

II. LITERATURE REVIEW

This chapter reviews some theories that were be used to support the research. The theories of speaking in general, learning strategy, and learning strategy use in speaking will be discussed in this chapter,

2.1 Concept of Speaking

There are many different ways that people can do to communicate what they think. Some people prefer telling what they want by gesture, note, or even eye-contact. Meanwhile, some others prefer conveying their intension by words or speaking. Speaking is the primary skill of language and it can be developed from the beginning when someone was born, from the first contact with the language.

Speaking is a productive skill in which the speaker produces and uses the language by expressing a sequence of ideas and at the same time he/she tries to get the ideas or the massage across (Putria, 2011:13). Speaking is not merely saying words but also using language to deliver meanings in order that listener can make sense of them (Cameron, 2001). We try to communicate with each other and use our language to make other people understand. Byrne (1948:8) defines speaking as two processes between speaker and listener and it

involves the productive skill and receptive skill of understanding. In other words, one tries to communicate with each other to send his/her message to the second person.

It is not extremely easy to convey the message in English. The problem might be caused by the factor that speaking requires several aspects to consider such as the language use, pronunciation, stress, intonation, tenses and choice of words. Hamer (2007) states that to be able to speak easily, well and quickly, students have to be able to pronounce phonemes correctly, use stress and intonation pattern appropriately, and speak in connected speech.

In order to be fluent speakers, those who speak fluently and accurately, the students need mental or physical effort. It is because to be able to speak fluently, they have to speak and think at the same time. It implies that we need to monitor what we say and correct any mistake when we speak. Pinter (2006) states that there are so many things which have to be learned to be fluent speaker such as the appropriate to say in certain situation, how to manage conversation and how to interrupt their own contribution

Speaking requires not only the knowledge how to produce form of language such as grammar, pronunciation and vocabulary, but also the comprehension about when, why and what ways to produce language (Brown, 2001). To master speaking skill is not easy and short process. To be able to speak

fluently in foreign language we need a lot of practice. It is what proverb says “practice makes better”.

Speaking is defined as the ability to express ideas, feeling, opinions, and wishes in carrying out speaking task in the class room. Brown (2001:271) says that speaking ability in a language class is the ability to perform the language in a task. If students want to be able to communicate in English well, they need to be able to pronounce the words correctly, use appropriate stress and intonation, and use a language in a range of different genre and situation (Hamer, 2007).

There are some criteria in speaking skill. Welty (1976:47) states that speaking is one of four basic skills of language and it has important role in daily life because it is the main skill in communication. Speaking must fulfill these following criteria, they are:

1. Pronunciation

Pronunciation refers to the ability to produce easily comprehensible articulation.

2. Grammar

Grammar refers to the study of language rules it is a kind of regularity of sound structure that nobody could learn language without grammar. Grammar is the set of logical and structural rules that govern the composition of sentences, phrases, and words in any given natural language.

3. Vocabulary

Vocabulary refers to selection of words that suitable with content. There are thousands of words with rule of combining them make up the language that students should master.

4. Fluency

Fluency is the smoothness of flow which sounds, syllables, words and phrases are joined together when speaking.

5. Comprehension

Comprehension is the study how well students understand language, or that helps them to improve their understanding of it.

On the other hand, different from the five categories by Welty's (1976), Heaton (1991) states that there are three aspects to be tested. The three aspects are:

1. Pronunciation

Pronunciation refers to the ability to produce easily comprehensible articulation (Syakur: 1987). Heaton (1978:5) in Putria's study (2011:14) defines grammar as the students' ability to manipulate structure and to distinguish appropriate grammatical form in appropriate ones is needed for students to arrange correct sentences in conversation.

2. Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency refers to the ease and speed of the flow of the speech (Harris, 1974:81). It

means that when a person makes a dialogue with another person, the other person can give respond well without difficulty.

