CHAPTER I

INTRODUCTION

A. Background of the Problem

Learning is an activity that can improve students' skill in any field. Learning is a way to achieve the target of their life. According to Gredler, learning is the way that human beings acquire new skills, knowledge, attitudes and values.[1] Learning can improve the students' ability to think more critically to solve their problem. It means that, learning helps students to achieve learning objectives. So, the teacher plays an important role as students' instructor in learning.

In learning process, students need some stages or targets in the process of learning. Students need several ways to achieve these targets, it calls as strategy. Strategy can increase students' ability in thinking so that the target learning can be achieved. Strategy will help sudents to guess the appropriate way in learning. Each strategy gives the benefits for the students so that they can be skillful in mastering the certain of learning.

Strategies are developed by the students when they are stimulated by the environment such as teachers, friends, etc to be able to speak English. In learning English, the students have to create comfortable condition for themselves first. Oxford defines learning strategies are specific action taken by the students to enhance their own learning easier, faster, more enjoyable,

[1]Peter Westwood, *Learning and learning difficulties : a handbook for teachers*,(Australia: ACER Press),2004,p.3

more self-indirect, more effective and more transferable to new situation.[2] It means that learning strategies have important role in developing the students' mind especially in students' speaking.

Strategies are needed for all learning materials, especially in English learning. Language learning strategies can increase students' knowledge and it would change students' behavior. Learning strategies help students to study effectively. When students can apply strategies in learning activities, it makes lessons will be easy to be understood for students.

In learning English, there are four skill that must be mastered by the students and one of those skills is speaking. Speaking is one of the four language skills that played an important role in daily communication. Speaking helps students to express their own ideas. It helps them to inform something to the others. Furthermore, according to Jane Medwell, speaking is something to explore develop and student's ideas trough talk.[3] It means that if students have ideas, they can express their ideas or opinion in speaking classroom.

Speaking is important subject that need to be mastered by students in learning English. Speaking helps students to communicate well. The main purposes of speaking skill is to perform a meaningful communication by delivering message and oral information.

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[2]Ardiansyah,*An Analysis of Language Learning Strategies of Speaking Used By Successful And Unsuccessful Students of Semester III English Department of IAIN Sultan Thaha Saifuddin Jambi*, Journal English Language Teaching (ELT) Volume 1 Nomor 1,Language Education Program, State University of Padang,2015,p.1

[3]Jane Medwell, *The Primary English Teaching Theory and Practices*, United Kingdom : Learning Matters Ltd,2009,p.27

Speaking is the most difficult language skill based on the students' argument because the students should have a lot of vocabularies, they should be able to pronounce the words correctly, and they should be able to use them in appropriate context. Sometimes some of students were not able to participate successfully in classroom speaking activities even when the circumstances are set to be natural. The students will get nervous if the teacher asked them to perform in front of class. Moreover, the students feel difficult to express their own ideas because of the students' self-distrust.

Thus, many types of learning strategies that can be used by the language learners to make the learning process running well, especialy in speaking English. The students only know little of the types language learning strategies in practice speaking. It makes them get many problems in learning English. They need steps to use the aprropriate strategy so that they understand with the material of learning. The strategies are not applied well if there is no motivation from the students.

In fact, a great number of students did not care about their learning strategies, especially in learning speaking. If learners wanted to learn speaking, they should have good strategies. Without the strategies, they would have difficulties in improving their speaking skill. In the real life, it could be seen that many learners have strategies but unfortunately they did not know how to keep those strategies exist in their learning process. As well as, they did not have environment to stimulate themselves to develop their learning strategies.

However, students` learning strategies influence the students` learning activities. If students have strategies in speaking, they will enjoy in learning. They would be able to communicate and share their ideas during the speaking class. Otherwise, if they had less speaking learning strategies, they would be bored and they felt difficult to communicate and share their ideas in the classroom.

Factually, a great number of students at Eleventh Grade of MAN 2 Bukittinggi in the academic year of 2017/2018 still have problems in mastering speaking. Most of students get difficulty in speaking learning process. They felt shy to speak up and they were afraid to make mistake in speaking. It made speaking into one of difficult subject based on the students argument.

Teacher have tried to change the students' paradigm. Students mind has been filled with the difficulty of speaking, so they were afraid to practice their speaking with their friends or public because they did not want to embrase themself. Beside, the students have various intelegences in learning, they need to determine what the approriate strategy in speaking English.

Based on the observation and interview at the Eleventh Grade students of MAN 2 Bukittinggi in the academic year of 2017/2018, the researcher found some problems. First problem is the students did not have lots of vocabularies in speaking English. Some of them had insufficient vocabulary to start talk or to interact with others. They also feel uneasy to pronounce the

vocabulary correctly and fluently. Consequently, the students prefer to use their mother tongue in the classroom.

Second problem is they only limited numbers of students that want to practice speaking in the classroom. Students with low confidence afraid when their friends laugh if they speak English. The confidence to speak was a prominent factor for students because it gives great contribution to the student's achievement during speaking performance. On the other hand, the researcher found that the students who had high confidence, they were not nervous. They were able to perform their speaking although they have some mistakes in the structure or grammar. Furthermore, the researcher also found that the students had lack of confidence. They could not perform their speaking well until they finish in speaking activities and they would stop to speak English especially when they talked with their friends. In short, the confidence was an important factor to support the students during speaking performance.

Third problem is some students did not interest to ask about their speaking performance to the teacher. It could be seen from the students, when the teacher asked about the problem during speaking performance, only limited numbers of them who wanted to answer and most of them were kept silent. From the students' point of view, the researcher asked the students why the students did not want to speak English. Some of them answered that they lazy to ask their mistake. This situation made the students discomfort to

use English during speaking in the classroom. As the result, they only speak English using the vocabulary and pronunciation they have known.

Based on the background of the problem above about the learning strategies used by the students in speaking skill, researcher was interested doing the research entitled "**An Analysis of Students' Learning Strategies in Speaking at Eleventh Grade of Islamic State Senior High School 2 Bukittinggi ".**

B. Identification of the Problem

Based on the background of the problem above, there were some problem occured in speaking that could be identified as follow :

1. The students did not have a lot of vocabularies to speak English.
2. Only limited numbers of students that want to practice speaking in the classroom.
3. Some students did not interest to ask their speaking performance to the teacher.

C. Limitation of the Problem

Based on the problem stated previously, the resercher limited the problem into an analysis of students' language learning strategies in speaking by the eleventh grade students of MAN 2 Bukittinggi in the academic year of 2017/2018. The researcher would analyze the most learning strategies used by the students the criteria of students good language learner in speaking.

D. Formulation of the Problem

Based on the limitation of the problem above, the problem of this reserch will be formulated as follow :

1. What learning strategies are mostly used by students in speaking English ?
2. How many students that use learning strategy in speaking based on the criteria of students learning strategy used?

E. The Purpose of Research

1. To analyze the most students' learning strategies used in speaking English.
2. To find out how many students that use learning strategy in speaking based on the criteria of students learning strategy used.

F. Significance of the Research

The result of this study is expexted to be useful especially for :

1. For the teacher

   The result of this study may give additional information concerning in their students' language learning strategies in speaking. By knowing the students' language learning strategies in speaking English, the teacher are expected to be more selective and creative in preparing speaking materials or even designing speaking activities that fits students' need and it helps the students in order to support less successful student to achieve success and master the target of language.

2. For the students

   Hopefully, the result of this study gives benefits for students who are expected to be more skillful in speaking English. The result of this study can be used as an additional information for students in knowing more about language learning strategies in speaking English. Futhermore, it can increase the students' interest in learning speaking English. As the result, students could decide the best way to learn speaking since they had known the strategies.

3. For the resercher

   The research submit this research as a partial fulfilment of the requirements to obtain strata one degree in English education system.

G. Definition of Key Terms

The key terms used in this research are defined as following:

1. Learning strategies are a set of plans were contain steps taken by students to enhance their own learning and behavior so they can improve their ability in learning espeacially in speaking English.
2. Speaking is a skill to produce some of words and sounds so that the students can express their feeling, ideas and opinion each others by using the appropriate strategy.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theory

1. Learning Strategies

a. Definition of Learning Strategies

Learning strategies are made up of two words, learning and strategy. According to Gredler, learning is the way that human beings acquire new skills, knowledge, attitudes and values. The outcomes of learning are the new capabilities possessed by the learner.[4] The new abilities are produced by learner come from learning in earnest. Besides, strategy is *a plan, method, or series of activities designed to achieves a particular education goal*.[5] Thus, the learning strategy could be defined as planning that contains about a set of activities designed to achieve the appropriate of educational goals.

Learning strategies have several meaning according to some of experts. Some experts have proposed their ideas to define what learning strategies are. The first opinion comes from Lyne, learning strategies are defined as systematic plans, design, procedures or

[1]Peter Westwood, *Learning and learning difficulties : a handbook for teachers*,(Australia: ACER Press),2004,p.3

[2]Wina Sanjaya, *Kurikulum dan Pembelajaran: Teori Dan Praktik Pengembangan Kurikulum Tingkat Satuan Pendidikan (KTSP)*,(Jakarta: kencana),2008,p.294

maneuvers used during learning.[6] Moreover, learning strategies contents of some direction to make students study well in classroom during learning process. Strategies were ways or tricks that are used by people especially learners to practice or apply in learning something.

