that may well lead to learning but which do not ostensibly include learning as the primary goal. Let us now fine-tune our definition by looking more specifically at the different ways that strategies can be categorized. Language learning strategies are used with the explicit goal of helping learners improve their knowledge and understanding of a target language. They are the conscious thoughts and behaviors used by students to facilitate language learning tasks and to personalize the language learning process. Language learning strategies have been differentiated into four distinct categories: cognitive, metacognitive, social, and affective (based on Chamot

1987, Oxford 1990). Cognitive strategies usually involve the identification, retention, storage, or retrieval of words, phrases, and other elements of the target language (e.g., using prior knowledge to comprehend new language material, applying grammar rules to a new context, or classifying vocabulary according to topic). Metacognitive strategies deal with pre-planning and self-assessment, on-line planning, monitoring and evaluation, as well as post-evaluation of language learning activities (e.g., previewing the language materials for the day's lesson, organizing one's thoughts before speaking, or reflecting on one's performance). Such strategies allow learners to control the learning process by helping them coordinate their efforts to plan, organize, and evaluate target language performance. Social strategies include the actions that learners select for interacting with other learners, a teacher, or with native speakers (e.g., asking questions for clarification, helping a fellow student complete a task, or cooperating with others). Affective strategies serve to regulate learner motivation, emotions, and attitudes (e.g., strategies for reducing anxiety, for self encouragement, and for self-reward).

Oxford (1990) explained that the word 'strategy' comes from the term strategy. It is an ancient Greek term which is mostly used for war that means generalship or the art of war. The word strategies influences to any setting, including education. Oxford (1990:17) also drew learning strategies into two major divisions. They are direct and indirect learning strategy in which each of them has three parts. Furthermore, she mentioned that direct strategy is just like the performer in a stage while indirect strategy is the director of the play. Both

performer and director have essential role to reach a successful performance. Performers of direct strategies are the main actors that directly involved to the target language while the directors (indirect strategies) are indirectly involved to the target language (Husain, 2011:43), but they are important for general management in learning target language. Direct learning strategies consist of memory strategy, cognitive strategy and compensation strategy. Meanwhile, the indirect learning strategies consist of metacognitive strategy, affective strategy and social strategy. The scope in each of those strategies will be elaborated as follows:

1. Memory Strategies. This is a kind of strategy which is claimed by Oxford as the strategy that has been used for thousands years, it is also sometimes called mnemonic.
2. Cognitive Strategies. Different from the previous strategy, the cognitive strategy had been mentioned by several experts before Oxford did. Cognitive strategies described as the strategies that enable the learners to interact with the material by manipulating it mentally such as grouping the items or taking note on important information to be remembered.
3. Compensation Strategies. This is valuable for the language learners to solve the knowledge limitation problems both to understand and to produce language. Another three strategies are classified as indirect strategies that will be elaborated as follows:

1. Metacognitive Strategies. This is the first strategy explained by Oxford as indirect strategy, in which has function for general

- management of learning. The involved strategies concentrate to centering, arranging, planning and evaluating learning.
2. **Affective Strategies.** Oxford explained that the affective strategies are essential to control the language learners' learning in the sense of emotions, attitudes, motivations and values.
 3. **Social Strategies.** The last strategy mentioned by Oxford is social strategies. Language and social behavior are two things that cannot be separated, because the actualization of language is in communication. There are three reasons proposed by Chang (1992) to delineate why language learning strategies are important. First, learners' language learning may become more efficient and effective by using appropriate learning strategies. Second, the use of language learning strategies, according to Wenden's (1987) viewpoint, is to fulfill the goal of facilitating learner autonomy. Since language learning is a lifelong task and learning the language only through teacher' instruction in classroom is not enough. Hence, students should develop their autonomous ability for learning outside the college. Third, language learning strategies are supplementary means to solve the difficulties learners encountered in second language learning. In this way, the process of language learning will be facilitated and improved with the higher frequency of using appropriate learning strategies. In sum, language learning strategies are the causes and outcomes of successful language learning.

Language learning strategies not only help learners to develop autonomy but also enable them to become good language learners and make language learning faster but effective.

2.2. Definition of Language Learning Strategy

Language learning strategy is step taken by people to achieve the goals of learning. According to Oxford (1991) said that language learning strategies are defined as steps taken by students to enhance their own learning. The strategies can be done in side or outside of the classroom based on the students themselves. Oxford (1991) classifies language learning strategies into direct and indirect strategy. The category of direct strategies consist of memory strategies, cognitive strategies and compensation strategies then indirect strategies consist of metacognitive strategies, affective strategies and social strategies.

Brown (2001) stated that techniques are the specific activities manifested in the classroom. The strategic investment by which they spend time, effort and attention to the language they are learning and in which they set up strategies toward the ultimate mastery of language. A learning strategy here refers to a choice that the learner makes while learning or affects learning to process. There are many definitions of learning strategy described by expert. Tarone (1980) stated that communication strategies can help to expand language. The first one is learning strategies that can be conscious and behavioral (e.g.

memorization or repetition with the purpose of remembering), or they can be subconscious and psycholinguistic (e.g. inference or overgeneralization). The second type consists of production strategies, this type involves learners' attempts to use second language knowledge they have already acquired efficiently, clearly and with minimum effort. The third type is communication strategies, like production strategies, these are strategies of use rather than of learning, although they can contribute indirectly to learning by helping the learner to obtain more input. A learner's attempt to develop knowledge by using certain activities is classified into one of the sets above. Learners need to employ certain strategies to express ideas.