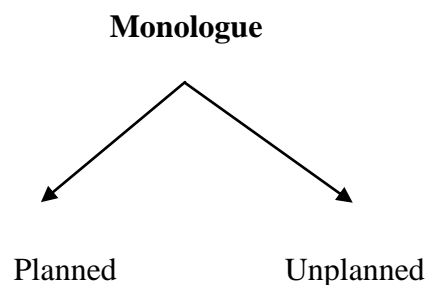
3. Comprehension

Comprehensibility denotes the ability of understanding the speakers' intension and general meaning (Heaton, 1991:35). It means that if a person can answer or express well and correctly, it shows that she/he comprehends or understand well (Putria, 2011:14).

From the two different definitions above, the researcher used the oral ability scale proposed by Heaton. It is because the study proposed by Heaton (1991) is simple. The three aspects proposed by Heaton's have already covered the five aspects in Welty's study.

2.1.1 Types of speaking

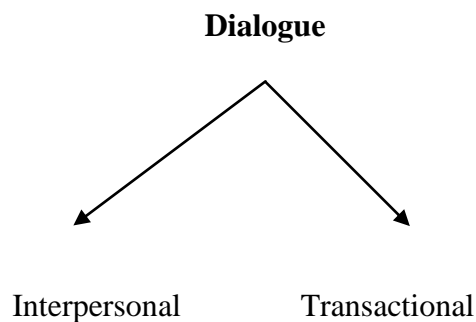
There are many kinds of speaking that students might use in their life activity. Brown (2001:250) says that much of our language teaching is devoted to instruction in mastering English conversation. Brown classifies the type of oral language in two parts, monologue and dialogue. Monologue is divided in two parts planned and unplanned. Dialogue is divided in two parts interpersonal and transactional.



The first is monologue. Monologue means that when one speaker uses spoken language, as in speeches, lectures' readings, new broadcast, and the like, the hearer must process long stretches of speech without interrupting—the stream of speech will go on whether or not the hearer comprehends. In planned, as it opposed to unplanned, monologue differs considerably in their discourse structures (Harris, 1969:81). For the example there are 5 kinds of monologue, they are narrative, recount, procedure, descriptive and report. Planned monologue means that the students speak and telling something by writing the text before, while unplanned monologue means that the learners tell about something spontaneously or they have already known about the story before.

The example below is one of the examples of monologue with topic past activity.

Student 1: *Hello, good morning my friends. Here, I want to tell you about my vacation last week. Last vacation, my boyfriend and I went to Ancol. We went to Ancol to see the Sea World. We went at 9 a.m. from my house by taxi. On the way, we bought Aqua and snacks at Indomart. In Ancol, first we went to the Sea World. There was much kind of fish we saw. We were sometimes afraid of seeing very big fish. At 4 o'clock, we went home. The trip was tiring, but my boyfriend and I enjoyed the trip very much.*



The second is dialogue. Dialogue involves two or more speakers and can be subdivided into those exchanges that promote social relationship (interpersonal) and those for which the purpose to convey proportional or factual information (transactional). Transactional dialogue, which is carried out for the purpose of conveying or exchanging specific information is an extended form of responsive language.

The example of dialogue is below with topic accepting and refusing an offer.

Angga : Good morning, could I speak with Annisa please?

Annisa : Yes, I am Annisa.

*Angga : Oh, Hi Annisa. This is Angga. Are you busy tonight? I mean..
Would you like to come to my house tonight?*

Annisa : What is the occasion?

Angga : Well, my mom is cooking Rendang. You said that you would like to try West Sumatra food.

Annisa : Yes. What time do you want me to come?

Angga : At seven o'clock.

Annisa : Thank you. See you tonight, Angga.

From the explanation above, the researcher comes to the consideration that dialogue is the best type of speaking that will be analyzed in this research. Because speaking by using dialogue type students can communicate in front of the class with her/his partner and it also can build students' confidence speaking in front of many people.

2.2 Concept of Learning Strategies

English is one of the main subjects that should be taught to the students since it is the international language that people should use as a means of communication. The students have difficulties in English both oral and written

form. Many approaches have been introduced in developing students' English proficiency in order to motivate students in learning English. But those approaches are not enough in mastering English. Students should have the effective strategies that can make them learn the language more effectively.

