THE CORRELATION BETWEEN STUDENTS' LEARNING STRATEGIES AND SPEAKING ABILITY AT SMA MUHAMMADIYAH 2 BANDAR LAMPUNG

(Undergraduate Thesis)

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ENGLISH EDUCATION STUDY PROGRAM

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ABSTRACT

THE CORRELATION BETWEEN STUDENTS' LEARNING STRATEGIES AND SPEAKING ABILITY AT SMA MUHAMMADIYAH 2 BANDAR LAMPUNG

Based on the preliminary survey that had been done in PLP, it was found the lack of speaking ability at students' second year of SMA Muhammadiyah 2 Bandar Lampung. The objective of the research was to determine the correlation between students' learning strategies and speaking ability; and to find out which aspect of speaking that most correlated with students' learning strategies. This study used quantitative methods. The population of the research was the second-year students of SMA Muhammadiyah 2 Bandar Lampung. The sample used in the study was XI Science 3. Students' learning strategies were assessed using the Language Learning Strategy Questionnaire (LLSQ), and their speaking ability were assessed using a speaking test. In this study, Pearson Correlation was utilized. The result of this study indicated that there was a correlation between students' learning strategies and their speaking ability since the significant value was 0.845 resided between 0.800 - 0.1000, which means there was very high correlation.

Keywords: *Correlation, Learning Strategies, Speaking Ability*

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By:
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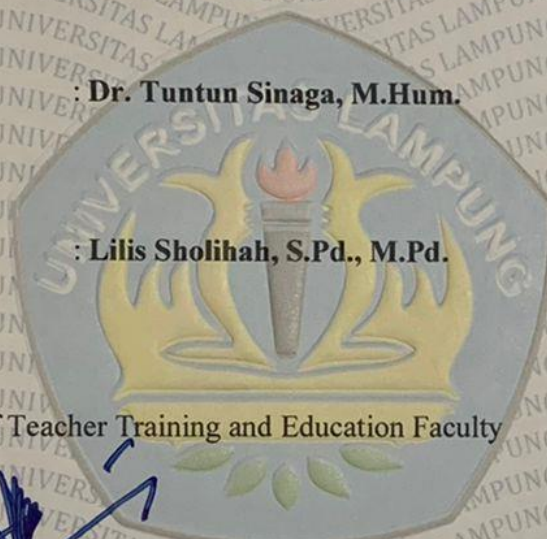   Examiner   : **Dr. Tuntun Sinaga, M.Hum.**

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Menyatakan bahwa skripsi ini adalah karya dari pelaksanaan penelitian saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya gunakan sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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CURRICULUM VITAE

Abdullah Al Mubarok was born on December 16th 1997 in Bandar Lampung. He is the first child of Dr. Sonny Widiarto, M.Sc and the late of Renta Triantina, A.md. He has two siblings, named Abdurrahman Ahmad and Azkia Hanifa.

He started his education at TKIT Qurrota A'yun in 2003. Then he continued his study at SDIT Permata Bunda and graduated in 2010. After that, he forward to SMP Al Kautsar and graduated in 2013. In the same year, he pursued his study to Islamic Boarding School Al Kirom until 2018. In 2018, he was accepted as the student of English Education Study Program of Lampung University.

During his study at Lampung University, he joined and actived in internal and external organization. He took part of Society of English Education Students (SEEDS) in early as student. Then, he became the leader of finance division of SEEDS in 2019. In the same year, he participated as volunteer in Lampung Festival Krakatau. To develop his skill, he joined Lampung Konser as videographer in 2022.

In 2021, he did Kuliah Kerja Nyata (KKN) in Bandar Lampung. Then, he chose SMA Muhammadiyah 2 Bandar Lampung as his Pengenalan Lapangan Persekolahan (PLP). To finish his study in university, he did research at SMA Muhammadiyah 2 Bandar Lampung in 2022.

MOTTO

"Where there is a will, there is a way"

(George Herbert)

DEDICATION

By the name of Allah Subhanahu Wata'ala, this script is proudly devoted to:

My dear parents, Dr. Sonny Widiarto, M.Sc. and the late of Renta Triantina, A.md

My lovely siblings, Abdurrahman Ahmad and Azkia Hanifa

My precious grandmother, Yulinar Minpaduka

My lecturers of English Education Study Program

My friends at English Department 2018

My alma mater, University of Lampung

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It is crucial to acknowledge that this script would not have been created without the generous individuals who provided guidance, encouragement, and assistance throughout its development. The author wishes to extend heartfelt appreciation and admiration to the following individuals:

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In the end, the author believes that his writing is far from perfection and have weakness. Hence, comments and suggests are acceptable for better research. Besides, the author hopes this research would give positive benefits for readers, teachers, and further researchers.

Bandar Lampung, October 2023

The author,

Abdullah Al Mubarok
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I. INTRODUCTION

This chapter contains background of the problem, research questions, objectives of research, the uses of research, scope of research, and definition of terms which explained as the following.

1. 1. Background of The Problem

Speaking as a two-way process between speaker and listener and it implicates the productive skill and receptive skill of understanding (Byrne, 1984). Besides, Suhendar and Supinah (1992) state that speaking skills are productive skills and it changes the form of thoughts or feelings into a meaningful form of language sounds, smooth and effectual relationship with the social environment and work environment. Before students speak, they must know about word that they are going to say and they must be able to pronounce every word correctly (Buhari, 2019). Because of that, all students in the classroom must be able to master speaking skill.