The three categories are classified based on the function of learning strategies employed that used before, while and after the process of learning. The first and third category may include indirect activities as they support learning by providing learners strategies before learning takes place and the second category will be in form of direct activities or conscious ones as they involve learners' attempts to use the language skill. The main goal in learning a language is how students can be good language learners because there is an awareness of learners that learning English is a very important thing for us, that's why language learners try to know how to learn a language, not just what to learn. By knowing the characteristics of good language learners can help students increase their language learning efficiency. Most of the early studies in the field of language learning strategies focused on identifying the characteristics of good language learners. Identifying and discussing the

strategies used by good language learners are considered as a good way to make the learners aware of the notion of language learning strategies. Rubin & Thompson (1982:53-54) mention the following characteristics for good language learners:

1. Good language learners find their own and take charge of their meaning. They determine the methods that are best for them as individual learners. They learn from others and experiment with different methods.
2. Good language learners organize their study of the language and they organize information about the language they study.
3. Good language learners are creative. They understand that language is creative. They experiment with the language and play with grammar, words and sounds.
4. Good language learners make their own opportunities for practicing the language inside and outside of the classroom.
5. Good language learners learn to live with uncertainty by focusing on the meaning of what they can understand, by not getting flustered, and by continuing to talk or listen without necessarily understanding every word.
6. Good language learners use mnemonics and other memory strategies to recall what they are learning.
7. Good language learners make errors work for them and not against them.

8. Good language learners use linguistic knowledge, including knowledge of their first language, in learning a second language.
9. Good language learners use contextual clues to aid their comprehension of the language. They maximize use of all potential contexts around the language attended to for enhancing comprehension.
10. Good language learners learn to make intelligent guesses.
11. Good language learners learn chunks of language as wholes and formalized routines to help them perform beyond their competence. For example, they may learn idioms, proverbs, or other phrases knowing what the whole phrase means without necessarily understanding each individual part.
12. Good language learners learn certain tricks that keep conversation going.
13. Good language learners learn certain production techniques that also fill in the gaps in their own competence.
14. Good language learners learn different styles of speech or writing to learn to vary their language according to the formality of the situation.

Wenden (1990:174) stated that there are nine characteristics of a good language learner, they are:

1. Good language learners find a style of learning that suits them.
2. Good language learners are actively involved in the language learning to process.

3. Good language learners try to figure out how the language works.
4. Good language learners know that language is used to communicate.
5. Good language learners learn to think in the language.
6. Good language learners realize that language learning is not easy.
7. Good language learners have a long term commitment to language learning.

This study concerns about kinds of learning strategies by Oxford (1990) because it elaborates the notion of “strategy” and examines a kind of learning strategies. Successful learners however learn to adopt active strategies of their own, incorporating monitoring behavior into their learning skills. In this research, to investigate the learning strategies of students, SILL (Strategy Inventory for Language Learning) was used.

The SILL was designed for students of English as a second language or foreign language. It is divided into six parts; each will tell the kinds of strategies used in learning English. They are Remembering more effectively (Memory strategies), Using all mental processes (Cognitive strategies), Compensating for missing knowledge (Compensation strategies), Organizing and evaluating learning (Metacognitive strategies), Managing your emotions (Affective strategies), and learning with others (Social strategies).

2.3. Category of Language Learning Strategies

There are some Classification of Language Learning Strategy such as:

2.3.1. Oxford Classification of Language Learning Strategy

Oxford (1990) classifies Language Learning Strategy into direct and indirect strategies. The category of direct strategies consist of memory strategies, cognitive strategies and compensation strategies while indirect strategies comprise meta-cognitive strategies, affective strategies and social strategies.

2.3.1.1. Direct Strategies

The direct strategies are beneficial to the students because they help store and recover information. These strategies help learners to produce language even when there is gap in knowledge. They also help to understand and use the new language.

The Direct Strategies are formulated as follows.

1). Memory Strategy

Memory strategy involves the mental process for storing new information in the memory and for retrieving them when needed.

This strategy has four categories;

- Employing Action: using Physical Response or sensation using mechanical technique.
- Review well: structured review
- Applying images and sounds: using imagery, mapping using keyword, representing sound in student memory.

- Creating student mental: grouping, associating/elaborating or debating.

2). Cognitive Strategy

This strategy is a conscious way in processing the target language. It involves four categories as well; practicing, receiving and sending messages, analyzing and reasoning, and creating structure for input and output. Practicing consists of:

- Practicing: repeating, formally practicing with sound in speaking.
- Receiving and sending messages: getting the idea quickly.
- Analyzing and reasoning: students are able to make reasoning deductively, analyzing expressions, analyzed contractively (across language), can be able to translating and transferred any idea to communicate.
- Creating Structure for input and output: taking note before speaking practice.

3). Compensation Strategy

Compensation strategies enable learners to use the language either in speaking and writing even lack of the knowledge. In this strategy consists of:

- Developing intelligence: using linguistic clue.
- Overcoming limitation in speaking: switching to the mother tongue, getting help, taking attention in mime and gesture, avoiding communication partially or totally.

2.3.1.2. Indirect Strategy

Indirect strategies work together with the direct strategies. They help learner regulate the learning process. These strategies support and manage language learning without direct engagement and therefore called indirect strategies. The Indirect Strategies are formulated as follows.