In real definition, "strategy" is often used in military which means preparation and management of troops in order to reach victory in fighting. Meanwhile, in teaching learning process, strategy can be defined as learner's actions to reach the learning goal. The use of language learning strategies significantly predicts success on learning English. Setiyadi (2011:45) says that teachers should introduce learning strategies to their students and provide opportunity for their students to implement the strategies which have been proved to be more effective than other strategies. Learning is the conscious process used by the learners to achieve the objectives, while learning strategy is the steps taken by language learners to enhance any aspect of their language.

To achieve the target of learning, the students should have the learning strategies. Chamot (2004:14-26) defines learning strategies is the conscious thoughts and actions that students take in order to achieve a learning goal. Oxford (1990: 8) defines learning strategies as "specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed and more transferable to new situations." She suggests that language learning strategies have the following features:

- a. contribute to the main goal, communicative competence.
- b. allow learners to become more self-directed.

- c. expand the role of teachers.
- d. are problem-oriented.
- e. are specific actions taken by the learner.
- f. involve many aspects of the learner, not just the cognitive.
- g. support learning both directly and indirectly
- f. are always observable.
- g. are often conscious.
- h. can be taught.
- i. are flexible.
- j. are influenced by a variety of factors.

Concerning to Oxford's definition (1990a), learning strategies refer to conscious activities since students seem to be aware what actions or steps they are taking to enhance their learning process to acquire another language.

The definition implies that learning strategies are conscious activities because students are learning a language while they are conscious of the process. Learning strategy is the thoughts and actions that students use to accomplish a learning goal. The thoughts and actions are expected to develop competence in the target language.

In addition, Hosenfeld and Wenden (1987:71) describe some steps in defining a learning strategy, they are:

1. Learners can choose how to use resources.
2. Learners prioritize the aspect of language that they want to learn.
3. By choosing and uprioritizing, learners set their own learning goals.

4. Learners may plan what their learning strategies should be and change them if they are not successful.

By identifying learning strategies, students use in speaking and identifying the strategies that make them learn speaking more successfully, it is expected that teacher will provide students with situation that encourages their students to use the effectiveness strategies.

2.2.1 Factors that influencing the Learner's use of Learning Strategies

There are some factors that influenced the learners' learning strategy. Oxford (1990) in Sabuncoulo's study (2011) synthesized existing research on how the following factors influence the choice of strategies used among students learning a second language.

1. Motivation

More motivated students tended to use more strategies than less motivated ones, and the particular reason for studying the language (motivational orientation, especially as related to career field) was important in the choice of strategies.

2. Gender

Females reported greater overall strategy use than males in many studies (although sometimes males surpassed females in the use of a particular strategy).

3. Cultural Background

Rote memorization and other forms of memorization were more prevalent among some Asian students than among students from other cultural

backgrounds. Certain other cultures also appeared to encourage this strategy among learners.

4. Attitudes and Beliefs

These were reported to have a profound effect on the strategies learners choose, with negative attitudes and beliefs often causing poor strategy use or lack of orchestration of strategies.

5. Type of Task

The nature of the task helped determine the strategies naturally employed to carry out the task. Students of different ages and stages of L2 learning used different strategies, with certain strategies often being employed by older or more advanced students.

6. Learning Style

Learning style (general approach to language learning) often determined the choice of L2 learning strategies. For example, analytic-style students preferred strategies such as contrastive analysis, rule-learning, and dissecting words and phrases, while global students used strategies to find meaning (guessing, scanning, predicting) and to converse without knowing all the words (paraphrasing, gesturing).

7. Tolerance of Ambiguity

Students who were more tolerant of ambiguity used significantly different learning strategies in some instances than did students who were less tolerant of ambiguity.

From the explanation above, the researcher assumes that motivated learners tend to use variety learning strategies that the unmotivated ones. Many researchers found that female learners used more kind of strategies than male students that shows that female learners study language easier than male learners. The last, the background of language has an influence in using learning strategy.

2.3 Categories of Learning Strategies

Different researchers might use different taxonomy of language learning strategies, since there are many classifications of language learning strategies proposed. Oxford (1990:8) states that learning strategy is specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective and more transferrable to new situations. It means that to know the learners' successful in target learning, it can be observed by their strategies because by using strategies their teaching learning activity become easier, faster and more enjoyable. Besides, students can use the strategies in any situations.