In the primary language skills, speaking is considered the most important where the skills must be mastered well by most people in learning a new language and student comprehension can be measured by competence in terms of arrange conversations in that language (Nunan, 1991). Moreover, students are recognized as the competence of English learners from oral skills. It was reflected in grammar, vocabulary, speaking, fluency, and speaking skills (Haerazi & Irawan, 2019).

Although, speaking is one of crucial communication ways, it has some difficulties for students learn English as a foreign language. Sometimes,

students get some challenges or difficulties to use the language in their daily life. For example, they faced problems when speaking English because it is not their first language. Also, they used to feel confused about grammar and vocabularies that makes them afraid to speak English. Therefore, the learning strategy will use to help them overcome the difficulties of speaking.

Furtermore, Brown (1994) states that strategies are specific methods of approaching a problem or task for controlling and manipulating several information. On other hand, learning isa process which aims to get new knowledge, habits, skills, values, attitudes, and preferences. The ability to learn is possessed by humans, animals, and some machines. Wenden and Rubin (1987) say that learning strategies are strategies which contribute to the development of the language system which the learner constructs and affect learning directly. Furthermore, Ramirez (1986) says that techniques, approaches, or tactics that learners used are classified as learning strategies. Additionally, Chamot & Kupper (1989) states that those strategies enable students to develop competence in the target language through the use of various techniques to help them comprehend store and remember new information and skills. By all means, learning strategies is a method or tool to approach language system which affects learning directly.

Furthermore, learning strategy does not come automatically in trained well. It needs a serious attention to choose the learning strategy based on students' goals. It can be also said that learning strategy plays a very important role to get the content of the subject the students read. However, there is a difference between learning strategy and learning style. In addition, Brown (1994) states

that strategies are very widely within an individual, while styles are more constant and predictable.

Moreover, there are several advantages of learning strategy. (Reiss, 2005) claims all students need to use the learning strategies since it overcomes the challenge of learning a new language while trying to use the language to learn the context. Then, Chamot (1999) explains that learners who are aware of their own learning process, strategies, and preferences are able to manage their learning effort to meet their own goals. Furthermore, learning strategy also can help the students understand the specific information from the subject they learn. Besides, it can focus their attention on the target they want to achieve. In short, those advantages can make the students easily achieve their targets than students who do not apply it. For instance, students who do not care to apply the learning strategy when learning English, they might fail to understand what content they are learning.

The first previous research was conducted by Pietrzykowska (2013) which aim to investigate the relationship between language learning strategies used by students and their oral proficiency. In addition, Oflaz (2019) run research which aim to know the relationship between foreign language anxiety, shyness, language learning strategies, speaking scores and academic achievement of university preparatory students learning German. Moreover, the third previous research was conducted by Mistar & Umamah (2014). It focusses on the attempts to find out the differences in the use of strategies of learning speaking skill by male and female learners and the contribution of strategies of learning speaking skill on the learners' speaking proficiency.

The research about correlation between metacognitive learning strategies and students' english achievement shows the aim of this study to determine the frequency of use of metacognitive learning strategies and correlation between the use of these strategies and mastery of english student. Questionnaire used to measure strategy use metacognitive learning adapted from the Strategy Inventory for Language Learning. While mastering english students are measured through semester test results. The data shows that there is significant correlation between metacognitive and learning strategies students' mastery of English.

The purpose of the research about the correlation and the influence between listening strategies and listening comprehension is to identify. The result revealed that there was a significant correlation between listening strategies and listening comprehension with r = .516. Besides, there was also a significant influence of listening strategies on listening comprehension with 26.6 %. This study could have implications for English language teachers, course designers, learners, and text book writers.

The research titled Identifying Types of Learning Strategies in Listening at Second Grade of MAN 1 was aimed at finding out learning strategies used by learners based on their achievement in learning listening. This research was a quantitative study and it was conducted to 32 learners in second grade of MAN 1 Bandar Lampung. The results showed that (1) the learners which were group as cognitive was found 17 learners, metacognitive was 8 learners and social was 7 learners. (2) Metacognitive learners got better score than learners with cognitive and social strategy with the average score 81,4. Learners with

metacognitive strategy used planning, thinking about the learning process, monitoring, and evaluation which helped them to do listening test.

From the statements above, the researcher believes that learning strategies is one of the most important in communication ways to improve students' speaking ability. Because speaking is the important communication tool to connect each other, then it is crucial to mastering students' speaking ability by learning strategies. Therefore, the researcher decided to find out how significant is the correlation between learning strategies and students' speaking ability. Moreover, the researcher also interested to find out which aspect has the most correlated.

1. 2. Research Questions

Based on the background of research, the researcher formulates research questions as follow:

1) Is there any significant correlation between learning strategies and speaking ability?

2) Which aspect of speaking has the most correlated?

1. 3. Objective of Research

The objectives of this research are to find out the answer of the problems and state purposes concerning the research questions which are already formulated. Based on the research questions, objective of this research as follows:

1) To find out whether there is any significant correlation between learning strategies and speaking ability of the second-year students in SMA Muhammadiyah 2 Bandar Lampung

2) To find out the most correlated aspect in speaking of the second-year students in SMA Muhammadiyah 2 Bandar Lampung.