1). Meta-cognitive Strategies

It allows learners to control their cognitive in order to coordinate the learning process. This strategy consists of:

- Evaluating student learning: self monitoring and self evaluation.
- Centering student learning: overview and linking with already known material, paying attention and delaying speech production.
- Arranging student learning: find out about language learning, organizing, setting goals and objectives and also identify the

purposes of a language task, planning for language task and seeking practice opportunities.

2). Affective Strategies

Affective strategy assists learners to manage their emotions, motivation, and attitudes toward learning process. It consists of:

- Lowering student anxiety: using progressive relaxation, deep breathing or meditation using music or using laughter.
- Taking student emotional temperature: discussing your feeling with someone else.
- Encouraging student self: Making positive statement and taking risk wisely.

3). Social Strategies

This strategy facilitates language learning through interaction with others. It consists of:

- Cooperating with other: cooperating with peers, cooperating with proficient user of the new language.
- Asking question: asking for making clarification or verification and also asking for correction.
- Empathizing with other: developing cultural understanding, becoming aware of others feeling.

Learning strategies have been worldwide issues in English language teaching and have drawn considerable attention from scholars in the last few decades. It is proven by dozens of studies which have been carried out to get deep insight into many aspects of learning strategies, particularly when Oxford (1990) came up with a questionnaire to assess language learning strategies called Strategy Inventory for Language Learning (SILL). It has been translated into many languages and used in many different countries around the world. Some of the studies try to profile the use of strategies by different groups of learners of English such as Indonesian (Lengkanawati, 1997), French (Merrifield, 1996), Taiwanese (Lan & Oxford, 2003), Japanese (Mochizuki, 1999), and Singaporean (Wharton, 2000). Some others pose learning strategies as predictors of learning success (Mistar, 2011a; Thomson & Rubin, 1996), and still some others pose learning strategies as criterion variables predicted from a number of other variables such as gender, proficiency level, motivation, personality, and language aptitude (Oxford & Ehrman, 1995; Huda, 1998). In recent years, the focus of the studies has shifted to a narrower scope that is on the strategies in developing a specific language skill, such as; speaking, writing, reading, and listening.

In the area of speaking skill, some studies use theories of learning strategies as their theoretical bases and they use Oxford's SILL as the key instrument. Cabaysa and Baetiong (2010), for example, demonstrated that Filipino students prefer meta-cognitive, social, affective, and compensation strategies in speaking class. Meanwhile, achievement in school, attitudes towards speaking

English, tasks at hand, topics of discourse and teacher's techniques are considered to be influential factors to strategy choice. In Indonesian context, Umamah (2008) and Novitasari (2009) found students with higher speaking proficiency use social strategies more frequently than students with lower speaking proficiency. On the contrary, Wahyuni (2013) reported that the correlation between overall speaking strategy use and speaking proficiency is not significant, though positive. However, the effect of gender on strategy preference is found significant on affective strategies. Other studies use communication strategies as their theoretical bases. Nakatani (2006), for example, studied the relationship between English proficiency and the use of communication strategies among EFL learners in Japan and found that learners with higher proficiency reported more use of social affective, fluency-maintaining, and negotiation-for-meaning strategies than did learners with middle and lower proficiency level.

Moriam (2005), who investigated Japanese and Bangladeshi university student found that Bangladeshi employ cognitive and interpersonal strategies more than Japanese, and that gender difference of both groups provides insignificant effect of the use of speaking strategies, except that cognitive strategies used by Japanese females are found to be higher than those by the male. Another influential research (Khan, 2010) found that among Spanish university students task characteristics are more influential to the use of speaking strategies than proficiency. A more specific research was done by Monjezi (2014), who

examined the effects of gender and proficiency on the compliments and compliment responses made by Iranian learners.

2.3.2. Krashen's Classification of Language Learning Strategy

It is a view diametrically opposed to Krashen's Monitor and Acquisition Learning Hypotheses (Krashen, 1976; 1977) which state that language cannot be consciously learnt but only acquired through natural communication and therefore, by implication, that conscious learning strategies are not useful in the development of language. With the exception of the Monitor and Acquisition Learning Hypotheses, language learning strategy theory operates comfortably alongside most of the contemporary language learning and teaching theories and fits easily with a wide variety of different methods and approaches. For instance, memory and cognitive strategies are involved in the development of vocabulary and grammar knowledge on which the grammar translation method depends. Memory and cognitive strategies can be involved to make the patterning of automatic responses characteristic of the audio-lingual method more effective. Learning from errors (developed from inter-language theory) involves cognitive and meta-cognitive strategies. Compensation and social strategies can easily be assimilated into communicative competence theory and the communicative language teaching approach. The fact that learning strategy theory can work so easily alongside other theories, methods and approaches means that it has the potential to be a valuable component of contemporary eclectic syllabuses.

2.3.3. Rubin's Classification of Language Learning Strategy

Rubin (1975) focused on observation of successful second language learners, and concluded that the characteristics of good language learners are to be a willing and accurate guesser, to have a strong drive to communicate, to learn from communication, to be uninhibited and willing to make mistakes, paying attention to form by looking for patterns, taking advantage of every opportunity to practice, monitoring the speech of themselves and others, and focusing on meaning. Therefore, Rubin suggested that language teachers could help less successful learners to promote their language proficiency by paying more attention to productive language learning strategies.