Many researchers classify the learning strategy into four categorizations, namely cognitive strategies, metacognitive strategies, social strategies, and affective strategies (Naiman, dkk., 1978; O'Malley dan Chamot, 1990; Cohen,

1990; Oxford, 1990). Cognitive strategies relate to the learner's thinking in processing English materials. Metacognitive strategies relate to the learner's way in facing and processing the English materials. Social strategies relate to how the learners and their friends work together to reach the learning goal. And affective strategies relate to the attitude and the feeling in facing the teaching learning English process.

The following are the classifications of learning strategies proposed by several experts' studies in the matter of concern.

2.3.1 Rubin's Classification of Learning Strategies

First classification of learning strategy was proposed by Rubin. Rubin (1975:45-8) classifies language learning strategies into seven categories of 'good (successful) language learners' use in learning language skill, they are:

1. The good language learner is a willing and accurate guesser.
2. The good learner has a strong drive to communicate, or to learn from a communication.
3. The good learner is often not inhibited; he is willing to appear foolish if reasonable communication results.
4. The good language learner is constantly looking for patterns in the language.
5. The good language learner practices.
6. The good language learner monitors his own and the speech of others.
7. The good learner attends to meaning.

2.3.2 Naiman et al.'s Classification of Learning Strategies

The second classification of learning strategy was proposed by Naiman et al. Similar to Rubin's study, the study of Naiman et al. (1978) also focused on the strategies of successful language learners used in learning a second language categorized into five common strategies. The strategies are:

1. The active task approach,
2. The realization of language as a system,
3. The realization of language as a means of communication and interaction
4. Management of affective demands,
5. Monitoring of L2 performance.

Based on the description above, it can be inferred that the good learners have their own strategies in mastering the skill that they want to achieve. Green and Oxford (1995) define strategies as a specific actions or techniques that students use to improve their progress in developing L2 skills. By using proper strategies, students know what they are doing and what they are supposed to do in the process of learning.

2.3.3 Fillmore's Classification of Learning Strategies

The third classification of learning strategy was proposed by Fillmore. Fillmore (1979) classifies language learning strategies under two categories, the first category was called social strategy and the second was called cognitive strategy. In general, different studies have uncovered different findings. It can be argued that the different studies of language learning strategies have revealed what language learners do to acquire a foreign language (Setiyadi, 2011:19).

2.3.4 O'Malley et al.'s Classification of Learning Strategies

Slightly, different from Rubin and Naiman, who merely classify the strategies used by the good language learner; Oxford proposed more specific categorization of learning strategies. Oxford (1990) as quoted in Setiyadi (2011:17) proposes six categories, namely cognitive strategy, memory, compensation, metacognitive strategy, affective strategy, and social strategy. On the other hand, O'Malley et al.'s study (1985) is different from Oxford's study. O'Malley et al. introduced categories that involved self awareness. In O'Malley et al's study (1985), the classification consist of three categories, namely: metacognitive, cognitive, and social strategies.

2.3.5. Oxford's Classification of Learning Strategy

Firstly, Oxford (1990) divides the learning strategy into two categorizations, namely direct and indirect strategy. Then the categorizations are classified again in details, direct strategy is divided to memory strategies, cognitive strategy, and compensation strategy; while indirect strategy is divide to metacognitive strategy, social strategy, and affective strategy. Therefore, there are 6 broad learning strategy categories by Oxford, namely memory strategy, cognitive strategy, compensation strategy, metacognitive strategy, social strategy, and affective strategy.