Kemp explained that the learning strategy is a learning activity that must be done by teachers and students so that the learning objectives can be achieved effectively and efficiently. In line with the above opinion, Dick and Carey, also mentions that the learning strategy is a set of materials and learning procedures used together to generate student learning outcomes.[7] It means that learning strategy contains several material which helped students to achieve the target of learning.

According to Oxford, learning strategies are steps taken by students to enhance their own learning. Learning strategies are specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations.[8] Learning strategies were some ways that helps students learn English. Learning strategies come from the

[6]Lyne T.Diaz-rico, *Teaching English Learners: strategies and method*,USA: Pearson Education,2004,p.106

[4]Wina Sanjaya, Kurikulum dan Pembelajaran: Teori Dan Praktik Pengembangan Kurikulum Tingkat Satuan Pendidikan (KTSP),(Jakarta: kencana),2008,p.294

[5]Rebecca l. Oxford, *language learning styles and strategies: An overview, Learning styles & strategies*/oxford, 2003,p.2

students' awareness. Moreover, the students learn by using the appropriate strategy in learning process consciously.

According to Scarella on Oxfords' book said, learning strategies are defined as specific actions, behaviors, steps, or techniques such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task used by students to enhance their own learning.[9] Futhermore, learning strategies was a part of action to understand of difficult language. Learning strategies could help students to improve their ability to learn.

In addition, according to Rubin on Griffith's book said, learning strategies are defined as the techniques or devices which a learner may use to acquire knowledge.[10] This statement means that learning strategies is the technicques which use by students in learning process. Learning process as the bridge that correlated to achieve the purpose of learning.

From the definitions above, the researcher conclude that learning strategies are a set of plans that contain of steps which taken by the students to enhance their own learning and behavior. Learning strategies involve the strategies use by students to achieve the purpose of learning. The successful of students' learning

[9]Rebecca l. Oxford, *language learning styles and strategies*.....2003,p.2
[6]Carol griffiths,*Language learning strategies: theory and research,*.....p.3

strategies are influenced the target of teacher to make their students comprehend with the material of learning.

b. Types of learning strategies

Language learning strategies are divided into two main classes, direct and indirect, which are further subdivided into six groups. Oxford divides learning strategies into 62 sub-strategies, but not all strategies can be used in learning speaking. Several language learning strategies that can be used in learning speaking will be shown in the following:

1) Direct Strategies

Oxford says that direct strategies are language learning strategies that directly involve the target language. All direct strategies require mental processing of language. According to Oxford direct strategies are divided into three groups. They are memory, cognitive, and compensation[11].

a) Memory Strategies

Memory strategies sometimes called mnemonics. People use memory strategy to remember practical information about everything. These strategies can help learners to cope with large amounts of vocabularies necessary to achieve fluency. This strategy also enables learners to retrieve information from memory when

[11] Rebecca l. Oxford, *language learning styles and strategies*.....2003,p.37

they need to use it for comprehension or production Speaking learning strategies involve in memory strategy are: (1) Placing new word into context, (2) representing sounds in memory, and (3) reviewing well.

Placing new words into a context. This strategy involves placing words or expressions that have been heard or read into a meaningful context, such as a spoken or written sentence, as a way of remembering it.

Representing sounds in memory. Oxford states that this strategy helps learners remember what they hear by making auditory rather than visual representations of sounds. This involves linking the new word with familiar words or sounds from any language; the new language, one's own language, or any other. Rhymes are well-known example of representing sounds in memory.

Reviewing well. This strategy in this set is *structured reviewing*, which is especially useful for remembering new material in the target language. It means that if learners want to say something automatically, they have to review them again and again.

b) Cognitive Strategies

Cognitive strategies are essential in learning a new language. These strategies are typically found to be the most popular strategies with language learners. Oxford states that cognitive strategies are the mental strategies learners use to make sense of their learning. In learning speaking, cognitive strategy including; repeating, formally practicing with sounds and writing systems, recognizing and using formulas and patterns, recombining, practicing naturalistically, using resources for receiving and sending messages, and translating.

Repeating. This strategy will help students in speaking, for example repeating native speakers.

Formally practicing with sounds and writing systems. This strategy is necessary for using the target language. this strategy can be extended to include not just listening but also speaking. Tapes or records assist this strategy well.

Recognizing and using formulas and patterns. This strategy greatly enhance the learners` comprehension and production.

Recombining. This strategy involves constructing a meaningful sentence or longer expression by putting together known elements in new ways.

Practicing naturalistically. This strategy contents on using the language for actual communication. In speaking area, practicing naturalistically involves practice in speaking the language for realistic communication. Speaking with other people in natural setting provides interactive, rapid, and personal communication. Some examples to practice naturally are by living in the place where the language uses as a native/ mother language, joining the club, etc.

Using resources for receiving and sending messages. This strategy involves using resources to find out the meaning of what is heard in the new language, or to produce mesages in the new language. Some examples of resources such as dictionaries, wordlist, and grammar books, encyclopedia, magazines, TV, radio, videocassettes, museum, exhibition, etc.

Translating. This strategy can be helpful in language learning, as long as it is used with care. It

allows learners to use their own language as the basis for understanding what they hear in the new languge.

c) Compensation Strategies

Compensation strategies aids learners in overcoming knowledge gaps and continuing to communicative authentically; thus, these strategies help communicative competence. These strategies help learners to use the new language for comprehension. Learners use compensation strategies for comprehension of the target language when they have insufficient knowledge of the target language. Below is shown sub strategies of compensation strategy, they are: Switching to the mother tongue. Getting help, Using mime and gesture, Selecting the topic, Adjusting or approximating the messages and Coining words.

Switching to the mother tongue. This strategy is used for speaking and involves using the mother tongue for an expression without translating it.

Getting help. This strategy involves asking someone for help in conversation by hesitating or explicitly asking for the missing expression. It seems like asking for the clarification or verification. The difference is thaat in getting help the learners want

someone to provide what the learners do not know, not to explain or clarify.

Using mime and gesture. In this strategy, learners use physically motion, such as mime or gesture, in place of expression during a conversation to indicate the meaning.

Selecting the topic. When using this strategy, the learners choose the topic of conversation. The reasons for this are obvious. Learners want to make sure that the topic is one in which they are interested and for which they possess the needed vocabulary and structures.

Adjusting or approximating the messages. Oxford states that this strategy is used to alter the message by omitting some items of information, make the ideas simpler or less precise, or say something slightly different that has similar meaning.

Coining words. This simple strategy means making up new words to communicate a concept for which the learner does have the right vocabulary. For instance, Omar, a learner of English, is not familiar with the word *bucket* and therefore coins *water-holder*.

2) Indirect Strategies

Indirect strategies are for general management of learning can be linked to the director of play. Oxford divides this strategy into several groups, they are: metacognitive, affective, and social strategies.

a) Metacognitive Strategies

Metacognitive strategies are actions which go beyond purely cognitive devices, and which provide a way for young learners to coordinate their own learning process. These strategies help learners to regulate their learning. Metacognitive strategies allow learners to control their own cognition – that is, to coordinate the learning process by using function such as centering, arranging, planning, and evaluating.

Metacognitive strategies are used to oversee, regulate or self-direct language learning. In learning speaking, metacognitive strategies include several sub-strategies, they are: paying attention, delaying speech production to focus on listening, organizing, setting goals and objectives, planning for a language task, seeking practice opportunities, self monitoring and self evaluating.

Paying attention. This strategy is necessary for all of the language skills included speaking. In spoken communication, learners can pay selective attention to particular elements of the speech such as pronunciation, register, style, grammar, and vocabulary.

Delaying speech production to focus on listening. According to Oxford many learners do this strategy automatically by postponing their speaking in the target language for hours, days, week, or possibly even months. Example, Judy lets other speak in her German class, while she repeats silently to herself, because she does not yet feel confident enough to speak.

Organizing. This strategy includes a variety of tools, such as creating the best possible physical environment, scheduling well, and keeping a language learning notebook.

Setting goals and objectives. Goals and objectives are expressions srudents` aim for language learning. Goals are generally consider being long-range aims referring to the outcome of many months or even years, while objectives are short-term aims for hours, days, or weeks.

Planning for a language task. The planning involves devising solution method and carrying out the steps to create the actual solution for a giving problem. Regardless of the language skills involved, this strategy always involves identifying the general nature of the task, the learner, and the need for further aids.

Seeking practice opportunities. In this strategy, a learner should prepare a plan to manage their own opportunities in speaking as emphasized by Oxford that language learners must seek out or create opportunities to practice any and all of the four language skills. If students want to reach moderate to high proficiency, classroom time cannot usually provide adequate practice opportunities. Therefore, students will need to find additional chances to practice the language and must realize it is up to them to search for these occasions. This strategy underscores sudents` responsibility to generate their own opportunities to practice.

Self monitoring. This strategy does not center as much on using the language as it does on students` conscious decision to monitor – that is, notice and correct – their own errors in any of the language skills.

Self evaluating. This strategy makes students more active as learners, look at that they know and what are guiding their learning at the beginning of a unit project. It is line with Oxford that self – evaluating might consist of learners` assessing their proficiency in a variety of ways.

b) Affective Strategies

Affective strategies are concerned with the learners' emotional requirements such as emotion, attitude, motivation, values, and confidence. Language learner can gain control over these factors through affective strategies.