2.3.4. Bialystok's Classification of Language Learning Strategy

Bialystok examined the influences of using learning strategies on ESL learners' performance and found that using all four strategies (formal practicing, monitoring, functional practicing, and inferring) in Bialystok's model of second language learning had positive effects on language learners' achievement, and only functional practicing affected language learners' proficiency in all tasks.

2.4. Language Learning Strategy in Speaking

Speaking is a means to communicate with other people; it can be done in monologues or dialogues. So the role of speaking in human life is so important, because human cannot live normally without communicating with other people. Speaking is so much a part of daily life that people take it for granted. The average person produces tens of thousands of words a day, although some

peoples like auctioneers or politicians-may produce even more than natural and integral is speaking that people forget how they once struggled to achieve this ability-until, that is, they have to learn how to do it all over again in a foreign language (Thornbury, 2005).

Many English students complain that they understand English, but they do not feel confident enough to join a conversation. There are a number of reasons for this including: Students are trying to translate from their native language into English. Production blocking is occurring due to nervousness, lack of confidence, etc. The speaker is looking for a specific word, rather than using simple language to describe what is mean There aren't enough conversation opportunities in or outside of class. Students aren't able to speak to peers, for example: mixed classes of adults and teenagers. Exam preparation focuses on grammar, vocabulary and leaves little time for active use.

Many people whose mother tongue are not English they need to learn more to make fluent in speaking English. Register use refers to the tone of voice and words that you choose when speaking to others appropriate register use can help you developing a good report with other speakers. Social English Examples: Making sure that your conversation starts well often depends on using social English standard phrases. These social English examples provide short dialogues and key phases necessary. Dialogues are useful in learning

standard phrases and vocabulary used in common situations. These situations are some of the most common you'll find when practicing your English.

2.5. Speaking Skill

Speaking is the crucial skill to master when student wants to communicate each other orally. Speaking is oral communication and also it is support by Kang in Richard and Renandya (2002:210) who states that a large percentage of the word's language learners study English in order to develop proficiency in speaking. It is related to student can express their mind, idea as a spontaneously. There are three versions of Brown and Yule framework; talk as interaction, talk as transaction and talk as performance. Each of these speech activities is quite distinct in terms of form and function and requires different teaching approaches. It can be assumed that speaking is conducting orally, it means that student cannot communicate with all of people when they found something environment in oral mode. Speaking is so much a part of daily life that we take it for granted , it means that speaking is making use of words in an ordinary voice, offering words, knowing and being able to use a language expressing one-self in words, and making speech. Therefore the writer infers that speaking uses the word and produces the sound to express ourselves either ideas, feeling, thought and needs orally in an ordinary voice. Furthermore, success in communication often depends on speaking skill. Teaching speaking is not like listening, reading, and writing. It needs a habit formation because it is a real communication. Speaking needs practice as often as possible. It is not writing or reading but it must be practiced directly.

Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols. Speaking is a crucial part of second language teaching and learning. However, the goal of teaching speaking should improve the students' communicative skills because students can express themselves and learn how to use a language.

According to Brown (2001: 271) some types of classroom Speaking performance are; imitative, intensive, responsive, transactional (dialogue), interpersonal (dialogue) and extensive (monologue). The first type of classroom speaking performance is imitative. Imitative means that students to be able to speak about a conversation, there must be at least one question asked by one of the participants, than the talk can be complementary and it is not a monolog. Imitate the sound of teachers speaking or the tape recorder sound. It is not aimed to interact with others but for focusing on some particular element of language form. The second type is intensive, It means that intensive speaking goes and-step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. The third type is responsive. Responsive is good deal of students' speech in the classroom. Students give short replies to teacher or students imitated questions or comments. The forth types is transactional (dialogue) carried out for the purpose of conveying or exchange of specific information, is extended form of responsive language. The fifth type is interpersonal (dialogue), it is carried out more for purpose of maintain social relationship than for the transmission of fact and information. The last is extensive (monologue), in this type of students

intermediate to advanced levels are called to give extended monologues in the form of oral report, summaries, or perhaps short speeches.

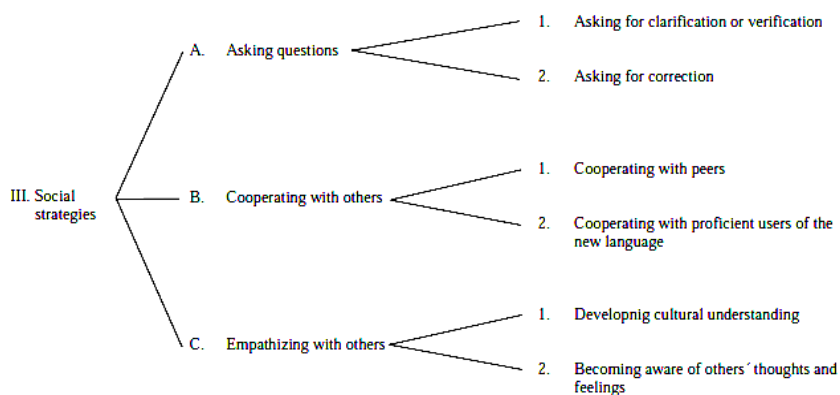
Byrne (1984) defines speaking as a two way process between speaker and listener and it involves the productive skill and receptive skill of understanding. Speaking seems to be easy to do, but we do not only speak, we also communicate each other with people by using language. Since English is a foreign language in Indonesia, most of the students might feel difficult to speak English. In fact, in teaching learning process, sometimes the teachers do not apply appropriate learning strategy for teaching speaking.