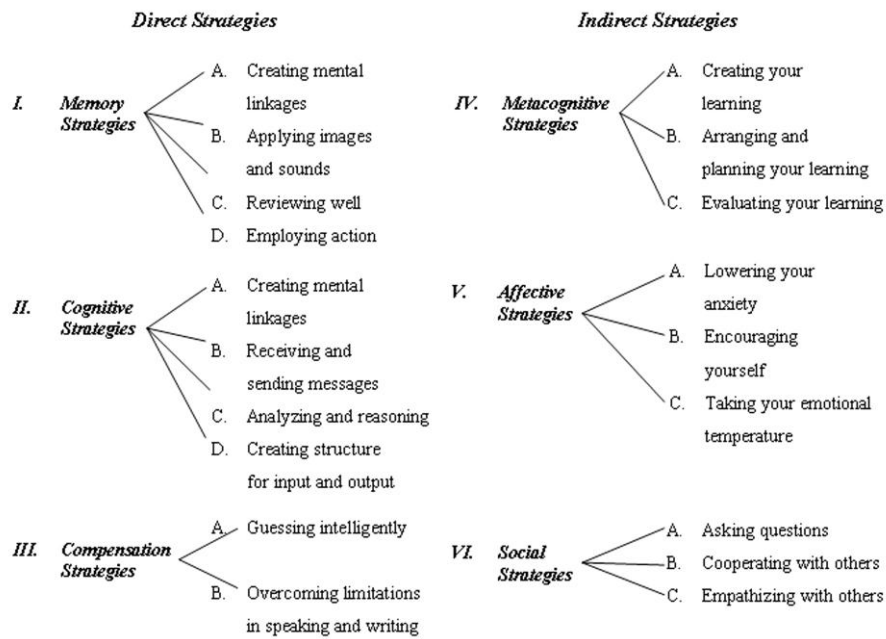


Figure 1. Oxford's LLS Taxonomy (1990a)

a. Memory Strategy

Memory strategy is used by the learners by using their experience and knowledge that they had before, such as grouping, imagery, rhyming, and structured reviewing. This strategy use memory most, for example the learners repeat the lesson that they had at school before, including the sound that they heard before or the movement that they ever seen before.

b. Cognitive Strategy

Cognitive strategy is the whole learners' actions in teaching learning process relate to the use of learners' thinking capacity. This strategy can be formed as activities such as reasoning, analyzing, summarizing (all reflective of deep processing) as well as general practicing.

c. Compensation Strategy

Compensation strategy is used by the learners who have a very high skill. This strategy is usually used to compensate for limited knowledge, such as guessing meanings for the context in reading and listening and using synonyms and gestures to convey meaning when the precise expression is not known.

d. Metacognitive Strategy

Metacognitive strategy is learners' actions that relate to the ways of they face and process the teaching learning materials, such as paying attention, consciously searching for practice opportunities, planning for language tasks, self-evaluating one's progress, and monitoring error.

e. Affective Strategy

Affective of emotional, motivation-related strategy is the strategy which relate to the attitude and the feeling in facing the teaching learning english process, such as anxiety reduction, self-encouragement, and self-reward.

f. Social Strategy

Social strategy is the strategy which relates to how the learners and their friends work together to reach the learning goal, such as asking questions, cooperating with natives peakers of the language, and becoming culturally aware.

From the taxonomies above, the researcher is going to use the O'Malley et al.'s (1985) study. Based on Setiyadi's book (2011:26), it is stated that there are three main categories of language learning strategies which are used in Indonesia. The three categories are cognitive, metacognitive and social

strategy. It is better to analyze the three main categories in students' speaking ability which is considered as the effective learning strategies in speaking.

2.4 Learning Strategies in Speaking

There are many strategies that students can use to promote their language skills. In speaking skill, it was found that there are several learning strategies which can be used by the students. As mentioned previously, all taxonomies of learning strategies reflect more or less the same categorizations.

From the taxonomies above, the researcher found that the study of O'Malley et al. (1985) is the appropriate study that will be adapted in analyzing students' strategies in speaking ability. Considering the focused strategy in this study, the research will analyze the cognitive, metacognitive and social strategy as the students' strategies in practicing speaking in order to increase their speaking achievement.

O'Malley introduced categories that involved self awareness. In O'Malley et al.'s study (1985) the classification consists of three categories, namely: metacognitive strategy, cognitive strategy, and social strategy.

1. Metacognitive Strategy

In practicing speaking skill, sometimes students convey the words what they have in their mind. In order to monitor before they convey what they want to speak they need metacognitive strategy. Oxford (1990a) states that

metacognitive strategies include: centering learning, arranging and planning learning, and evaluating learning.