1. 4. Uses of Research

The researcher supposes that the result has two uses as follow:

1.4.1. Theoretically

The research findings are expected to support the existence of theories concerning learning strategies and speaking ability

1.4.2. Practically

a. As reference for another researcher who interested to conduct the study about the correlation between learning strategies and speaking ability.

b. As information for English teachers that learning strategies can be useful for teaching English especially speaking.

From the uses of research above, theoretically and practically, the result is to find out the most correlated and important aspect in students' speaking ability.

1. 5. Scope of Research

This research is quantitative research. The objective of this research is to find out the correlation between learning strategies and speaking ability. Moreover, it aims to investigate aspect has the most correlated. The instruments of this study are questionnaire and speaking test.

1. 6. Definition of terms

To avoid misunderstanding about this study, the researcher issues definition of terms as follows:

1.   Correlation is non-experimental research method which studies the relationship between two variables with the help of statistical analysis.

2.   Learning strategies are operations and methods that students use which aim to optimize the processes of gaining information and knowledge.

3.   Speaking is one of four common skills to learn besides listening, speaking, and writing. English is an international language that for the student in a language, class speaking is an important skill for English language learning. From oral speaking, the teacher can measure the level of their understanding.

II. LITERATURE REVIEW

This chapter reviews the theories that support the research. It consists of the review of previous research, definition of speaking, types of speaking, aspects of speaking, definition of learning strategy, categorization of learning strategies, definition of language learning strategies, classification of language learning strategies, and theoretical framework

2.1. Review of Previous Research

In relate to learning strategies and speaking ability, there are several studies related to those topics. The studies were conducted by Pietrzykowska (2013), Oflaz (2019), and Mistar & Umamah (2014) which will be further explained as follows.

Firstly, Pietrzykowska (2013) conducted research at Adam Mickiewicz University. Findings of this study aimed to seek a relationship between learning strategies employed by students and their speaking skills. 80 English Department students (61 females and 19 males; intermediate to advanced level) took part in the study. In order to determine the strategies used by the participants, the Strategy Inventory for Language Learning (Oxford 1990) was used. The data concerning language learning strategies were correlated with the overall results of the end-of-the-year oral examination and its components, namely, grammatical accuracy, vocabulary use, and fluency. The results showed that there might indeed be a relationship between some language learning strategies and speaking performance, but there is much individual variation in this respect.

Secondly, another study was conducted by (Oflaz, 2019), from Ondokuz Mayis University, Turkey. The purpose of this research was to investigate the relationship

between foreign language anxiety, shyness, language learning strategies, speaking scores and academic achievement of university preparatory students learning German. In addition, it was aimed to determine how the independent variables predict the speaking scores and academic achievement. The research sample consisted of 110 students (75 female and 35 males). Three instruments used in the study were: Foreign Language Classroom Anxiety Scale; Strategy Inventory of Language Learning and Shyness Scale. The results indicated that independent variables were positive predictors of students' academic achievement.

Another study was conducted Mistar and Umamah, (2014). This study was conducted in Universitas Islam Malang. The research focused on the attempts to reveal the differences in the use of strategies of learning speaking skill by male and female learners and the contribution of strategies of learning speaking skill on the learners' speaking proficiency. The data from 595 second year senior high school students from eleven schools in East Java, Indonesia were collected using a 70items questionnaire of Oral Communication Learning Strategy (OCLS) and a 10 item self-assessment of speaking proficiency.

In this research, the study focused on how students' learning strategies affected in speaking ability. From the previous study above, the researcher conclude that learning strategy are connect with the overall result of oral examination and its components, namely grammatical accuracy, vocabulary use, and fluency. Furthermore, the strategies-based instruction must be clearly included in the speaking class to help learners to cope with problem in learning speaking skill.

2.2. Definition of Speaking

Speaking is the way people use to communicate with other orally. Speaking generally implies to exchange information. According to Harmer (2001), speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language on the spot. Moreover, speaking is the vehicle of social solidarity, of social making of professional achievement and of business (Bygate, 1987). It means, speaking is one of skills that focused on communication and gain knowledge. Furthermore, it is also useful for their occupation in future.

Speaking can be considered as the productive skill of the oral communication which involves other people in conveying the information by pronunciation the words. Besides speaking is taught in academic level, speaking is also used to deliver the idea which aims to gain the knowledge. Learners need to be able to know English orally to enhance their English competence because, in common sense of people's viewing, speaking is one of the crucial parts (Wael et al., 2018).

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown et al., 1997). Its structure and meaning are dependent on the context in which occurs, consist of the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable. Furthermore, language functions (or patterns) that tend to occur in certain discourse situations (e.g., declining an invitation or requesting time off from work), can be identified and charted (Burns and Joyce, 1997). For instance, when a student asks, "May I help you?" the expected discourse

sequence includes a statement of need, response to the need, offer of appreciation, acknowledgement of the appreciation, and a leave-taking exchange. Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (linguistic competence), but also that they understand when, why, and in what ways to produce language (sociolinguistic competence). Finally, speech has its own skills, structures, and conventions different from written language (Burns & Joyce, 1997). A good speaker synthesizes this array of skills and knowledge to succeed in a given speech act.

2.3. Definition of Speaking Ability

Speaking ability is the ability to deliver their ideas by using the right vocabulary and correct pronunciation to speak verbally in English.

According to Wallace (1978), speaking ability is oral practice have meaningful to students when they have to pay attention on what they are saying. Bailey in Nunan (2003) stated, mastering English speaking need a huge effort and it very challenging for those who learn English. When you are involved in a conversation, you cannot plan the exact sentences that you want to say.