Richards (2002) points out several problems which are faced by poor learners in learning English as a foreign language. First, students cannot sustain spoken interaction beyond short segments. Second, students experience frequent communication breakdowns and misunderstandings. Third, students lack of vocabulary that is needed to talk about common utterances. Fourth, students lack of communication strategies. Fifth, students speak slowly and take too long to compose utterances. The last, students cannot participate actively in conversation. Seventh, their spoken English does not sound natural. Anderson (2003) says that the relationship between learning strategies and the students' proficiency level is clear. When the students use a greater variety and number of learning strategies, more proficient he/she would be. In parallel to this, according to Hismanoglu (2000), the language learner capable of using a wide

variety of language learning strategies appropriately can improve his language skills in a better way. After seeing the role of learning strategies in improving students' speaking performance, a critical simple question might come to our mind. Chamot (2004) says that learning strategy plays an important role in effectiveness of helping less successful students improve their speaking performance.

2.6. Language Learning Strategies Used to Classify the Student

Oxford explains the importance of social strategies in foreign language teaching by her definition of language as a form of social behavior, it is communication, and communication occurs between and among people. Learning a language thus involves other people, and appropriate social strategies are very important in this process. According to Oxford, three sets of strategies are included in social strategies: asking questions, cooperating with others and empathizing with others. Each set comprises two specific strategies as can be seen from the following diagram:



“Quality questions create a quality life. Successful people ask better questions, and as a result, they get better answers (Robbins, 1996).

While working in pairs or small groups, the students have more opportunity to ask questions, which is sometimes difficult at the elementary and pre-intermediate levels, except of drilled basic questions concerning student's personal data. The more students speak the better they learn, they may try to find out some information about their classmates, which interest them, or discover some interesting facts, they do not know. These situations are very similar to the real life and this should be the aim of language teaching. Moreover, a dialog or a conversation does not only consist of factual questions, but also some listener's feedback should be necessarily involved. The speaker needs to know whether his words were understood by the communication partner and needs some encouragement in a form of listener's nodding or another non-verbal communicative gestures.

Another important advantage of social strategies concerning asking questions is that while working in pairs or small groups with peers, the students do not feel so anxious to ask or to admit that they do not understand something, as it often happens in frontal teaching. In fact, learning under stress is often ineffective and can even be of negative value, so, pair work and groups work are recommended to reduce the stress. Briefly, the students' feelings may lower the barriers to language acquisition. Following important element of the social strategies is cooperation. It comes from the mutual interaction between people

and their collective living, when one participant influences the other and the other person's reaction influences the former one again. This social interaction or information exchange between people enables people to coordinate their work and to cooperate. It is important for forming interpersonal relationships and building relationship with and among students is very important.

2.7. Teacher Correction and Assessment

It is very disputable what sort of mistakes should be in communicative activities corrected, nevertheless, it should be kept on mind that mistakes are natural and frequent. Some mistakes may be already eliminated during the pre-communicative activities.

The people learn by mistakes and that everyone in the class is apt to make mistakes would be valuable, because the shy students may become more willing to join conversation.

In fact, it is impossible for the teacher to correct all mistakes, even if the teacher is a native speaker. Teachers are not able while students working in pairs or groups to check everyone (Byrne, 1987:33). Many teachers seem obsessed with eliminating mistakes and correct their students constantly. In addition, overcorrection may lead to overwhelming of the students with information. Murphy describes his own experience: "I had wanted to help him so much that I was correcting every little thing he did and giving him so much information that his brain was on overload. If mistakes are corrected too often, it might also lower students' interest in the language; they may become

inhibited and unable to continue activity. Moreover, the shy students may become afraid of Speaking.

2.8. Teachers' goal in Learning English

Successful people usually know what they need and make a clear objective to be achieved. They realized that to be successful it takes hard work and perseverance, so they develop learning programs that are detailed and easy to administer.

They divide their time learning on a regular basis and monitor its progress regularly. They do not just rely on teachers and books, but also take advantage of the resources that exist outside the classroom, such as magazines, newspapers, newsletters, reading books, software, internet, and so on.

2.9. Hypotheses of the Study

It is formulated to show the correlation of the variable. This research proposed two hypotheses. There are null hypotheses (symbolized by H_0) and alternative hypotheses (symbolized by H_a). The hypotheses are stated as follows.

1. H_0 (Null hypotheses): There is no correlation between the students' language learning strategies (LLS) and their speaking ability.
2. H_a (Alternative hypotheses): There is correlation between the student's language learning strategies (LLS) and their speaking ability.

III. RESEARCH METHODOLOGY

3.1. Research Design

In this research, the researcher uses qualitative and quantitative. Qualitative research is a process of inquiry aimed at understanding human behaviour by building complex, holistic picture of social and cultural setting in which such behaviour occurs. Qualitative is used to find out the kinds of Language Learning Strategies. While quantitative is used to find out the correlation between Language Learning Strategies and Students' Speaking Ability. Qualitative research does not require measurement or cannot be measured because the reality they present can only be approximated.