In Zakin's study (2007) of metacognitive strategies, students would be taught to recognize the strengths and weaknesses of their own thinking processes and how to target their common pitfalls. They would learn how to internalize such comments as, "OK, here is where I usually make the mistake of..." "What is the question I need to ask myself here?" and, "I know I often confuse....with, so I need to go slow now." Once students feel comfortable with general questioning techniques as well as those that address their specific difficulties, they would engage in partner and small group sharing, scaffolding their peers in self-questioning techniques tailored to individual needs. Ongoing metacognitive training assisted by inner speech would enable students to internalize the self-guiding, self-monitoring, and self-correcting skills required for complex problem solving.

O'Malley and Chamot's study (1985) as cited in Setiyadi (2011:15-16) say that this strategy relates to the awareness of learning, it requires *planning* for learning, *thinking about* the learning place, *monitoring* of one's production of comprehension, and *evaluating* learning after an activity is completed.

Metacognitive strategies allow learners to control their own learning through organizing, planning and evaluation and are employed for managing the learning process overall.

1. Centering your learning (for example, identifying one's own learning style preferences).
2. Arranging and planning your learning (for example, arranging a study schedule, planning for an L2 task, setting goals and objectives).
3. Evaluating your learning (for example, evaluating the success of any type of learning strategy self monitoring, evaluating task success).

Several studies have shown that metacognitive strategies correlated with language learning (Brown et al., 1986 and Gu and Johnson, 1996).

2. Cognitive Strategy

A cognitive strategy is all activities that take place in the brain in order to acquire a foreign language. In O'Malley and Chamots's study (1990) it clarified that cognitive strategy include: rehearsal, organization, inferencing, summarizing, deducing, imagery, transfer and elaboration. Cognitive strategy refers to all the mental process, except processes that involve self-monitoring and self evaluating, in order to learn another language (Setiyadi, 2011:16)

The word cognitive means thought. So, "cognitive styles" refers to thought patterns. Studies of cognitive styles suggest that people fall into *open-minded* and *closed-minded* categories. The open-minded person seeks out information before making a decision. They are more likely to see the "relatedness of issues." They admit that they don't have all of the answers, and they need to learn more before they can draw a conclusion. The closed-minded person has tunnel-vision—he or she sees only a narrow range of data and

ignores the rest. They accept information only if it conforms to their established mindset.

Cognitive strategies enable the learner to understand and produce new language.

- Practicing (for example, using formulas and patterns).
- Receiving and sending messages (for example, focusing on the main idea of a message and outlining).
- Analyzing and reasoning (for example, analyzing expressions).
- Creating structure for input and output (for example, taking notes).

3. Social Strategy

In social strategy, students have to work with other language learners to obtain feedback and information (cooperation). Besides, they are questioning for clarification and self talk. Stratton and Hays (1988) states social strategy is the nature of social interaction, how people come to influence one another's behavior. Social strategy is the way that students use towards their learning process that take place in groups. Social strategy includes asking questions, cooperating with others, and empathizing with others.

Social strategies will help learners work with and interact with other people.

Asking questions (for example, asking for clarification or verification of a confusing point), talking with a native-speaking conversation partner, and help the learner work with, cooperating with others (for example, asking for

help in doing a language task) and empathizing with others (for example, developing cultural understanding and exploring cultural and social norms).

Social strategy includes joining a group and acts as if you understand what is going on, give the impression with a few well chosen words that you speak the language, and count on your friends for help (Fillmore, 1979). Oxford (1999:9) in Hismanoglu (2003:3) states that social strategy relates to the way for gauging emotional reactions and personality traits to learning and for lowering anxieties, and social strategies for enhancing learning. Student needs other students in order to achieve their learning improvement. This strategy deals with social activities involved in learning a second/foreign language (Fillmore, 1979). The example of social strategy is like public speaking or debate.

2.4.1 Identification of Learning Strategies

This research used questionnaire in identifying students' use of learning strategies, since it is line to Chamot (2004:2) who cites that the most frequent and efficient method for identifying students' learning strategies is questionnaire.

This research made use of The Language Learning Strategy Questionnaire or LLSQ proposed by Setiyadi (2011:39). The validity and reliability of questionnaires have been evidently reviewed statically. The reliability of the LLSQ was determined for each individual category of language learning

strategy (Setiyadi, 2011:40). Further, the items of questionnaires have been developed by using Likert-Scale and used extensively as a standardized measure.