Moreover, speaking ability refers to an individual's capacity to communicate effectively through spoken language. It involves the skill to express thoughts, ideas, and messages coherently and intelligibly using the appropriate vocabulary, grammar, and pronunciation in each language. Speaking ability involves the ability to engage in conversations, deliver presentations, participate in discussions, and convey information verbally that can be understood and interpreted by others. It is

a crucial component of language proficiency and plays a vital role in effective communication and interpersonal interactions.

2.4. Types of Speaking

In speaking, everyone has its own different way to express what they want to speak. Moreover, Brown (2004) mentions that there are several primary types of speaking as in the following

1. Imitative.

    Imitative speaking indicates the competence of students to duplicate a word, phrase, or sentence. There are several points included; phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language. For example, speaking a word actively

2. Intensive.

    Short stretches of spoken language produced to demonstrate ability in a restricted range of grammatical, phrasal, lexical, or phonological relationships. For example, students deliver a straight answer to a simple question.

3. Responsive.

   Interaction and test comprehension required in responsive speaking but in low level of very short discussions, standard greetings and small talk, simple requests and comments. It refers to brief responses to questions or comments posed by the teacher or students, as well as instructions and guidance. Those responses are typically adequate and significant.

4. Interactive.

Face-to-face discussions and dialogue in telephone included to interactive speaking. It has the chance to ask for clarification, repetition, or slower parlance in an interactive dialogue.

5. Extensive (monologue).

Extensice refers a circumstance in which the speaker expresses himself in a one-sided. A student, for example, performs storytelling and public speaking in front of an audience.

In short, there are many types of speaking, that is, imitative, intensive, responsive, interactive, and extensive. It purposes to promote students' speaking ability in various kinds of speaking methods.

2.5. Aspects of Speaking

In general, speaking has its basic components. According to Harris (1974) there are five aspects of speaking skill such as comprehension, grammar, vocabulary, pronunciation, and fluency.

1. Comprehension

   Comprehension is an ability to understand representations the meaning of sentences. For oral communication, it certainly requires subjects to respond, to speech as well as to initiate it.

2. Grammar

   It is defined as a systematic way which aims to predict an ideal speakers' and hearers' knowledge of the language. It is needed for students to regulate a correct sentence in conversation. In addition, Heaton (1978) stated that

students' ability to manipulate structure and to distinguish appropriate grammatical form in appropriateness. The other utility of grammar is also to learn the correct way to gain skill in a language in oral and written form.

3. Vocabulary

    Vocabulary isa diction which is used in communication. It is crucial key in speaking since students are able to comprehend what the others said and express themselves clearly. Without having a sufficient vocabulary, students cannot communicative effectively or express their ideas both oral and written form. Having limited vocabulary is also a barrier that precludes learners from learning a language. Therefore, students who do not vocabulary mastery cannot able to speak English properly.

4. Pronunciation

    Pronunciation is the way for students to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation; phonemes and supra segmental features. From the statement above, the researcher concluded that pronunciation is the knowledge of studying about how the words in a particular language are produced clearly when people speak. In speaking, pronunciation plays a vital role in order to make the process of communication easy to understand.

5. Fluency

    The competence to read, speak, or write fluently, smoothly, and expressively is referred to as fluency. Moreover, the speaker is able to read, understand, and

react in a language in a clear and shortly while also relating meaning and context. The capacity to talk fluently and accurately is known as fluency. Many language learners strain for speaking fluency. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses. These signals imply that the speaker has not spent a significant amount of time looking for the linguistic pieces required to deliver the message. From the ideas above, the researcher concluded that another important component is fluency. Fluency refers to a person's capacity to communicate effectively and fluently in each language.

From statements above, it can be seen that those aspects are important in order to communicate well. In addition, the researcher utilized those aspects for assessing students' speaking skills.

2.5. Definition of Learning Strategies

Dick and Carey (1996) define learning strategies as a set of learning materials and procedures that are used together to generate specific learning outcomes for students. More important, namely (1) pre-learning activities: includes the stage of motivating students, the delivery of goal be done verbally or in writing and provide information about the knowledge requirements that must be possessed by students before attending the lesson, (2) delivery of information: focusing on content, order of material lessons and stages of learning that need to be carried out by the teacher and students to achieve the ultimate goal of a learning, (3) student participation: in the form of training and giving feedback, (4) drilling tests: to control the

achievement of learning goals, and (5) further action : done in the form of enrichment and remediation.

Furthermore, there are 3 statements from the expert about learning strategies and the correlation with variables.

First, the correlation between learning strategies and motivation. Dr. Rebecca Oxford, an influential figure in the study of language learning strategies, said that metacognitive strategies, such as planning, goal-setting, and self-monitoring, demonstrate a particularly strong correlation with motivation. She suggests, learners who engage in strategic, goal-oriented learning tend to maintain higher levels of motivation. This underscores the importance of nurturing metacognitive skills in language learners.

Second, the correlation between learning strategies and academic performance. Dr. John Hattie and Dr. Marilla Svinicki emphasize that metacognitive strategies, play a pivotal role in improving academic performance. Learners who engage in activities like planning, self-monitoring, and self-regulation exhibit a higher level of academic achievement. This highlights the importance of teaching metacognitive skills to students to boost their academic success.