Oxford mention that sub categories of affective strategies, they are: using progressive relaxation, deep-breathing, or mediation, making positive statement and taking risk wisely.

Using progressive relaxation, deep-breathing, or mediation. According to Oxford, these techniques are all effectively anxiety reduction, according to scientific bio – feedback research. Deep breathing is often an accompaniment to progressive relaxation.

Making positive statement. This trategy are for self-encouragement, when used before or during a

language activity. Saying or writing positive statements to oneself in order to feel more confident in learning the new language.

Taking risk wisely. This strategy involves a concious decision to take reasonable risks regardless of the possibility or probability of making mistakes or encountering difficulties. Pushing oneself to take risk in a language learning situation, even though there is a chance of making a mistake or looking foolish. Risk must be tempered with good judgment. Nuttal describes that making mistakes in learning is an opportunity to learn the better.

c) Social Strategies

Social strategies are helpful and indeed essential to all four language skills. Oxford states that these strategies help students learn through interaction with others. Social strategies useful for speaking involves asking for correction, cooperating with peers, and developing cultural understanding.

Asking for correction. Asking someone for correction in a conversation. This strategy is related to the strategy of self monitoring, in which students notice and correct their own difficulties. In spoken, learners

can ask other people for correction of important problems.

Cooperating with peers. It deals with a concerted effort to work together with other learners on an activity with a common goal or reward.

Developing cultural understanding. Background knowledge of the new culture often helps learners understand better what is heard or read in the new language. Trying to empathize with another person through learning about the culture and trying to understand the other person`s relation to that culture.

The other expert who discuss about the types of learning strategies was Brown. According to Brown, the field of second language acquisition has distinguished between two types of strategy are learning strategy and communicative strategy.[12] In learning strategies there are some strategies in speaking strategies, they are cognitive strategies and socio affective strategies.

1) **Cognitive strategies.**

Cognitive strategy divided into four types, there are : deduction, recombination, auditory representation and contextualization. Deduction, consciously applying rules to produce or understand the second language. Recombination is

[12] Brown, H.Douglas, *principle of language learning and teaching.* New York: Longman,2000,p.126

constructing a meaningful sentence or longer language sequence by combining known elements in a new way. Auditory representation is retention of the sound or a similar sound for a word, phrase or longer language sequence. Contextualization is placing a word or phrase in a meaningful language sequence.

2) Socioaffective strategies.

There are two types of socioaffective strategies, there are: cooperation and question for clarification. Cooperation is working with one or more peers feedback, poll information, or a model language activity. Question for clarification is asking a teacher or other native speaker for repetition, paraphrasing explanation, and examples.

According to Huang and Naerssen on Ardiansyah juornal states that, learning strategies for speaking divide into three classes.[13] They are formal practice, functional practice and monitoring.

1) Formal practice

This strategy such as listening to and doing pattern drills, listening in order to improve pronunciation, memorizing and reciting texts, imitation, re-telling stories, reading aloud, and reading in order to learn vocabulary items or grammatical structures which can be used when speaking.

[13]Ardiansyah,*An Analysis of Language Learning Strategies of Speaking Used By Successful And Unsuccessful Students of Semester III English Department of IAIN Sultan Thaha Saifuddin Jambi*,.....p.3

2) Functional practice

The next strategy is functional practice such as using language for communication, thinking or talking to oneself, and using listening or reading to provide models for speaking. This strategy helps students to make their perform looking good in speaking.

3) Monitoring (paying attention).

Another class of learning strategies for speaking is monitoring such as paying attention to the use of linguistic forms and modifying language responses. It makes the students will easier to collaborate their words in speaking.

According to Kennedy and Keatley (2006), the following strategies can help the language learner to develop their speaking skills.[14]

1) Using minimal responses

Language learners who lack confidence in their ability to participate successfully in oral interaction often listen in silence while others do the talking. One way to encourage such learners to begin to participate is to help them build up a stock of minimal responses that they can use in different types of exchanges. Such responses can be especially useful for beginners.

[10]Hidayat al azmi, *The Students' Language Learning Strategies In Reading And Speaking*, iain imam bonjol padang , jurnal al-ta'lim, jilid 1, nomor 2 juli 2012, hlm. 122-133,p.127

2) **Recognizing scripts**

Some communication situations are associated with a predictable set of spoken exchanges a script. Greetings, apologies, compliments, invitations, and other functions that are influenced by social and cultural norms often follow patterns or scripts. So do the transactional exchanges involved in activities such as obtaining information and making a purchase. In these scripts, the relationship between a speaker's turn and the one that follows it can often be anticipated.

3) **Using language to talk about language**

Language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. Instructors can help students overcome this reticence by assuring them that misunderstanding and the need for clarification can occur in any type of interaction, whatever the participants' language skill levels. Instructors can also give students strategies and phrases to use for clarification and comprehension check.

There are many strategies which can used by students in their learning. Moreover, the researcher concluded that there were three types of learning strategies that could help students in speaking English related this research. The strategies were direct strategies :

(memory strategy, cognitive strategy adn compensation strategy) and indirect strategy (metacognitive strategy, affective strategy and social strategy).

c. Factors that influence the Choice of Learning Strategies.

There are some factors that make the student differ in choosing their own leaning strategies. Oxford synthesizes existing research on how the following factors influence the choice of strategies used among students learning a second language.[15]

1) Motivation

Students which more motivated tended to use more strategies than less motivated student, and the particular reason for studying the language (motivational orientation, especially related to career field) was important in choosing of the strategies.

2) Gender

Based on research, females reported more using strategies than males although males sometimes transcend females in the use of specific strategies. This suggests that females dominate the used of strategies more than males.

3) Cultural Background

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

[15] Hidayat al azmi, *The Students' Language Learning Strategies*.....,p.124

other cultural background. Certain other cultures also appeared to encourage this strategy among learner. Perhaps because of the culture of Asian students who have been taught like that since past time.

4) Attitudes and Belief

The student's attitudes and belief reported to a profound effect on the strategies learners choose, the students with negative attitudes and beliefs often causing poor strategy use or lack of orchestration of strategies. In contrast the students with positive attitudes and beliefs, they use of strategies could be fosters the learning process will be better. So that students who had positive attitudes and beliefs could achieve the target of learning successfully.

5) Types of Task

The natures of the task help determine the strategies naturally employed to carry out the task. Various types of tasks could help students in determining or choosing the appropriate strategy for themselves in learning. So it could help students used the appropriate strategy in the learning process.

6) Age and L2 stage

Students of different ages and stages of L2 learning used different strategies, with certain strategies often being employed by older or more advanced students. This was

because the mindset of people in every age was different. Students who had older age have a mind-set that tends to mature and more quickly absorb the lessons than younger students. So, it was possible to make a difference in choosing a strategy in learning.

7) Learning Style

Learning style (general approach to language learning) often determine the choice L2 learning strategies. For example, analytic–styles students preferred strategies such as contrastive analysis, rule–learning, and dissecting words and phrase, while global student use strategies to find meaning (guessing, scanning, predicting) and to converse without knowing all the words (paraphrasing and gesturing). Thus each student determines or chooses their learning strategies based on their learning styles during the learning process.

8) Tolerance of Ambiguity

Students who are more tolerant of ambiguity used different learning strategies in some instances significantly than the students who were less tolerant of ambiguity. This indicated the students' sensitive level of language tends to influence the used of strategies in learning. This was because the student has a high curiosity about the language which they were learning.

2. Speaking

a. Definition of speaking

There were several definitions of speaking according to some of experts. According to Nunan, speaking is play with utterances that are made to form words and phrases. [16] Speaking was a kind of learning activity that invites students to make their speech as good as possible. Speaking helped students to be proficient in playing words and sounds so that the sounds were good and understandable when they speak English. In the other word, speaking was a skill to produce some of words and sounds so that people can communicate each others. The communication depended on how someone speaks well and how someone expresses their opinion or ideas.

Meanwhile, Jane Medwell states that, speaking is something to explore develop and student's ideas trough talk.[17] Furthermore, Speaking was the way to say articulations sound or words to express feeling and idea. It showed that speaking helped students to express their opinion in speaking classroom. As a skill, speaking instruct the students to do good conversation among of them. In this condition, the students spoke English to show how far their ability developed.

[16]Caroline Linse and David Nunan, *Practical English Language Teaching: Young Learners*, Ameica (New York) : McGraw-Hill, 2005, P.45-46

[18]Jane Medwell, *The Primary English Teaching Theory and Practices*, United Kingdom : Learning Matters Ltd,2009,p.27

Besides, Harmer states that speech combines both of code and message. The code consists of sound, vocabulary and structures of language. These components are organized into appropriate in order to convey the speaker ideas and opinion. He concluded that speaking is the verbal use of language to communicate with others.[18] Futhermore, speaking was ability or skill which haven by people to express their idea orally or to communicate with other people.

From the explanation above, the researcher conclude speaking was a skill to produce some of words and sounds so that the students could express their feeling, ideas and opinion each others by using the appropriate strategy. Speaking also as the way which communicates the opinion among the students. The good communication will happen when the students could collaborate the sound and meaning completely. The collaboration between the sound and meaning of speaking also involved the appropriate strategy so that the speaking performance looked perfect.

b. The components of speaking

There are four components of speaking according to Jack c. Richard and Willy a. Renadya that assume components of speaking are grammatical competence, discourse competence, sociolinguistic competence and strategic competence.

