

**THE ROLE OF
STUDENTS' LANGUAGE LEARNING STRATEGIES
IN SPEAKING AT THE SECOND YEAR
OF SMA MUHAMMADIYAH 2
BANDAR LAMPUNG**

By

ANNISA OCTA ELVIRA ALI

A Script

Submitted in a Partial Fulfillment of
The Requirement for S-1 Degree

in

The Language and Arts Education Department of
The Faculty of Teacher Training and Education



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Research Title : **THE ROLE OF STUDENTS' LEARNING STRATEGIES IN SPEAKING AT THE SECOND YEAR OF SMA MUHAMMADIYAH 2 BANDAR LAMPUNG**

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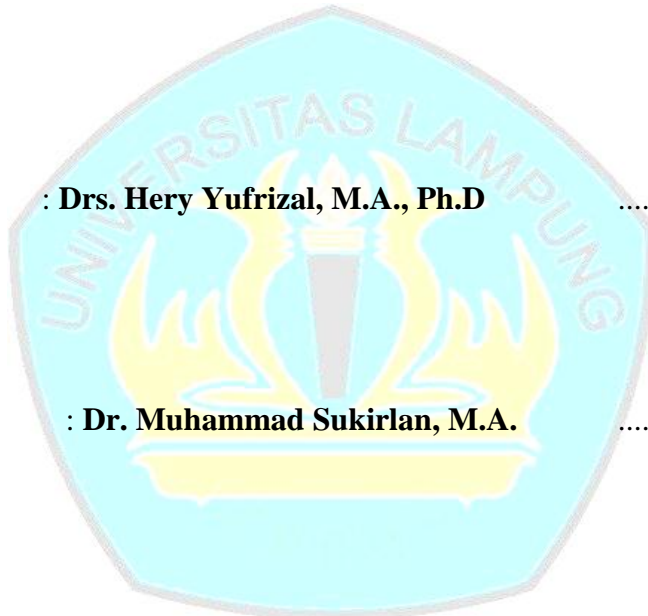
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CURRICULUM VITAE

Annisa Octa Elvira Ali was born on October 24th, 1991 in Bandar Lampung. She is the daughter of the late Hi. Alisyahbana, S.E., M.M., and Dra.Eliwati. She is the second child of two children. She has one brother named M. Fitra Muktiarsyah Ali.

She graduated from Al Munawarrah Kidergarten school in 1997. Then she continued to SDN 1 Pahoman Bandar Lampung and graduated in 2003. Having graduated from the elementary school she continued to SMPN 5 Bandar Lampung, and graduated in 2006. In 2009 she graduated from SMAN 4 Bandar Lampung.

In 2009, the researcher then continued her study at Lampung University majoring English Department program.

I dedicate this research paper to:

*The late of my beloved father Ft. Alisyahbana SE.M.M.,
My dearest mother Dra. Eliwati,
and also my dearest brother M. Fitra Muktiarsyah Ali
who always support me to accomplish this script.*

Motto :

**“Work hard, respect your around people
and the success will come to you”**

(Jess Winfield)

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Indeed, there are many obstacles during the process of the accomplishment. The researcher realizes that without the other people’s help, it is impossible to finish this research paper. Here, the researcher gives her immeasurable gratitude to:

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Finally, the researcher wants to thank for all people who could not be possibly mentioned for their unforgotten contributions during the research paper writing process. The researcher realizes that this paper still has some weakness. Therefore, criticism and suggestion are invited for its improvement. Hopefully, this research project can give benefit to the readers as well as those who want to carry out further research.

Wassalamu'alaikum Wr.Wb.

Bandar Lampung, March 2013

Annisa Octa Elvira Ali

Abstract

**THE ROLE OF
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Speaking is the most important skill that should be mastered by students in building a good communication. It seems that students get difficulties to achieve the target of speaking without having an effective learning strategies. Therefore, the objectives of this research are to find out the significant difference of speaking among low and high frequency users of learning strategies and to investigate the most frequent strategy used by high performer in speaking.

This research was a quantitative analysis. The research design was one way ANOVA design. The samples of the research were selected by using simple random sampling from the students of the second year. There were 29 students taken as sample of research. The data were categorized into two levels, high and low frequency users in learning strategies towards their speaking performance. The data were analyzed by using SPSS at the significant level 0.05.

Based on the data analysis, the result showed that there was a significant difference of speaking among high and low frequency users in learning strategies ($p < 0.05$; $p = .000$). The result of the data analysis showed that the F_{value} was higher than F_{table} ($74.32 > 2.76$). It means that there was a significant difference of students' speaking among high and low frequency users in learning strategies. The results also showed that high frequency users used cognitive strategies the most in speaking ability.

Based on the result, it can be concluded that there is a significant difference among high and low frequency user. Besides, the high frequency users use cognitive strategies in speaking. The researcher suggests that English teacher should be aware of students' learning strategies. Based on the data analysis, most of high frequency users used learning strategies so that their speaking ability become better and most of them used cognitive strategies. It means that students organize what they got by repetition, so the teacher should do a drill method in speaking English. It makes them more active and have a good achievement in speaking.