Third, the correlation between learning strategies and learners thinking style. Dr. John Dewey and Dr. Robert Sternberg emphasize Metacognitive strategies play a pivotal role in bridging the gap between learning strategies and thinking styles. Metacognition allows learners to reflect on their thinking patterns and adapt their strategies accordingly, promoting more effective learning. Teachers can raise metacognitive awareness to help learners align their strategies with their thinking styles

2.6. Categorization of Learning Strategies

Based on definition of learning strategies in previous explanation, Majid (2014) states there are five classifications, namely:

a. Direct Learning Strategy

   The direct learning approach is a teacher-centered technique that focusses on the teacher. Course method, didactic, questioning, explicit teaching, practice, drilling, and demonstrations are all frequent strategies utilized by this style. The course method is a way of instructing students by direct or spoken explanation. To expect knowledge or improve a skill step by step, a direct learning strategy is effective.

b. Indirect Learning Strategy

   Indirect Learning Technique is a student-centered which focusses on student's ability. The teacher's role is restricted to that of a facilitator who distributes materials to students. Reflective, discussion, concept, accomplishment, cloze process, problem solving, and leading inquiry are some of the most often employed strategies.

c. Interactive Learning Strategy

   A technique that emphasizes open discussion and sharing among participants is known as an interactive learning strategy. The goals of this technique are for students to learn from their classmates and the teacher in order to improve their social abilities, organize their thoughts, and generate rational arguments. This method usually provides for a variety of categories and interactive methods. This method utilizes a variety of methods, including whole-class discussion, small-group discussion or projects, and students working in pairs on tasks.

d. Experiential Learning Strategy

Inactive, learner-centered, and activity-oriented learning strategies are used in experiential learning. This technique uses a simulation method for the inside and an observation method for the outside.

e. Independent Strategy

Students who engage in independent study are more likely to organize and pace their own learning.

In brief, there are many different strategies that commonly uses to students which can improve their learning skills.

2.7. Definition of Language Learning Strategies

An early definition given by Rigeney (1978) who defines language learning strategies the often-considered steps or behavior used by language learners to chance the acquisition, storage, retention, recall, and use of new information. Lavine and Crookall (1989) have the same idea as Rigeney (1978) about learning strategies. They stated the language learning strategies as actions, behaviours, steps or technique such as seeking out target language conversation partnership or giving oneself encouragement to tackle a difficult language task used by learners to enhance learning (1989: 29). As the further noted by these authors, such strategies facilities the acquisition, storage, retrieval, and used information

2.8. Classification of Language Learning Strategies

Learning strategies vary widely and they are divided into distinct categories. O'malley and Chamot (1990) describe language learning strategies in more detail. They classify the strategies under three main headings; cognitive (applying a specific technique to a particular task for example repeating, reasoning, and

analysing) metacognitive (related to the learning process, for example organizing, planning, and monitoring) and socio-affective (involving oneself and others, for example cooperating with peers and seeking clarification). These language learning strategies can be classified under for four types, cognitive, metacognitive, affective and social strategies. In speaking, the students used correcting, directing, and evaluating.

Language acquisition methods stated by Rubin (1981) are categorizes into eight groups. Similar strategies to the metacognitive strategies described are categorized under monitoring in her classification. Her monitoring tactics include addressing errors in own/others' pronunciation, vocabulary, spelling, grammar, and style, as well as observing and analysing others' language usage (1981).

Wenden A., (1991) compares evaluating with monitoring, which is concerned with the difficulties. In her study, evaluating implies that students evaluate the outcome of a certain attempt. Evaluating may focus on learner proficiency or learning tactics. In the current study, evaluating is just concerned with correcting errors and focusing on proficiency.

There are three strategies are classified:

a. Cognitive Strategies: Cognitive techniques are used to support learners in correctly manipulating the target language or task by utilizing all their processes. Include reasoning, analysis, and drills for language practice, as well as the use of a dictionary to look up difficult words.

b. Metacognitive Strategies:

Students use metacognitive methods to help them organize their learning by centering, arranging, planning, and evaluating their learning. This allows learners

to take charge of their own learning. Students will also be able to plan their learning tactics and adjust them if they are ineffective. For example, reviewing previously learned material and determining advance what to pay attention to next material

c. Social Strategies:

Social strategies are actions in which students engage in order to be exposed to an environment in which they may practice. These techniques are crucial since language learning constantly involves other people; for example, inquiring for knowledge or facts, and collaborating with peers or speakers of the target language, both native and native-like speakers, to improve their language abilities.

Furthermore, language learning strategies are an essential aspect in learning methods that play a vital role in the learning process. Additionally, the study of learning techniques has considerable promise both for language teaching and for understanding individual variations in second language learning (Elis, 1994). It's probably true, although it's still in its early stages. Perhaps this is why discussions of learning techniques generally end with the issues that I have mentioned and that must be solved before progress can be achieved."

2.9. Theoretical Framework

Speaking is the way people use to communicate with other orally. Speaking generally implies to exchange information. In learning languange, students need to have good ability in speaking. It means, speaking is one of skills that focused on communication and gain knowledge. Moreover, students learn how to organize thoughts, structure sentences, and communicate language in spoken form with clear pronunciation and comprehensibility in speaking. They must also learn how to

communicate the meaning of the language when they are speaking. Furthermore, it is also useful for their occupation in future.

In comparison with previous discussion, learners use many ways to learn to speak. It is also crucial to make English teachers innovative and successful in choosing learning techniques in learning activities by determining students' learning strategies. Learning methods are commonly utilized in the learning process, even if the learners are unaware of the learning techniques they use. As a result, the utilization of learning techniques is linked to students' speaking ability. Each learning strategy has a different impact on the ability to communicate. In context of this, the purpose of this research is to determine the various types of learning methods developed by students when speaking.