3.2. Focused of the Research

The focus of the research is the second grade of Senior High School in SMAN 1 Binduriang Bengkulu. The researcher chooses them as the subject of the study because they are learning more complex and they have same various learning strategies although has different program in Senior High School. They need to improve their skills in speaking English so they can perform well. Therefore, it would be necessary to find out their kinds of language learning

strategy in speaking performance. Basically, the research will be focused to analyze and know the strategies. The subject matter taught in senior high school was also classified into dialogue and monologue. Both of the speaking performances require the learners to be able to convey their idea to other learners as well as the as the teacher. The topic was related setting in speaking that they use in daily conversation and in natural settings.

3.3. The Data Collection Techniques

In speaking of this assessment of this research was attended by 20 students of class of senior high school in second grade. The procedure can be done in analytically with the as following:

1. The teacher gives instructions to students to choose a story in picture series that has been prepared by the teachers as much as the number of students in the class. It can be seen in (Appendix 4).
2. Students retell the story of the pictures in sequence based on the topic they have chosen at five minutes to do.
3. Finally of the assessment, the teachers and researchers give scores to students based on the criterion of assessment on speaking.

Data collecting of this research described the information when and where it was collected, and how it was obtained. The data used in this study are: number from students' speaking score of speaking test.

The researcher gave the test including in speaking skills to know how far their ability in English mastery. The result from their score gift make the researcher easy to know kinds of strategies that are used to increase their English ability. It is used to know deeper information from the subjects about their learning strategies in mastery English. In collecting the data, the writer uses the followings technique:

3.3.1. Questionnaire

Questionnaire is a popular means of collecting data, but it is difficult to design and many times of rewriters before an acceptable questioner is produced. Through questioners the researcher gets information that he wanted to know the students' opinion on whether the strategies are interesting or not. By the Questionnaire the researcher knows the student's opinion related to the speaking learning process. Besides, the researcher knows the students' affective, cognitive and social in learning strategies. Questionnaire that is used to retrieve the data is a questionnaire that was formalized by Oxford (1990) namely Strategy Inventory for Language Learning strategies. There are 50 statements translated into Indonesian to help students understand the questions in the questionnaire.

The SILL questionnaire is designed to assess language learning strategy use. In the journal a Study of Language Learning Strategies (LLSs) of University Student in Hongkong it was stated that the SILL has been the most extensive questionnaire for obtaining information on the language learning strategies and frequently used in studies worldwide. Also, the SILL appears to be the only

language learning strategy instrument that has been checked for reliability and validated in multiple ways. In the SILL, language learning strategies are grouped into six categories of assessment: (a) memory strategies (9 items) which represent to remembering effectively, (b) cognitive strategies (14 items) which represent using mental process, (c) compensation strategies (6 items) which represent compensating for missing knowledge, (d) meta-cognitive strategies (9 items) which represent organizing and evaluating the learning, (e) affective strategies (6 items) which represent managing emotion, and (f) social strategies (6 items) which represent learning with others. The Model of Questionnaire can be seen in (Appendix. 2).

Table I. Description of the Questionnaire of Scale Linker

No	Category	Number of Item	Item
1	Memory Strategies	9	1,2,3,4,5,6,7,8,9
2	Cognitive strategies	14	10,11,12,13,14,15,16,17,18,19,20,21,22,23
3	Compensation strategies	6	24,25,26,27,28,29
4	Meta-cognitive strategies	9	30,31,32,33,34,35,36,37,38
5	Affective strategies	6	39,40,41,42,43,44
6	Social strategies	6	45,46,47,48,49,50

Each Category was scored using Linker scale

(1 = Never 2 = Seldom, 3 = Sometime, 4 = Often, 5 = Always). Students were asked to respond to each item according their honest answer.

3.3.2. Speaking Test

The researcher uses oral speaking test to measure the students' speaking ability.

3.4. Instruments

To get the data as complete and valid as possible, the researchers use several instruments to help her. Instrument is a device for recording, measuring, or controlling, especially such as a device functioning as part of a control system, the instruments used in this research are: questionnaire sheet, and test.

According to Harris (1975), speaking is a complex skill requiring the simultaneous use of different ability which often develops at different rates. Five components are generally recognized in analyses of speech process that are pronunciation, grammar, vocabulary, fluency (the ease and speed of the flow of the speech) and comprehension (an understanding of what both the tester and the tested are talking about or the ability to respond to speech as well as to initiate it). Harris presented the sample of an oral English rating scale that used 1-5 points. Below is the frame of Harris's oral English rating scale that to show in (Appendix.3).

3.5. Data Analysis Method

In this reserch, the researcher uses categories analysis in order to make the research containing valid information. By this method the researcher intended to find out various sources of data according to the topic of the research by focusing on selecting the material which needed, after the data has been

collected, the researcher analyzes them. The researcher writes all the students information about their learning strategies and method to keep their ability in mastery English based on the result of evaluation test. Derived from the kind of data collected by the researcher above, the researcher analyzed those data by using several methods as follows:

3.5.1. The Qualitative Data Analysis

In this study, the qualitative data were analyzed by using questionnaire, because this research is descriptive to determine the learning strategy used by students, the researcher tries to give a questionnaire consisting of 50 questions in the LLS. For instance, the researcher collected the data about the name of students at the second grade of senior high school.

3.5.2. The Quantitative Data Analysis

The quantitative data in this research come from speaking test and students' speaking ability was scored using Harris's formula then, to find out the correlation between Language Learning Strategy and students' speaking ability.