[18]Jeremy Harmer, *How to Teach English*, England : Longman, 1998, P. 269

1) Grammatical competence.

Grammatical competence is an umbrella concepts that includes increasing expertise in grammar (morphology, syntax, vocabulary, and mechanics, " with regards to speaking, the term mechanics refers to basic sound of letters and syllables, pronounciation of words, intonation, and stress".[19] In order to convey meaning, efl learners must have the knowledge how words are segmented into various sounds and how sentences are stressed in particular ways. Thus, grammatical competence enables speakers to use and understand English language structures accurately and unhesitatingly, which contributes to their fluency.

2) Discourse competence.

In discourse, whether formal or informal, the rules of cohesion and coherence apply which aid in holding the communication together in a meaningful way. In communication, both the production and comprehension of a language require one's ability to perceive and process stretches of discourse, and to formulate representations of meaning from referents in both previous sentences and following sentences. Therefore, effective speakers should acquire a large repertoire of

[20]Jack, C Ricards, et al, *Methodology in Language Teaching An Anthology of current practice*, New York: Cambridge University Press,202,P.207

structures and discourse markers to express ideas, show relationships of time, and indicates cause, contrast, and emphasis. It will help learners manage turn taking in conversation.

3) Sociolingustic competence.

Knowledge of language alone does not adequately prepare learners for effective for effective and appropriate use of the target language. Learners must have competence which involves knowing what is expected socially and culturally by users of the target language that is, learners must acquire the rules and norms governing the appropriate timing and realization of speech acts. Understanding the sociolinguistic side of language helps learners know what comments are appropriate, how to ask questions during interaction, and how to respond nonverbally according to the purpose of the talk.

4) Strategic competence

Strategic competence, which is the way learners manipulate language in order to meet communicative goals, is perhaps the most important of all the communicative competence elements. Simply put, it is the ability to compensate for imperfect knowledge of linguistic, sociolinguistic and discourse rules. According reference to speaking, strategic competence refers to

ability to know when and how to take the floor, how to clear up communication breakdown as well as comprehension problems.

In addition, according to Hughes there are five components should be considered in speaking activity. The five component are pronounciation, vocabulary, grammatical, fluency, and comprehension.[20] If the language learner can speak in English based on those components, it means that they had achieved their speaking skill.

1) Pronunciation.

   Pronounciation is the way to speak a language. Thus, it is one determinant factor in speaking. The appropriate of pronouncing words will greatly influence the students' ability to comprehend the communication. The good pronounciation will help the students in improving the speaking ability during learning process.

2) Vocabulary.

   Vocabulary is the total of words you know in a particular language. Vocabulary is the entire words that make up a language. It indicates that the richness of vocabulary will extremely affect one's ability to speak a language. In speaking, vocabulary is the important item because its helps the students speaking well by using the many words.

[20]H Douglas Brown, language assessment principles and classroom practices, San Francisco: Longman,2003,p.172

3) Grammar.

The grammar of a language is the description of the ways in which words can change their forms and can combined into sentences in that language. Besides, it is needed for students to arrange a correct sentence in conversation. Grammar or structure of English plays a very important part in speaking. To be able to speak English well, someone should be provided first with structural knowledge of English.

4) Fluency.

Fluency is the easy and speed of the flow of speech. Therefore, it exerts a significant influence of communication between the speaker and the listener. Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and "ums" or "ers". These signs indicate that the speaker does not have spend a lot of time searching for the language items needed to express the message.

5) Comprehension.

The comprehension for oral communication would require the subject to respond the speech as well as reinforce the intention of the conversation. Comprehension is one of the important components of speaking because the students must

comprehend with the topic of speaker to catch the information. Comprehension also helps the students in conclude the meaning of topic speaking.

Based on the explanations above, the researcher concluded that the components of speaking that would be used in this research are: pronounciation, grammatical, vocabulary, fluency, and comprehension. The resercher choose these components because the students' learning strategy would be success if the sudents paying their attention these components in their speaking. If the language learner could speak in English based on these components, it meant that they had achieved their speaking skill. These components will affect their fluency in the language and it would make their language skills better.

c. Function of speaking

Among the four skills such as listening, reading, writing, and speaking, speaking seems as the most important. It is because students learn the language in order to communicate with other people. In order to accelerate the process of communication, factor of fluency is much needed for students. Jack c. Richards' stated that fluency becomes the goal of learning speaking skill in a language program.[21] The students

[21] Richards.op.cit.,p.2

need to pronounce phonemes correctly, use appropriate stress and information patters to speak fluently in English.[22]

Jack C. Ricard states there are three function of speaking in human interactions. They are talk as transaction, talk as interaction and talk as performance.[23]

1) **Talk as transaction.**

It means that the function of speaking is not only about interaction but also as transaction. Talk as transaction refers to situations where the focus is on what is said or done. There are some of skills involved in using talk for transaction such as asking question, making comparisons, making suggestions, describing something, explaining a need intention, conforming information, etc. For example buying something at the market, asking someone for the information of weather or ordering a cup of coffe from a menu in a cafee, doing classroom discussion and solving some of problem related of learning, making a telephone call to erder pizza, etc.

[22] Jeremy Harmer, The Practice of English Language Teaching. (NEW York: Longman, 2007_, Fourth Edition, p.343

[25]Jack C. Ricards, Teaching Listening and Speaking from Theory and Practice, (New York:Cambridge University Press,2008,p.21-28

2) Talk as interaction.

Talk as interaction refers to what normally mean by conversation and describes interaction that serves primarily social function. When people meet, they exchange greetings, engage in small talk, recount recent experiences , and others, because they wish to be friendly and comfortable with the interaction. In speaking, we do not only say something or make a conversation, but we can make good connection and relationship through interaction friendly and comfortable.

3) Talk as performance.

This refers to public talk such as classroom presentation, public announcements and speeches. The example of talk as performance are the students perform their story in English in front of their friends, the students giving a calss report about their experience during their holiday, the students participate in class debate, the students giving a speech of welcome, the students making a presentation about their task, the students giving some direction of the procedures for making something, etc. Usually, talk as performance was using an appropriate opening and closing of talking.

Furthermore, according to Thonbury, there are two functions of speaking which transactional and interpersonal. The first function is

transactional function express information and facilities the exchange of goods and service. [24] For example order a meat restaurant. The second function is interpersonal function establishes and maintains good relation between people. For example conversation between friends that take place at the restaurant.

Based on the explanation above, there were three functions of speaking for this research. They were transactional, interpersonal, and performances function. In the learning process, the transactional function helped students to make transactions using English by using the appropriate strategy. For example, when they tried to order a meal in the cafeteria, they used English to practice their speaking. Besides Interpersonal function helped students to share their ideas with their friends or teacher. Afterwards, performance function help students to be more confidence in public speaking both speaking in the classroom or outside the classroom. Speaking as a skill develops of students' motivation to be more talking in the classroom. The students can share their own idea fluently trough speaking. Furthermore, the three functions above will support students' speaking skills to be better.

[24] Scoot Thornbury, *How to Teach Speaking*. (New York: Longman , 2005),p.13

B. Review of related studies

To support this research, there are relevant studies and conduct by other researchers which discussed the similar topic. The first is conducted by Volya (2006) conducted research about the same item. Her research title is students' speaking strategies and teacher's teaching speaking strategies at senior high school in kerinci district. She found that there are a number of strategies applied by the students at sman kerinci. The strategies are speaking with friends, speaking with English teacher, trying to find English speaker and talking to them in English, taking English course, make dialogue, listening to English music, and watching English movies. The findings suggest that there are pattern that distinguishes learners of different levels of speaking proficiency in applying speaking strategies.

Another study is conducted by Safriwal, l.k (2009), in his research entitled "speaking and reading strategies applied by good learners of English at sma negeri 6 sijunjung" be found that the mostly applied strategies for speaking are compensation (overcoming limitation in speaking) and metacognitive (centering learning, arranging and planning the learning, and evaluating the learning.