Hypothesis

For this research, researcher formulates the hypothesis as follows:

H1: There is a significant correlation between students' learning strategies and their speaking ability

III.   RESEARCH METHODOLOGY

This chapter presents the writer research method and design. In this method the major components include, research design, variable, population and sample, research instrument, validity and reliability, research procedure, data analysis, hypothesis testing, and data collecting technique.

3.1.   Research Design

The design of research is quantitative design. The specific design presented ex post facto design, which is in correlational study. Correlational study is a research which aim to find out the relationship between two variables or more involving one group (Setiyadi, 2018). Furthermore, this study focused on relationship between students' learning strategies and speaking ability. The result of variables and aspects were correlated in order to find out which aspect has the most correlation.

The research design of ex post facto design is formulized as follows:

$$\boxed{\quad T_1 \quad T_2 \quad}$$

T_1: Students' learning strategies as independent variable

T_2: Students' speaking ability as dependent variable

3.2. Variable

The variables of this research are students' learning strategies and English-speaking ability. Learning strategies are be symbolized as 'X' as independent variable; and it was scored by using questionnaire. While, English speaking ability is one of skills

in language which will be tested by monologue speaking test and it will be symbolized as 'Y' as dependent variable. The design is illustrated as follows:

$$X \longrightarrow Y$$

X refers to the learning strategies.

Y refers to speaking ability.

3.3. Population and Sample

Before the sample was collected, the researcher had to determine the population. According to Sugiyono (2010), population is geographic generalization there are; object or subject has quality and certain of characteristic that set by researcher to learning then make the conclusion. In short, the larger group about which generalization is formed is named a population and therefore the tiny group that is observed is named a sample.

In this research, the population is the second-year of science students of SMA Muhammadiyah 2 Bandar Lampung. The total students for the population are 241 students. Purposive sampling used in this research to gain a deep understanding of a specific class; which participants can provide detailed information Meanwhile, the researcher chose XI Science 1 as the sample since their speaking score is the highest score among all the classes.

3.4. Research Instrument

The instrument is a general term that the researcher uses for the measurement device. It could be a test, survey, questionnaire, etc. In this case, the researcher also must consider the validity and reliability of the instruments. Moreover, the

researcher used two kinds of research instruments such as questionnaire and speaking test which will be explained as follows

3.4.1. Learning Strategies Questionnaire

The first instrument is a list of the questionnaire from the Language Learning Strategy Questionnaire (LLSQ) developed by Setiyadi (2018), which measured the identification of students' learning strategies. Moreover, it has 20 items and three categories; cognitive, metacognitive, and socio-affective strategies. The aim of questionnaire measured students' behaviour in speaking. Furthermore, the questionnaire used four-point Likert scale such as 1 (Never or almost never true of me), 2 (Usually not true of me), 3 (Usually true of me), and 4 (Always or almost always true of me).

Table 3.1 The Classification of Questionnaire

No.	Learning Strategies Indicators	Items number
1.	Cognitive	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
2.	Metacognitive	11, 12, 13, 14, 15
3.	Socio-affective	16, 17, 18, 19, 20
TOTAL		**20**

3.4.2. Speaking Test

The next instrument is speaking test which aim to evaluate students' speaking score. For the speaking test, the researcher asked the students to explain the explanation text. To get the speaking score, the researcher collaborated with English teacher.

Oral rating sheet utilized in order to judge students' speaking skill. After getting scores from English teacher, the researcher will calculate it.

3.5.Validity and Reliability

Validity and reliability are indicators to assess the quality of instruments (Setiyadi, 2018). Moreover, the researcher used kind of validity and reliability as follows:

3.5.1 Validity

Validity is a test to measure what supposed to be measured. To acquire the data valid, a valid instrument is needed in a study (Sugiyono, 2011). In short, validity is a must in a researcher in order to know the quality of assessment.

3.5.1.1.Validity of Questionnaire

Inter-rater validity refers an assessment that determines it is valid or not based on raters agreement. The researcher applied inter-rater validity and it adopted depending on two raters' judgements (English teachers). Moreover, the items are based on aspects of O'Malley & Chamot (1990) describe language learning strategies in more detail. They classify the strategies under three main headings; cognitive (applying a specific technique to a particular task for example repeating, reasoning and analysing) metacognitive (related to the learning process, for example organizing, planning and monitoring) and socio-affective (involving oneself and others, for example cooperating with peers and seeking clarification). Additionally, the raters measured whether the questionnaire is suitable with those aspects or not.

3.5.1.2. Validity of Speaking Test

The researcher assessed the validity of speaking test using inter-rater validity. That validity adopted considering on tworaters' agreement. Additionally, the raters

evaluated whether the speaking test is appropriate or not with the syllabus. Then, the researcher deduced from the result of the rater agreement to find out the validity of speaking test. In case, the items must not be dropped if both of raters accepted the item.

Moreover, the researcher utilized content validity for speaking test. Content validity is related to the test items that represent in material measured (Setiyadi, 2018). Furthermore, the items of test should be suitable on curriculum and syllabus. In this research, the content validity of the speaking test is based on curriculum 2013 and indicators of syllabus for the second grade of senior high school.