3.6. Validity and Reliability of the Instrument

Before gaining the data through questionnaire, the writer checked the validity and reliability of the questionnaire through pilot study. The participants of the pilot study will be asked to fill in the questionnaire.

3.6.1. Validity

According to Wahyuni (2012), construct validity technique is validity that construct validity concerns the degree of truth of an instrument with reference

to the theory. It means that the tests measures what is supposed to be measured. To measure whether the test has good validity or not.

3.6.2. Reliability

To measure the reliability of speaking test, the writer used the Statistical Packages for the Social Science (SPSS). Descriptive statistic including; Frequencies, Means, Standard deviation, and Ranking, were implemented in order to investigate the data and the use of language learning strategies. In scoring the students' speaking ability, the researcher used inter-rater, they are: the researcher and the teacher at school.

V. CONCLUSIONS AND SUGGESTIONS

This chapter is divided into two sub chapters. They are conclusion and suggestion.

5.1. Conclusions

Based on the finding of the research, it can be concluded that:

1. Language learning strategy (LLS) gives a slight impact on student's speaking ability in the second grade students. It can be seen from the result where there is a significant difference between the various learning strategies of students. Meta-cognitive Strategy has a very high score in speaking compared to other learning strategies. The student uses five different types of learning strategy in speaking such as: memory, cognitive, compensation, meta-cognitive, affective and social.
2. Based on the score of students' speaking ability, the researcher finds that learning strategy can help the students to learn speaking English well if it uses storytelling by picture series. The students' speaking ability is a moderate because their average score of speaking is 68.05, where the highest aspect of speaking is vocabulary.
3. There is correlation between students' language learning strategy and students' speaking ability.

5.2. Suggestions

For the English teachers, this study may enhance their horizon related to various language learning strategies. For the students, this study can make the students more creative to find out which one is the appropriate strategy in order to alter their learning achievement. For the readers, this study may help the readers to improve their knowledge about English teaching and learning. For other researchers, this study may make other researchers reviewing further, sharp, critical, and comprehensive, which is the closest related to this investigation in order to reveal many aspects in enhancing teaching and learning.

REFERENCES

- Anderson, N. J.(2003). Metacognitif Reading Strategy Increase L2 Performance. *The Language Teacher*, 27,20-22
- Bailey.M. K. (2000) *Practical English Language Teaching Speaking* (New York : The Mc Graw. Hill companies.2.
- Byrne, Donn.(1984). *Teaching Oral English*. Great Britarian: Oxford University Press
- Bialystock, E. (1979). The role of conscious strategies in second language proficiency. *Modern Language Journal*, 65,24-35.
- Brown, G & Yule, G. (1983). *Teaching the Spoken Language*. Cambridge: Cambridge University Press
- Brown, H.D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New York: Addison Wesley Longmn Inc.
- Cabaysa, C and L.R. Baetiong. (2010). *Language Learning Strategies of Students at Different Levels of Speaking Proficiency*. Vol. 68 (1), 16-35 U.P. College of Education. Retrieved on September 24th, 2012 from <http://journals.upd.edu.ph/index.php/edq/article/view/2131>
- Chamot, A. U. (2004). *Learning Strategies of Students of Less Commonly Taught Languages*. San Diego, CA: The American Educational Research Association.
- Chang, S. J. and S. C. H. (1992). *Language Learning Motivation and Language Strategies of Taiwanese EFL Students*. Washington, DC: Department of Education. (ERIC: Document Reproduction Service No. ED371589).
- Chen, Yueh-Miao.(2005). *The Learning Strategies of Taiwanese University Students: English Majors Versus Non-English Majors and Males Versus Females*. Indonesian Journal of English Language Teaching, Vol. 1/no.2.

- Dadour, E.S. & Robbins, J. (1996): University-level studies using strategy instruction to improve speaking ability in Egypt and Japan. In R. Oxford (Ed.), *Language Learning Strategies Around the World: Cross-cultural Perspectives* (pp. 157-166). Manoa: University of Hawaii Press.
- Harmer, J. (1984). *The Practice of English Language Teaching*. London: Longman 2007. *How to Teach English*. London: Longman
- Harris, D. (1975). *Testing English as a Second Language*. New York: MC. Graw Hill Publishing Company Ltd.
- Hismagnolu, M. (2000). "Language Learning Strategies in Foreign Language Learning and Teaching." *The Internet TESL Journal*. Vol. VI, No. 8.
- Husain, D. (2011). *Fostering Autonomous Learning Inside and Outside the Classroom in Language Learning*. Makassar: Badan Penerbit UNM.
- Kayi, H. (2006). *Teaching Speaking: Activities to Promote Speaking in a Second Language*. Retrieved on October 10th 2014 at [http://iteslj.org/Articles/Kayi-Teaching Speaking.html](http://iteslj.org/Articles/Kayi-Teaching%20Speaking.html)
- Khan, S. (2010). *Strategies and spoken production on three oral communication tasks: A study of high and low proficiency EFL learners*. (Doctoral Dissertation, Universitat Autònoma de Barcelona, Spain).
- Krashen, S (1976). Formal and informal linguistic environments in language acquisition and language learning, *TESOL Quarterly*, 10, 157-68.
- Lucas, S. E. (2001). *The art of public speaking*. (7th Ed.). Singapore: McGraw-Hill.
- Monjezi, M. (2014). The effects of proficiency and gender on the compliments and compliment responses made by Iranian EFL learners. *International Journal of Language Learning and Applied Linguistics World*, 5(1), 625- 636.
- Moriam, Q. M. (2005). Speaking strategy use by the EFL students in Japan and Bangladesh. *Journal of International Development and Cooperation*, 12(1), 47-61.
- Moura, Elenir V. X. (1992). *Estratégias de Aprendizagem de língua estrangeira entre alunos de diferentes níveis de rendimento e de proficiência*. Master thesis – UNESP, Assis.
- Nakatani, Y. (2006). Developing an oral communication strategy inventory. *The Modern Language Journal*, 90(2), 151-168.