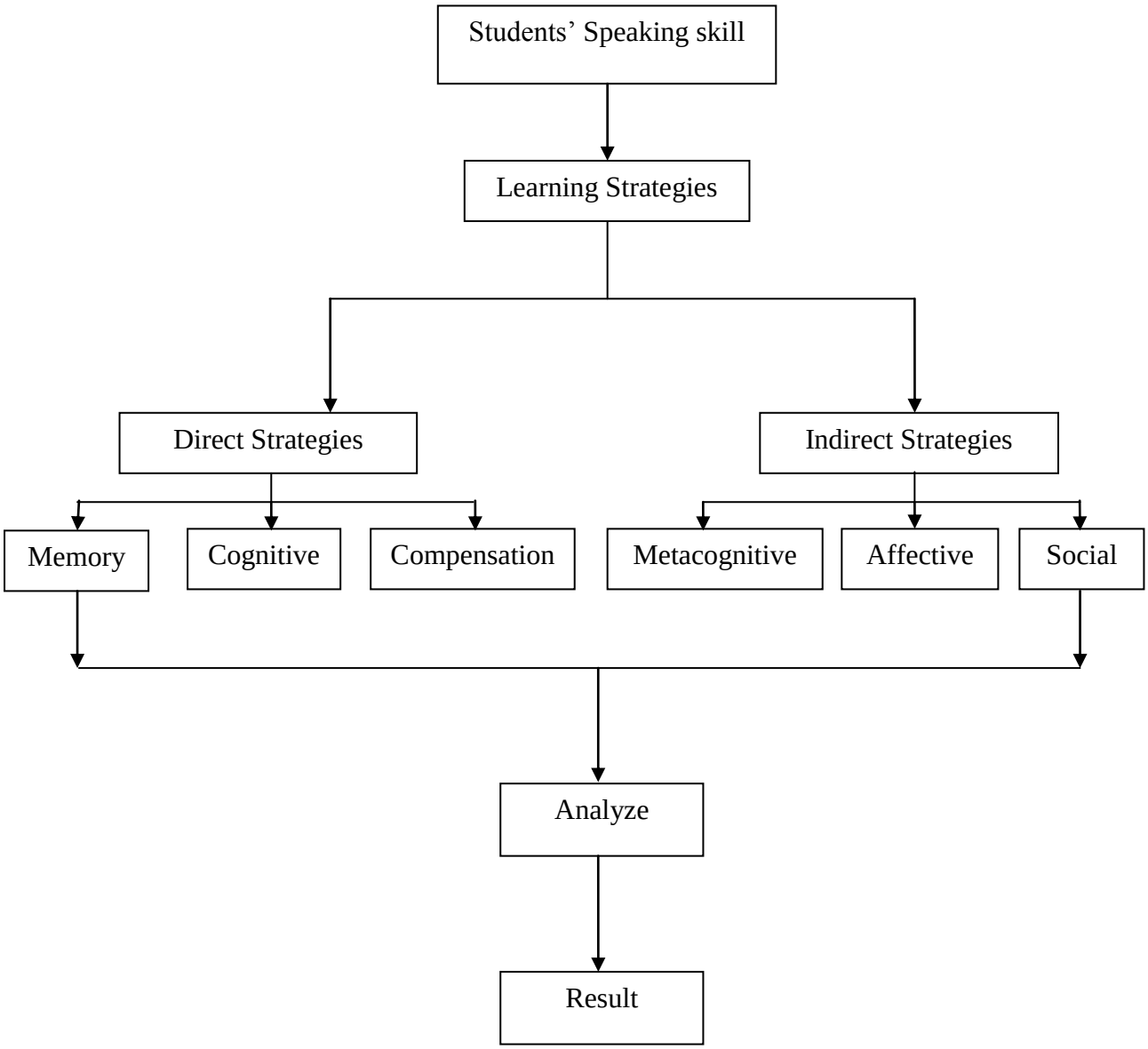
The other study from Agustin Budiarti (2012). His research the tittle is " learning strategies in speaking by the students of smk sahid surakarta". This research has a purpose to describe the learning strategies used by the students of SMK Sahid Surakarta in mastering English Speaking skill. The type of this research is descritive qualitative research with case study which aims at

describing the learning strategies in speaking skill of SMK Sahid Surakarta. The result of this research is all learning strategies which are important to improve the learner's speaking skill are advance organizer, directed attention, selective attention, self management, self evaluation, repetition, resourcing imagery, elaboration, note taking, recombination, cooperation and question for calrification.

The similarities of these studies are discussed about learning strategies. Differently, the research that will be conducted in this research will find learning strategies in speaking: memory, cognitive, compensation, metacognitive, affective, and social strategy that mostly used by the students at class XI of Islamic state senior high school 2 Bukittinggi.

C. Conceptual framework

The researcher make conceptual framework that gives drawing content about the purpose of the research like figure below:



Based on the schema above, learning strategies is important things in speaking. The researcher will find what the learning strategies that mostly used by students in speaking. In order to analyze the students' learning strategies in speaking, the researcher will use questionnaire form to

analyze it. By using it, the research questions can be answered. They are the most learning strategies used by the students, the criteria of students in applying learning strategies in speaking and the criteria of students good language learner in speaking by the eleventh grade of MAN 2 Bukittinggi at the academic year 2017/2018.

CHAPTER III

RESEARCH METHOD

A. Design of the Research

The research use a descriptive quantitative for this research. The researcher tries to analyze and make the description about students' learning strategies in speaking. According to Margono, quantitative research is a process to get knowledge or information by using numeral data as the tool to get what information which is intended to be known.[25] Description research involves gathering data that describe events, then organizes, and describes the data. According to Gay, Descriptive research involves collecting data in order to test hypotheses or answer questions connecting the current statistic of the subject of the study.[26] Descriptive research uses description as a tool to organize data into patterns that emerge during analysis.

Furthermore, Descriptive research is the process to give more describing about a phenomenon.[27] Descriptive quantitative research is a descriptive research which is used numeral and statistic in describing the data. This research is done to get information, find out, analyze and describe about students' learning strategies in speaking at the eleventh grade of Islamic state senior high school 2 Bukittinggi at the academic year 2017/2018.

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[25] Margono, *Metodologi Penelitian Pendidikan, Komponen MKDK,* (Jakarta: Rineka Cipta, 2007), p. 105-106

[26] L. R. Gay, *Educational Research: Competencies for Analysis and Application,* (New York: Macmillan publishing Company), p.189

[27] Bambang Prasetyo, *Metode Penelitian Kuantitatif: Teori dan Aplikasi,* (Jakarta: PT Raja Grafindo Persada, 2007), p.42

B. Population and Sample

The population and sample in this research explained as follow:

1. Population

The population is the whole object of the research field. Gay stated that "Population is the group of interest to the researcher, the group to which would like the results of the study to be generalized".[28] It means the population is a group which is chosen that the result of study can be generalizes to this group. Furthermore, Sugiyono defined population as generalized area which is consists of: subject/object which has certain quality and characteristic to be learned and concluded by a researcher.[29]

The population of this research was the eleventh grade students of Islamic State Senior High School 2 Bukittinggi in academic years 2017/2018. The reason of choosing class XI is caused by students have experience in studying English at State Senior High School and they have studied some materials of English. The eleventh grade students are divided into seven classes. There were 167 students. The population of the students will be shown on the table below:

[28] L. R. Gay, *Educational Research*…… p. 101
[29] Sugiyono, *Metode Penelitian Administrasi …* , p. 90

Table 3.1. Total population of Research

Class	Total of the students
XI IPA.1	26
XI IPA.2	25
XI IPA.3	25
XI IPS.1	27
XI IPS.2	24
XI IPK.1	20
XI IPK.2	20
Total	167

Source : The Eleventh Grade academic year 2017/2018

2. Sample

There are many definition of sample. According to Arikunto, sample is a limited number of elements from a population to be representative of the population.[30] Sampling is the procedure through which we pick out, from a set of units that make up the object of study (the population), a limited number of cases (sample) chosen according to criteria that enable the results obtained by studying the sample to be extrapolated to the whole population.[31] So, Sample is one of a number of people or things.

[6]Arikunto, Suharsimi,.*ProsedurPenelitian: Suatu Pendekatan Praktek*. Jakarta: Rineka Cipta. 2010,P. 109

[7]Piergiorgio Corbette, *Social Research: Theory, Method and Technique*, London: SAGE Publications, 2003, P. 211

In this research, the resercher used cluster random sampling. According to Gay, cluster random sampling is sampling in which group not individual. The resercher used cluster random sample technique because the population is homogeneous. It could be seen from the teacher has the same syllabus and materials to teach the member of population in this reseach. There are seven classes of the eleventh grade in MAN 2 bukittinggi. Based on the data from administration department in MAN 2 Bukittinggi, there are 167 of students at the eleventh grade. Sample is taken 25% from each population class because the population more than 100 people[32]. Sample of this research describe below:

Table 3.2. Total sample of Researchh

No.	Class	Student amount	Sample percentage	Class sample
1.	XI IPA.1	26	25%	7
2.	XI IPA.2	25	25%	6
3.	XI IPA.3	25	25%	6
4.	XI IPS.1	27	25%	7
5.	XI IPS.2	24	25%	6
6.	XI IPK.1	20	25%	5
7.	XI IPK.2	20	25%	5
			Total	42

[32] Arikunto, Suharsimi,.*ProsedurPenelitian: Suatu Pendekatan Praktek*. Jakarta: Rineka Cipta. 2010,P. 185

C. The Instrumentation

Based on quantitative design, the researcher used the questionnaire as the main technique in collecting the descriptive data from the students. Gay stated, "Descriptive data are usually collected through a questionnaire, survey, interview, or observation".[33] In this research, the researcher used questionnaire because it is an appropriate way to collect the data related to the focus of the research and give some advantages for the researcher. As Gay added, "In addition, for example, a questionnaire is much more efficient in that it requires less time, is less expensive, and permits collection of data from a much large sample".[34] It was clear that using questionnaire was more efficient and appropriate in collecting data for this research. Futhermore, the research was about an analysis of students' language learning strategies in speaking.

This questionnaire made by using close questionnaire type. It meant that the respondent only answered based on the available respond. The questionnaire wrote based on learning strategies in speaking skill. To avoid the misunderstanding and to make it clear for them, the researcher considers making the questionnaire in Indonesian. It is expect that the students as the sample would give spontaneous and accurate answer and also to make the researcher easy in analyzing the data. The questions are arranged in Likert Scale which was used always, often, sometimes, seldom and never.