Here is the oral rating sheet:

1. Pronunciation

In pronunciation, there are 5 sections to categorize. If students have few trace amounts of a foreign accent, will receive a score of 5. Next, students will have a score of 4 if they always sensible of a specific accent. Then, if students' pronunciation problems are caused by listening focus and occasionally will be misunderstanding result 3 score. Students will get 2 if she/he is very difficult to understand because of pronunciation difficulties and frequently ask to repet and a score of 1 if her/his pronunciation problems are so serious.

2. Grammar

Grammar is divided into five sections. Students will receive a score of 5 if she/he made any noticeable errors of grammar, a score of 4 if she/he occasionally made grammatically or word order, a score of 3 if she/he made frequent errors of grammar and word order that unclear meaning, and a score of 2 if she/he faced difficulty in

grammar and word orders made comprehension and she/he must rephrase the sentence, and score 1 if she/he were errors in grammar and word which is incomprehensible.

3. Vocabulary

The vocabulary is divided into five sections. Students will receive a 5 if their vocabulary and idioms are almost identical to native speakers, a 4 if they occasionally use mislead meaning. Score 3 if they systematically use incorrect words. Students will get score 2 if they have a very restricted vocabulary, making comprehension difficult, and 1 if they have a vocabulary limitation.

4. Fluency

Fluency is classified into five types. Students will receive a score of 5 if they speech are fluent as that of a native speaker, a score of 4 if they speed of speech appear to be slightly affected by language problems, a 3 if they speed and fluency are rather strongly affected by language problems, a score of 2 if they are usually uncertain and a score of 1 if they speech in conversations are totally impossible.

5. Comprehensibility

There are five sections of comprehension. Students will receive a score of 5 if they have conceived everything without difficulty, a score of 4 if they comprehend nearly everything at normal speed with some repetition, a score of 3 if they understand almost normal speed of speak with repetitions, a score of 2 if they comprehend only casual conversation, and a score of 1 they are not to understand even simple conversation of English

3.5.2 Reliability

The consistency of the instruments is referred to as reliability. According to Setiyadi (2018), reliability refers to the consistency of measurements, or the measure to which the same measurement may be taken in similar subjects at different times and get the same result. Reliability is a necessary characteristic of any good test. For it to be valid at all, a test must first be reliable as a measuring instrument.

3.5.2.1.   Reliability of Questionnaire

Testing for reliability is important as it refers to the consistency across the parts of a measuring instrument (Huck, 2007). However, the researcher used Cronbach Alpha of Statistical Package for Social Science (SPSS) in order to know reliability. Here are the critea of reliability.

Range from 0.00 to 0.19   = a very low reliability

Range from 0.20 to 0.39   = a low reliability

Range from 0.40 to 0.59   = an average reliability

Range from 0.60 to 0.79   = a high reliability

Range from 0.80 to 0.100   = a very high reliability

(Arikunto, 1998)

3.5.2.2.   Reliability of Speaking Test

Inter-rater reliability will be utilized by the researchers. It implies that the students' speaking performances will be judged by two raters. The first rateris the researcher, and the second rater is the sample's English teacher. Then, the rater will disscuss and colaborate the speaking criteria in order to acquire a reliable test result. To

know students' speaking score, oralrating sheet will be utilized by the raters. Moreover, the researcher applied Cohen Kappa since it only has two raters.

3.6. Research Procedure

The steps were taken by the researcher in performing this study as follows:

1. **Determining the Problem of the Research**

   The objective of this study to see if there any correlation between students' learning strategies and their speaking ability. Moreover, the researcher is interested in learning more about students' learning strategies and their ability to communicate in English.

2. **Determining the Population and Sample**

   The population of this research is the second-year students in SMA Muhammadiyah 2 Bandar Lampung. The researcher used purposive sampling to choose the sample.

3. **Determining the Research Instruments**

   This study used a questionnaire and a speaking test as its instruments. The questionnaires were adopted and modified from Setiyadi (2018). It is consisting of 20 closed-question items that used to assess students' learning strategies of speaking abilities.

4. **Administering the Speaking Test**

   By providing and instructing participants to describe the picture, the researcher was able to distribute speaking tests. The topic was chosen from the second-year students' syllabus at SMA Muhammadiyah 2 Bandar Lampung, which based on the 2013 curriculum. The subject is about a

picture. The students were instructed to explain the picture in explanation text. The researcher gave a speaking test to determine the level of students' speaking abilities. Then, their pronunciation, grammar, vocabulary, fluency, and understanding were evaluated by raters in order to get their scores. For the speaking exam, there were two raters in this study; the researcher and English teacher in that class.

5. **Administering the Questionnaire**

The questionnaire was given to students in SMA Muhammadiyah 2 Bandar Lampung's second year. The questionnaire has a total of 20 items. Each question had four possible answers, that is, 1 (Never or almost never true of me), 2 (Usually not true of me), 3 (Usually true of me), and 4 (Always or almost always true of me). In addition, cognitive, metacognitive, and socio-affective strategiesare all components of learning strategies.

6. **Analyzing the Result of The Test**

Pearson Product Moment Correlation was utilized to determine whether there is a correlation between students' learning strategies and their ability to speak and whether their learning strategies has a significant impact on their ability to communicate. Furthermore, Pearson Product Moment was used to assess which components of speaking were most related to the students' learning strategies. First and importantly, when the students speak, their performances will be recorded. The data was analysed and examined using a rating scale, specifically the oral proficiency scoring categories (Brown, 2004).