2.4.2 The Frequency of Using Learning Strategies

In this study, students' frequency of using learning strategies relates to amount as of how frequent they use learning strategies will be shown by the total score of the questionnaire. Students' frequency of using learning strategies will become one of the concerns of this research, because there is an assumption said that when students use a great number of learning strategies, more proficient they will be.

In this study, students' frequency of using learning strategies will be measured by questionnaire. The questionnaire is developed by using Likert-Scale, in which it provides the students with these following optional answers:

1 = Never or almost never true of me.

2 = Usually not true of me.

3 = Somewhat true of me.

4 = Usually true of me.

5 = Always and almost always true of me.

The questionnaire is used to identify students' strategies in learning speaking.

There were five chosen where 1 means never or almost never true of me; 2

means usually not true of me; 3 somewhat true of me; 4 means usually true of me and 5 means always or almost true of me.

Students' speaking ability and learning strategies should be correlated because using appropriate language learning strategies often results in improved proficiency or achievement overall or in specific skill areas (Oxford et al., 1993; Thompson & Rubin, 1993). Beside that, the successful language learners tend to select strategies that work well together in a highly orchestrated way, tailored to the requirements of the language task (Chamot & Kupper, 1989). These learners can easily explain the strategies they use and why they employ them (O'Malley & Chamot, 1990).

Another study states that in speaking ability, cognitive (e.g., translating, analyzing) and metacognitive (e.g., planning, organizing) strategies are often used together, supporting each other (O'Malley & Chamot, 1990).

2.5 Review of the Related Research

Language Proficiency and Language Learning Strategies Use

Many studies showed the relationship between language learning strategies and language proficiency, and Juan Zhao (2004) found the result that there was a positive correlation was found between the use of language learning strategies and the English proficiency, which were indicated by students'

grades and self-efficacy. The students were medium users of overall strategies, Compensation Strategy was the most frequently used, and Memory Strategy category was the least used. Another prove was shown in Candradewi's study. Based on Candradewi's study (2008), there was difference among students who were in the level of high, medium and low mark in speaking got different score when they used the learning strategies.

Based on the results above, it can be concluded that there was a significant correlation between learning strategies and students' ability in English. Besides, there were also differences of speaking among high and low frequency users in learning strategies. That was the reason why the research was conduct in order to prove by the researcher herself that there was a significant difference of speaking among high and low frequency user in students' learning strategies.

2.6 Theoretical Assumption

As a means of communication, students have to communicate using the language both in oral and written form. In oral form, many students have a good and bad skill in speaking. To practice their speaking, students need another student since speaking is the process of communication between at least two people as the way of expressing someone's idea. In order to improve their ability, students have to use their strategies in speaking. There are many strategies that students can for their ability in speaking.

Several taxonomies have been described from the different studies. Oxford (1990a) proposes six categories of learning strategies, namely: cognitive strategy, memory, compensation, metacognitive strategy, affective strategy, and social strategy. Whereas, O'Malley et al.'s (1985) study categorizes learning strategy into three namely: cognitive strategy, metacognitive strategy, and social strategy. Another study is Fillmore's (1979) taxonomy which classifies language learning strategies under two categories, namely: social strategy and cognitive strategy.

In Indonesia, there are three major strategies used, namely: cognitive strategy, metacognitive strategy, and social strategy. In this research, the researcher used O'Malley et al.'s (1985) study where the study is considered as the appropriate study to be adopted by the researcher in analyzing students' learning strategies and their speaking ability. The researcher chose dialogue as the speaking type because the researcher thought that by speaking in front of the class with partner, it can built students' confidence and they can work cooperatively with their friends. By dialogue type, the researcher could analyze what kind of strategy that the students used in their speaking ability.

From the frame of theories above, the researcher came to the assumption that there would be difference of speaking ability among high frequency users of learning strategy and low frequency users. Besides, these integrated learning strategies would encourage students to extend their use of learning strategies to new situations. Finally, it made students possible to improve their performance on the whole.

2.7 Hypotheses

Based on the assumption, the researcher has a hypothesis:

H¹: there is a significant difference of speaking ability among high and low students of learning strategies.