[33] L. R. Gay, *Educational Research,* ……..p. 189
[34] L. R. Gay, *Educational Research,* ……..p. 195

Table 3.3 : Rating of Likert Scale

Likert scale	Code	Score
Always	SL	5
Often	SR	4
Sometimes	KD	3
Seldom	JR	2
Never	TP	1

Source : Sugiono[35]

The researcher use validity to test the list of questionnaire items. The purposes of the validity focus on the content and the instrument function.[36] This questionnaire is analyzed by using construct validity. Gay stated that construct validity is to test the validity by using judgment experts.[37] In this case, after the researcher make the instrumentation about the aspects would be measured. Then, the researcher would consult with the experts. The experts ask their opinion about the instrument and they give the decision such as this instrument could be used without revise, it should be revised, or it should be change.

D. Technique of Data Collection

In collecting the data, the researcher distributes the questionnaire to the sample of the research. It means that researcher distribute the questionnaire to the students consist of 30 questions about students' learning

[35] Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitative, Kualitative, and R&D*, (Bandung: Alfabeta, 2007), p.199
[36] Margono, *Metodologi Penelitian Pendidikan*, (Jakarta: Rineka Cipta, 1997), p.186
[37] L. R. Gay, *Educational Research* …….. p.129

strategies in speaking. In distributing the questionnaire, the researcher followed the following steps:

a. Distribute the questionnaire to the sample

b. Give explanation to the students how to answer it and ask to read the instruction first carefully.

c. Give the time to the students to answer the questionnaire honestly

d. Collect the students answer on the questionnaire

Thus, the researcher follows those steps in collecting the data from the sample in the research field.

E. Technique of Data Analysis

After getting the data, the researcher analyzes the data. The data is analyzed by incorporating Likert scale model in identifying the students' learning strategies at the eleventh grade. The questionnaire consists of five points of continuum, namely: always (5), often (4), sometimes (3), rarely (2), and never (1). Then, the researcher gives 5 for always and 1 for never. For example, if the students answer always the researcher give score 5 and if the students never the researcher give score 1.In analyzing the data of students' language learning strategies in speaking, the researcher follow these following steps:

a. Check and read the students' answer

b. Categorize and give score the students' answer.

c. Calculate the data and describe it in the table. Then, the researcher calculates the frequencies into a table and put it into percentages, calculates means of

the score obtain. The resercher used the formula below to find out the percentages and answer the first research question about learning strategy that mostly used by the students in speaing [38]:

$$P = \frac{f}{n} \, x \, 100 \, \%$$

P = the percentage of the result
f = the frequency of the answer on each questions
n = total amount of the sample

d. To answer the second research question about how many students that apply learning strategies in speaking, researcher calculate the frequencies that answered by the students by using the formula below[39] :

$$N = \frac{SP}{Si}$$

N : The percentage of the result
sp : total score of students' answer in quesitioner
si : ideal score of questioner, the ideal score of quesitioner is 150, where :
30 x 5 = 150
For example, the student 001:

$$N = \frac{SP}{Si} \text{ X } 100 \, \%$$

$$= \frac{67}{150} \text{ x } 100 \, \%$$

$$= 45 \, \%$$

e. Then researcher use the table of category by sudijono to categorize the students who used learning strategies in speaking frequently : [40]

[38] Arikunto, Suharsimi,.*manajemen penelitian*.(Jakarta: Rineka Cipta). 2005,P. 263
[39] Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitative, Kualitative, and R&D,* (Bandung: Alfabeta, 2007), p.199

Table 3.4: The Criteria of students' learning strategy used

Percentage	Category
81% - 100%	Very good (always)
61% - 80%	Good (often)
41% - 60%	Enough (sometime)
21% - 40 %	Bad (seldom)
11% - 20 %	Very bad (never)

Source : Munawaroh, Nanik Sri Setyani (2015)

The resercher determine the criteria of students learning strategies used in speaking based on the table above. If students get the score above 81% - 100% so the students very good in speaking learning strategies. If students get score 61-80% so the students good in speaking learning strategies. Beside, if students get 41-60 %, the category of students is enough. The students which bad category get 21-40% and < 20% is the category of students who very bad or never use learning strategies in speaking.

[40] Munawaroh, Nanik Sri Setyani,*The Development Of Learning Model With The Approach Of CTL Through The Method Of Apbl To The Subject Of Entrepreneurship*,STKIP PGRI JOMBANG IOSR Journal of Research & Method in Education (IOSR-JRME) e-ISSN: 2320–7388,p-ISSN: 2320–737X Volume 5, Issue 3 Ver. III (May - Jun. 2015), P.91

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

This chapter described the finding and discussion of the two research questions. First was about the most learning strategy used by student. Next about how many students that include the criteria of students in applying learning strategies in speaking. Finding of this research served as numerical data and the way they were analyzed.

1. Description of the Data

The data in this research were collected from the students at eleventh grade of State Islamic Senior High School 2 Bukittinggi. Total sample for this research is 42 of students. The final result of the data served as numerical data because the kind of research is descriptive quantitative.

The data are in forms of close-ended questionnaire results. The data is in form questionnaire which relates to students' answer in questionnaire. In distributing the questionnaire, the resercher give explanation and time to the students how to answer the questionnaire honestly. So, the resercher found the description of the most students' learning strategies in speaking.

The first strategy is Memory Strategy which consist of 3 items which are placing new word into context, representing sounds in memory, and reviewing well. The second strategy is Cognitive Strategy which

consists of 7 items: repeating, formally practicing with sounds and writing systems, recognizing and using formulas and patterns, recombining, practicing naturalistically, using resources for receiving and sending messages and translating. The third strategy is Compensation Strategy which consist of 6 items: switching to the mother tongue, getting help, using mime and gesture, selecting the topic, adjusting or approximating the messages and coining words.

The fourth strategy is Metacognitive Strategy which consist of 8 items : paying attention, delaying speech production to focus on listening, organizing, setting goals and objective, planning for a language task, seeking practice opportunities, self-monitoring and self-evaluating. The fifth strategy is Affective Strategy which consits of 3 items: using progressive relaxation, deep breathing or meditation, making positive statements and taking risks wisely. Then, the last strategy is Social Strategy which consists of 3 items: asking for correction, cooperating with peers and developing cultural understanding.

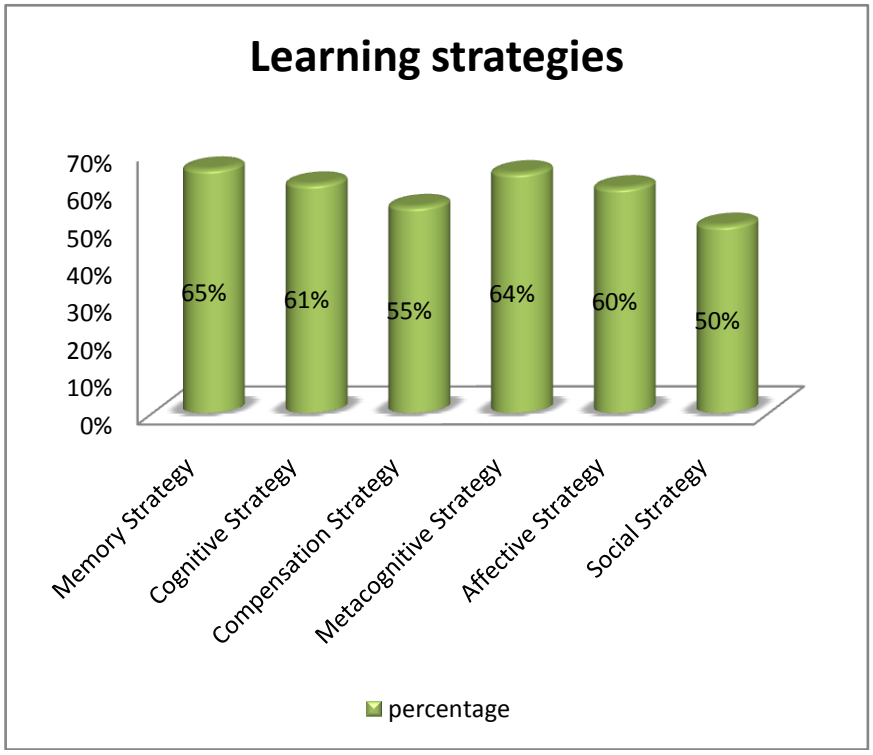
The items of the question answered by the student then calculated into table and chart to know the description and percentage of the learning strategies which were used by the student. More detailed description of the affective strategies used by the student could be seen below :

a. The data description of the learning strategies used by student in speaking.

According to the first research question about the Learning strategy used by student, the researcher will describe with general explanation. Strategies choosen by the students are divided into three strategies. There are Memory Strategy, Cognitive Strategy Compensation Strategy, Metacognitive Strategy, Affective Strategy and Social Strategy. Each of the strategies choosen are served in the form of percentage.