Finally, the researcher was looked at the correlation between the scores for each aspect of speaking and learning strategies. It was examined with SPSS by using Pearson Product Moment, and the hypothesis were tested at a significant level of the students' ability to talk. Next, the researcher was compared the results of the students' speaking test to the results of the questionnaire. It also analyzed by using Pearson Product Moment in order to know which aspect has the most correlation.

3.7. Data Analysis

There are two variables in this study, that is, dependent and independent variable. Students' learning strategies were classified as an independent variable by the researcher since, according to the theory, language competency will impact students' learning strategies. Because speaking ability influenced by students' learning strategies, the researcher was categorized it as a dependent variable for the speaking performance test. To answer research questions, the researcher was conducted a speaking test and a questionnaire.

Using Pearson Product Moment Correlation, the researcher was equated the result of students' learning strategies with the result of students' speaking ability. Also, the researcher was utilized Pearson Product Moment to determine which components of speaking has a major impact on students' learning strategies when speaking English.

3.8. Hypothesis Testing

The hypothesis of research as follows:

H1: There is a significant correlation between students' learning strategies and their speaking ability.

To verify whether those hypotheses are accepted or not, the hypothesis testing used. The hypothesis was tested by using Person Product Moment of Statistical Package for Social Science (SPSS).

3.9. Data Collecting Technique

To collect data from data of the sample, the researcher was used two techniques as follows:

1. Questionnaire

   In order to get data on student learning strategies, the researcher had set up the closed-question questionnaire. The questionnaire measured students' learning strategy used.

2. Speaking test

   The writer conducted an oral exam to collect data on the students' ability to speak English in order to learn more about their abilities.

V. CONCLUSION AND SUGGESTIONS

This chapter is divided into two parts, conclusion, and suggestion, related to result and discussion of research. The conclusion explains about the result of learning strategies, students' speaking ability and the correlation between learning strategies and their speaking ability of second year students in SMA Muhammadiyah 2 Bandar Lampung. The suggestion included the researcher's view and suggestion for the future researcher in order to give positive feedback to the students.

5.1. Conclusion

According to result and discussion of the research, the researcher concludes the conclusions as follow:

1. There is a significant correlation between learning strategy and speaking ability, with higher learning strategies leading to better speaking ability. This means that learning strategies can encourage students to understand the information being spoken.

2. Therefore, pronunciation was the aspect of speaking that has the highest correlation with the learning strategies because the data analysis reveals the use of specific learning strategies and improved pronunciation. Learners who actively engage in strategies such as self-monitoring tend to exhibit enhanced pronunciation accuracy and fluency. This correlation underscores the significance of employing effective strategies to refine pronunciation skills

5.2. Suggestions

The results of this study were obtained after measuring the correlation between the two variables, as the researchers explained earlier. Based on this result, the researchers would like to make the following suggestions to the readers, mainly for teachers and future researchers.

1. For Teachers

1. 1. Understand the correlation

Teachers should have a good understanding of the correlation between learning strategies and speaking ability to help their students improve their speaking proficiency. By knowing what strategies are effective for speaking practice and how they impact speaking ability, teachers can provide effective instruction and guidance. Moreover, teachers should observe their students in class. Pay attention to their speaking behaviours, such as their level of participation, fluency, accuracy, and confidence when speaking in English

1. 2. Adapt teaching methods

Teachers should adapt their teaching methods to the individual needs of their students. For instance, if teachers find that certain learning strategies are strongly correlated with improved speaking abilities, incorporate these strategies into lessons. Moreover, different learning strategies work for different students, and teachers should use a variety of strategies to help their students improve their speaking ability.

1. 3.   Encourage speaking practice

Teachers should encourage their students to practice speaking as much as possible, both inside and outside the classroom because it will be improving their pronunciation. This can include activities such as role-playing, discussions, and presentations.

2. For the Future Researchers

2.1. Use Expert Validation

In this research, it is suggested that the questionnaire should be validated by an expert before being distributed to students, not teacher, because it might be allowing for subjectivity. Moreover, the instructions of the speaking test should also be checked by an expert in speaking before being used to conduct the test.

2.2.   Use mixed-method approaches

Researchers can use mixed-method approaches to gain a more comprehensive understanding of the correlation between learning strategies and speaking ability. This can involve using quantitative methods to analyze data and qualitative methods to gain insight into how learning strategies impact speaking ability.

2.3.   Explore the role of motivation

Researchers can explore the role of motivation in the correlation between learning strategies and speaking ability. This can involve investigating how motivation impacts the effectiveness of different learning strategies and how it influences the willingness of students to practice speaking.

2.4.   Use Likert Scale Questionnaire

The Researcher would use Likert Scale Questionnaire to measure scale of correspondents' answer. The limitation of the research is the researcher used perception instead of scale in response column to find out data from the questionnaire. Moreover, the research data are more appropriate to analyze for the researcher.

The relationship between perception and scale in a questionnaire is complex and dynamic, involving how respondents interpret and respond to the questions based on the provided response scale. This interplay influences the quality and reliability of data collected. Floyd J. Fowler, Jr. (Survey Methodologist) emphasizes the importance of clear and unambiguous question wording and the careful design of response scales. He acknowledges that respondents' perception of questions is deeply correlated with how the questions are presented.

Overall, understanding the correlation between learning strategies and speaking ability is important for both teachers and future researchers. By adapting teaching methods and encouraging speaking practice, teachers can help their students improve their speaking ability.

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