- Noon-ura, S. (2008). Teaching listening speaking skills to Thai students with low English proficiency. *Asian EFL Journal*. 10(4). 173-192. Retrieved from http://www.asianefljournal.com/December_08_sna.php
- Novitasari, H. (2009). *Language learning strategies applied by speaking class students*. (Undergraduate thesis, Soegijapranata Catholic University, Semarang, Indonesia).
- Nunan, D. (1991). *Language Teaching Methodology: A Textbook for Teachers*. New York, UK: Prentice Hall International.
- Nunan, David (1991). *Language teaching methodology*. New York: Phoenix
- O'Malley, J Michael, Anna Uhl Chamot, Gloria Stewner-Manzanares, Lisa Kupper & Rocco P Russo (1985). *Learning strategies used by beginning and intermediate ESL students*, *Language Learning*, 35(1), 21-46
- O'Malley, J Michael, Anna Uhl Chamot, Gloria Stewner-Manzanares, Rocco P Russo & Lisa Kupper (1985a). *Learning strategy applications with students of English as a second language*, *TESOL Quarterly*, 19/3, 557-584.
- O'Malley, J & Anna U.C (1990). *Learning strategies in second language acquisition*. Cambridge: Cambridge University Press.
- Oxford, R.L. (1990). *Language learning strategies: What every teacher should know*. New York: Newbury House.
- Oxford, R. (1991) *Language Learning Strategies: Three Case Studies*. *Language Learning Journal*, 12, 35 -37
- Park, G. (2010). *Investigation into Learning Strategies Used by Effective and Less Effective EFL Learners in Korea*. South Korea: Soonchunhyang University.
- Patil, Z.N. (2008). *Rethinking the objectives of teaching English in Asia*. *Asian EFL Journal*. 10 (4), 227-240. Retrieved from http://www.asianefljournal.com/December_08_zn.php
- Prodrômou, Luke. Mixed ability classes . Hemel Hempstead : Phoenix ELT, 1995
- Rebecca L. Oxford, *Language Learning Strategies-What Every Teacher Should Know*, (Boston: Heinle & Heinle Publishers, 1990), p. 300. Reading Strategies www.englishclub.com/reading/guide_strategies.htm

- Richards, J.C. & Renandya W.A. (Eds.).(2002). *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge: Cambridge University Press.
- Rubin, J., and Thompson, I. (1982). *How to be a More Successful Language Learner*. Boston: Heinle & Heinle.
- Rubin, J (1975). What the 'good language learner' can teach us, *TESOL Quarterly*, 9,41-51.
- Silva, Walkyria M. "Estratégias de Aprendizagem de línguas estrangeiras – um caminho em direção à autonomia." *Revista Intercâmbio*, vol. XV. São Paulo: LAEL-PUC/SP, 2006.
- Songsiri, M. (2007). *An action research study of promoting students' confidence in speaking English*. (Dissertation of Doctor of Education Degree), School of Arts, Education and Human Development, Victoria University, Australia. Retrieved from eprints.vu.edu.au/1492/1/Songsiri.pdf
- Tam, M. (1997). *Building fluency: a course for non-native speakers of English*. *English Teaching Forum*, 35(1), 26. Retrieved from <http://eca.state.gov/forum/vols/vol35/no1/p26.htm>
- Tarone, Elaine (1980). *Communication strategies, foreigner talk, and repair in interlanguage*, *Language Learning*, 30/2, 417-429.
- Thornbury, Scott. (2005). *How to Teach Speaking*. Cambridge, UK: Longman Inc.
- Thornbury, S. 2005. *How to Teach Speaking*. Essex: Stenton Associates
- Umamah, A. (2008). *A study on the speaking strategies applied by EFL learners at English department of Unisma*. (Undergraduate thesis, Islamic University of Malang, Indonesia).
- Wahyuni, S.(2013). *L2 speaking strategies employed by Indonesian EFL tertiary students across proficiency and gender*. (Ph.D thesis, University of Canberra, Australia).
- Wenden, A. (1990) *Helping Language Learners Think about Learning' in Currents of Change in English Language Teaching*. By Rossner and Bolitho (p.174).
- Wenden, A. L.(1987). Conceptual Background and Utility. In A. L. Wenden & J. Rubin (Eds.), *Learner Strategies in Language Learning*(pp. 3-13). Englewood Cliffs, NJ: Prentice-Hall.

Zaremba, A. J.(2006). *Speaking professionally*. Canada: Thompson South-Western.

Zhang, Y. (2009). *Reading to speak: Integrating oral communication skills*. *English Teaching Forum*,47(1), 32-34. Retrieved from <http://exchanges.state.gov/englishtheaching/forum/archives/2009/09-47-1.html>