According to the students' answer for questionnaire form, there are 30 questions for learning strategies in speaking. The chart below show the percentage of three strategies and each strategy with different level of frequency. The description of the data about the frequency learning strategy that used by the eleventh grade of State Islamic Senior High School 2 Bukittinggi are as follow :

Figure 4.1 : General Percentage of Student's Answer



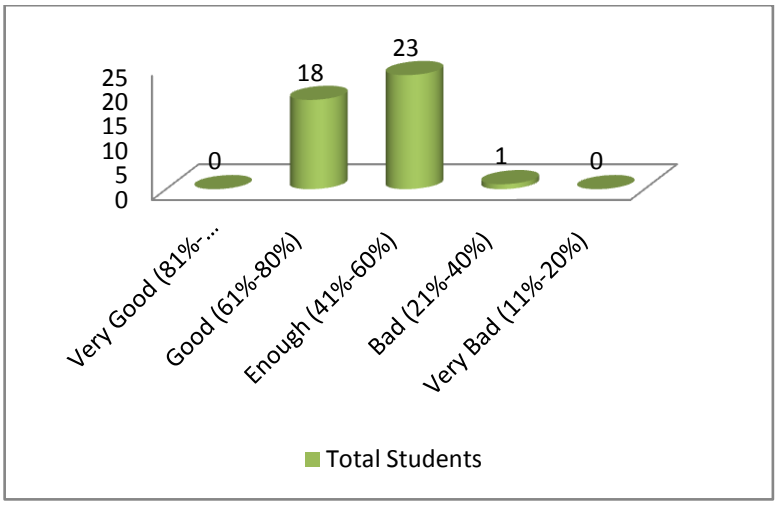
The chart above explained the total percentage of the strategies used by students in speaking. The highest strategy that choosen by the students is Memory Strategy (65%). The second highest is Metacognitive Strategy (64%). Then, it is followed by Cognitive Strategy (61%), Affective Strategy (60%), Compensation Strategy (55%) and the lowest strategy is Social Strategy (50%).The percentage was gotten by finding the average of each strategy choosen by the students. The total percentage above would be revealed further in the analysis of the data.

b. The data description of how many students that use strategy in speaking.

Beside the first research question, the second question about how many students that use strategy in speaking. The students used six strategies which are Memory Strategy, Cognitive Strategy Compensation Strategy, Metacognitive Strategy, Affective Strategy and Social Strategy by very good, good, enough, bad or very bad category.

According to the students' answer for questionnaire form, there are 30 questions for learning strategies in speaking. The description of the data about the percentage of students used learning strategy by the eleventh grade of State Islamic Senior High School 2 Bukittinggi are presented by the chart below :

Figure 4.2 : The criteria of students applying strategy



From the chart presented above, the students divided into five criterizations which are very good, good, enough, bad and very bad. From the result of questionnaire, there was no one students which very good (always use strategy) and very bad (never use strategy) in speaking. There are 18 students which often use learning strategies (good criteria), 23 students which sometime use strategy (enough criteria) in speaking and 1student which seldom use strategy (bad criteria) in speaking.

2. Analysis of the data

The items answered by the student from the questioner were further analyzed to find the percentage and the mean of the data. The data analyzed by using formula and then served into table and chart. The items from the questionnaire are 30 items which consist of 6 strategies which are Memory Strategy (3 items), Cognitive Strategy (7 items), Compensation Strategy (6 items), Metacognitive Strategy (8 items), Affective Strategy (3 items) and Social Strategy (3 items).

Each of the item have five option of frequencies: always, often, sometime, seldom and never. The highest point of frequency is always (5 point) and the lowest frequency is never (1 point). To answer the research question: what the most learning strategies used by student in speaking, the researcher analyzed the data through finding

percentage and mean of the data. The more detail analysis will be described below :

a. The students' learning strategies that mostly used in speaking English.

The researcher will answer the most learning strategies used by student in speaking by looking the frequency of student's answer. The researcher calculate the result from the questionnaire in order to know how the frequencies that had been answered by the student in each option (always, often, sometime, seldom and never). Then the frequencies of students' answer would be described to the percentage of each item. The frequency of the used of each strategy in speaking could be described as follow:

1) Memory Strategy

This strategy such as placing new word into context, representing sounds in memory, and reviewing well which can be used when speaking. So the total item for memory strategies would be shown below:

Table 4.1 : The Total Percentage of Memory Strategies

NO. item	always	often	sometime	seldom	never	total score	percentage
	N	N	N	N	N		
1.	1	17	15	6	3	133	63%
2.	1	13	17	9	2	128	61%
3.	5	18	13	5	1	147	70%
MEAN						**408**	**65%**

Total percentage (65%) is the mean of each percentage of the item. Each percentage gotten from total score divided by ideal score and timed with 100%. According to the table above, each main strategy had different level percentage. Strategy placing new word into context got 63% , representing sounds in memory by 61% , and reviewing well (70%) for 3 items. From the explaination above, the researcher conclude that the students more often use reviewing well strategy in speaking. It could be seen from the highest score is 70% based on the data from questionnaire answer.

2) Cognitive Strategy

The second strategy is cognitive strategy such as repeating, formally practicing with sounds and writing systems, recognizing and using formulas or patterns, recombining, practicing naturalistically, using resources for receiving and sending messages, and

translating. The total percentage for this strategy could be seen in the table below :

Table 4.2: The Total Percentage of Cognitive Strategies

NO. Item	always	often	sometime	seldom	never	total score	percentage
	N	N	N	N	N		
4.	5	21	12	4	0	153	73%
5.	0	9	19	11	3	118	56%
6.	2	14	17	8	1	134	64%
7.	3	17	16	6	0	143	68%
8.	1	20	18	2	1	144	69%
9.	1	8	11	21	1	113	54%
10.	0	2	8	21	11	85	40%
MEAN						**890**	**61%**

The total percentage for the strategy is 61%. It is gotten from the mean of each item's percentages. According to the table above, each main strategy have different level percentage. The sub cognitive strategy such as repeating (73%), formally practicing with sounds and writing systems (56%), recognizing and using formulas or patterns (64%), recombining (68%), practicing naturalistically (69%), using resources for receiving and sending messages (54%), and translating (40%). Futhermore, repeating strategy is the strategy that mostly used by students in speaking.

3) Compensation Strategy

There are six types of compensation strategy: switching to the mother tongue, getting help, using mime and gesture, selecting the topic, adjusting or approximating the messages, coining words. The description of this strategy that choseen by students served into the table below :

Table 4.3 : The Total Percentage of Compensation Strategies

NO. Item	always	Often	Sometime	Seldom	never	total score	Percentage
	N	N	N	N	N		
11.	2	12	19	9	0	133	63%
12.	0	8	21	12	1	120	57%
13.	0	3	13	17	9	94	45%
14.	2	5	23	8	4	119	57%
15.	2	14	16	10	4	138	66%
16.	0	2	13	18	9	92	44%
MEAN						**696**	**55%**

The total percentage for the strategy is 55%. Based on the table above, switching to the mother tongue get 63%, getting help 57%, using mime and gesture 45%, selecting the topic 57%, adjusting or approximating the messages 66% and coining words 44%.

4) Metacognitive strategy

The fourth strategy is metacognitive strategy such as paying attention, delaying speech production to focus on listening, organizing, setting goals and objective, planning for a language task, seeking practice opportunities, self-monitoring, self-evaluating. The total percentage for this strategy could be seen in the table below :

Table 4.4 : The Total Percentage of Metacognitive Strategies

NO. Item	always	often	sometime	seldom	never	total score	percentage
	N	N	N	N	N		
17.	5	18	15	4	0	150	71%
18.	4	24	10	4	0	154	73%
19.	3	20	12	5	2	143	68%
20.	5	17	16	4	0	149	71%
21.	4	13	19	6	0	141	67%
22.	1	6	24	11	0	123	59%
23.	1	17	15	4	15	131	62%
24.	1	7	3	19	12	92	44%
MEAN						**1.083**	**64%**

The total percentage for the strategy is 64%. It is gotten from the mean of each item's percentages. According to the table above, each main strategy have different level percentage. The sub metacognitive strategy : paying attention (71%), delaying speech production to

focus on listening (73%), organizing (68%), setting goals and objective (71%), planning for a language task (67%), seeking practice opportunities (59%), self-monitoring (62%) and self-evaluating (44%). From the table above, delaying speech production to focus on listening strategy is the strategy that mostly used by students in speaking.

5) Affective strategy

The next strategy is affective strategy such as using progressive relaxation, deep breathing or meditation, making positive statements and taking risks wisely. The total percentage for this strategy could be seen in the table below :

Table 4.5 : The Total Percentage of Affective Strategies

NO. item	always	often	Sometime	Seldom	never	total score	Percentage
	N	N	N	N	N		
25	3	5	20	10	4	119	57%
26	0	20	19	2	1	142	68%
27	3	5	21	9	4	120	57%
MEAN						**381**	**60%**

The total percentage for the strategy is 60%. According to the table above, each main strategy have different level percentage. There are three sub strategies of affective strategies such as using progressive relaxation, deep breathing or meditation (57%), making positive

statements (68%) and taking risks wisely (57%). From the data above, making positive statements strategy is the strategy that mostly used by students in speaking.

6) Social strategy

The last strategy is social strategy such as asking for correction, cooperating with peers and developing cultural understanding.. The total percentage for this strategy could be seen in the table below :

Table 4.6 : The Total Percentage of Social Strategies

NO. item	always	often	Sometime	Seldom	never	total score	Percentage
	N	N	N	N	N		
28	0	10	17	11	4	117	56%
29	3	5	21	11	2	122	58%
30.	0	2	7	14	19	76	36%
MEAN						**315**	**50%**

Based on the table above, total percentage for the strategy is 50%. Thi strategy is the lowest strategy that used by the students in learning speaking. According to the table above, item no. 28 (asking for correction) get 56%, item no. 29 (cooperating with peers) get 58% and item no. 30 about developing cultural understanding (36%).

b. The criteria of students in applying learning strategies in speaking.

There were several steps to find the level of students who are the user of the learning strategy in speaking. The first step to determine the percentage of each student into table :

Table 4.7 students' scores of use learning strategy

No.	Student	Total score	Percentage
1	Student 001	67	45%
2	Student 002	110	73%
3	Student 003	96	64%
4	Student 004	91	61%
5	Student 005	46	31%
6	Student 006	71	47%
7	Student 007	117	78%
8	Student 008	96	64%
9	Student 009	102	68%
10	Student 010	97	65%
11	Student 011	89	59%
12	Student 012	76	51%
13	Student 013	101	67%
14	Student 014	81	54%
15	Student 015	78	52%
16	Student 016	63	42%
17	Student 017	62	41%
18	Student 018	93	62%

19	Student 019	83	55%
20	Student 020	76	51%
21	Student 021	96	64%
22	Student 022	118	79%
23	Student 023	80	53%
24	Student 024	86	57%
25	Student 025	82	55%
26	Student 026	109	73%
27	Student 027	86	57%
28	Student 028	82	55%
29	Student 029	101	67%
30	Student 030	75	50%
31	Student 031	78	52%
32	Student 032	66	44%
33	Student 033	65	43%
34	Student 034	114	76%
35	Student 035	103	69%
36	Student 036	96	64%
37	Student 037	69	46%
38	Student 038	80	53%
39	Student 039	65	43%
40	Student 040	95	63%
41	Student 041	88	59%
42	Student 042	102	68%

After the list of student's score above gotten, then researcher could categorize students into the level of categories. The category range from very good, good, enough, bad and very bad. Each of the category had different level of percentage.

Table 4.8 : The Criteria of students' learning strategy used

Percentage	Category
81% - 100%	Very good (always)
61% - 80%	Good (often)
41% - 60%	Enough (sometime)
21% - 40 %	Bad (seldom)
11% - 20 %	Very bad (never)

Source : Munawaroh, Nanik Sri Setyani (2015)

According to the criteria of descriptive analysis above, the percentage range used for differentiate students into criteria very good, good enough, bad and very bad. If students get the score above 81% - 100% so the students very good in speaking strategies. If students get score 61-80% so the students good in speaking strategies. Beside, if students got 41-60 %, the category of students is enough. The students which bad category get 21-40% and < 20% was the category of students who very bad.

Based on the result there is no students as very good or always used strategy in speaking. The first category is the second highest category which could be interpreted as good (often use). There are 18 of 42 stundents (as total sample) who could be categorized as often user (good) of strategy. *The table below describes the students who often use strategy in speaking English*:

Table 4.9 good category (often use strategy)

No.	Student	Percentage
1	Student 002	73%
2	Student 003	64%
3	Student 004	61%
4	Student 007	78%
5	Student 008	64%
6	Student 009	68%
7	Student 010	65%
8	Student 013	67%
9	Student 018	62%
10	Student 021	64%
11	Student 022	79%
12	Student 026	73%
13	Student 029	67%
14	Student 034	76%

15	Student 035	69%
16	Student 036	64%
17	Student 040	63%
18	Student 042	68%

Based on the table above, the highest score is 79%. It means that the students at the eleventh grade of MAN 2 Bukittinggi have good strategies in speaking English. The next category is the third highest category which could be interpreted as enough (sometime used). There were 23 of 42 stundents (as total sample) who could be categorized as sometime use (enough) of strategy. The table below describes the students who sometime use strategy in speaking English:

Table 4.10 enough category (sometime use) strategy

No.	Student	Percentage
1	Student 001	45%
2	Student 006	47%
3	Student 011	59%
4	Student 012	51%
5	Student 014	54%
6	Student 015	52%

7	Student 016	42%
8	Student 017	41%
9	Student 019	55%
10	Student 020	51%
11	Student 023	53%
12	Student 024	57%
13	Student 025	55%
14	Student 027	57%
15	Student 028	55%
16	Student 030	50%
17	Student 031	52%
18	Student 032	44%
19	Student 033	43%
20	Student 037	46%
21	Student 038	53%
22	Student 039	43%
23	Student 041	59%

Finally, researcher could took a conclusion of the level or category that differentiated students into five main category : very good, good, enough, bad and very bad. From the score which student had answering questionnaire and the table of category served above, no one student which very good and very bad category, 18 students are often in applying

strategy (good category), 23 students are sometime use (enough category) and a student which got score 31% that included bad category.

B. Discussions

Speaking learning strategies contributes great deal of success in speaking skill. It is considered as one of fundamental factors that promote students' speaking skill. It also makes speaking activity easier, more enjoyable, and more effective. Speaking learning strategies can be used in line with the students' need and depend much on the individual language development, experimental background, attitude toward speaking and situation of students' speaking environment.

This research aimed to answer three research question. To answer the research question, researcher conducted a descriptive quantitative research to describe the phenomena in numerical data in order to get the detail information. Sample of this research are 25% from total population of eleventh grade which are 42 student from all classes. Then, instrument to collect the data is questionnaire with using likert scale. To find the result of research, data are analyzed with using percentage and mean formula.

Due to the research findings, it was found that there are six speaking learning strategies that be used in this research: memory strategy, cognitive strategy, compensation strategy, metacognitive strategy, affective strategy and social strategy. Moreover, sofyan dkk said

that the learning strategies most often used by the students in speaking performance are compensation and social strategies. Meanwhile, memory, cognitive, metacognitive, and affective strategies were not so often used.[41] On the other hand, from the result of the research the researcher found that memory strategy is the learning strategy that mostly used by the students. In addition, the findings from muhammad fazle shown, learners mostly used the Social strategy, followed by the Metacognitive strategy. The Cognitive and Compensation strategies immediately followed the previous two, and they are placed in the middle frequency. These two in the middle frequency were followed by the Affective and the Memory strategies is the lowest strategy used by students.[42] Moreover, this resarch find the Memory strategy is the highest strategy used by the students, followed by Metacognitive strategy, Cognitive strategy, Affective strategy, Compensation strategy and Social strategy is the lowest strategy used.

Next, the second research question about how many students that use learning strategy based on the criteria of students in applying learning strategies in speaking. By using the criteria: Very Good (81% - 100%), Good (61-80%), Enough (41-60 %), Bad (21-40%) and Very Bad (< 20%), the researcher found that no one student which very good and very bad category, 18 students are often in applying strategy (good

[41] Sofyan a. Gani,dkk,*Students' Learning Strategies for Developing Speaking Ability*, Syiah Kuala University, Banda Aceh, Indonesia studies in English Language and Education, 2(1), 16-28, 2015,p.25

[42] Muhammad fazle ramzan khan, *Language Learning Strategies: A Study of Teacher and Learner perceptions*, bup journal, volume 1, issue 1, september 2012, issn: 2219-4851,p.148

category), 23 students are sometime use (enough category) and 1 student included bad category.

CHAPTER V

CONCLUSION AND SUGGESTION

After discussing the data analysis presented in previous chapter of speaking learning strategy used by the students at Eleventh Grade of State Islamic Senior High School , some conclusion and suggestion are formulated.

A. Conclusion

Based on the research question about speaking learning strategies that used by the students at the Eleventh Grade of State Islamic Senior High School. From the data analysis, it can be concluded that there are six learning strategies in speaking are used by students at Eleventh Grade of State Islamic Senior High School. Then, the used of speaking learning strategies related to the students' achievement. It would be concluded spesifically as follow:

1. Answering the first research question about speaking learning strategy that were mostly used by the students. The researcher found that the learning strategy thst mostly used by the students is memory strategy (65%). The second highest is metacognitive strategy (64%). Then, it is followed by cognitive strategy (61%), affective strategy (60%), compensation strategy (55%) and the lowest strategy is social strategy (50%).
2. Concerning with the second research question, the criteria of students in applying learning strategies in speaking at the eleventh grade of MAN 2 Bukittinggi, where there was no one student which were very good and very bad category, 18 students were often in applying strategy (good

category), 23 students were sometime use (enough category) and 1 student included bad category.

B. Suggestion

Besides the conclusion, the result of this study also give to several suggestion espeacially for the English teacher and all people who involved in the educational decision making in common. The teacher hoped always make good communication with students, although in outside of teaching and learning activities so that teachers also known the type of learning strategies by each student. So that teachers can easily guess the habits of students who used certain strategies in learning.

The teacher also hoped to always actively provide motivation to students so that students who feel less confident with the ability to speak English can be motivated well and it could be increase the confidence of each student. Motivation provided by teachers was also useful to improve the competitiveness of students in the classroom so they are racing to continue improving their English skills. The teacher also hoped have a good example of speaking English so students became interesting in improving English speaking skills. These suggestion are also expected to be useful for the coming researcher, curriculum designers, and for whom that may be concerned with English education and particularly teaching speaking.

For the students hoped to used some learning strategies in speaking, especially those have been found as the better speaking learning strategies in order to improve their speaking skill. Therefore, teachers should facilitate

their students to acknowledge those strategies through their students' learning tasks and materials. There are many causal factors of students' failure in speaking skill. Since this study only focuses on learning strategies in speaking. There is a wide range object of observation that can further be done by the coming researcher in order to overcome the students' speaking problems in general.

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