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

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Abstrak: Tujuan penelitian ini mengetahui strategi belajar yang digunakan oleh siswa, kemampuan berbicara siswa dan menemukan korelasi antara strategi belajar bahasa dengan kemampuan berbicara siswa. Penelitian ini dilakukan di SMAN 1 Binduriang Bengkulu menggunakan kualitatif dan kuantitatif. 20 siswa kelas dua dipilih sebagai sample. 50 quesionire dan test menggunakan storytelling untuk mengukur kemampuan berbicara siswa. Data dianalisa menggunakan product moment corelation. Ada 6 strategy belajar siswa yang berbeda meliputi; meta-cognitive (3.56), memory (2.95), affective (2.85), sosial (2.82), cognitive (2.77) dan compentation (3.11). Hasil nilai dari kemampuan berbicara siswa adalah (68.05), meliputi; vocabulary (72.5), comprehension (72.5), Pronunciation (66.5), fluency (66.5), dan grammar (62.5). Vocabulary dan comprehension adalah paling tinggi, terdapat hubungan yang signifikan antara penggunaan strategi belajar siswa dengan kemampuan berbicara dimana nilai r adalah 0.562.

Abstract: *The objectives of this research are to find out the strategies of language learning that are used by the students, to find out the students' speaking ability, and to find out the correlation between students' language learning strategies with students' speaking ability. This research was conducted in SMAN 1 Binduriang Bengkulu by using qualitative and quantitative method. There were 20 students from the second grade as a sample. 50 items of questionnaires to check the learning strategy and given test in speaking by using storytelling. The data were analyzed by product moment corelation. There are 6 kinds of different language learning strategies, including; meta-cognitive (3.56), memory (2.95), affective (2.85), social (2.82), cognitive (2.77) and compensation (3.11). The average score of students' speaking ability is (68.05), such us; vocabulary (72.5), comprehension (72.5), Pronunciation (66.5), fluency (66.5), and grammar (62.5). The average score of vocabulary and comprehension were the highest one, there was a significant correlation between language learning strategies with speaking ability where value was 0.562.*

Keywords: *learning strategy, speaking ability, students' speaking ability.*

INTRODUCTION

In Indonesia, English is taught since junior high school up to university. Each level has standard difficulty of material which was used to teach the students by equipment supporting to reach the goal such as demonstrations tool and others.

Each student in the classroom of senior high school has differences of characteristics in learning English namely: audio learners; those students who are fast in understanding the material by listening from the teachers' explanation and recording of teaching process. Visual learners; those students who are easy in understanding the material by looking at the material direclty, toward practice.

This research focuses at students' language learning strategies at a Senior high school. It is believed that illustration at students in learning English will carry out the beneficial to the several participants as direct or indirectly. The positive and negative impact from this research will show to the public. The positive side of this research; the teachers will know the kinds of students' learning strategies, so they are able to create the teacher's concept which use strategy combination and each students' learning style can be adopted by other.Then the negative impact from this research, teacher who adopts the teaching or lecturing concept will confuse to implement it in the classroom so the teaching process will be fail. This research was conducted in Senior High School especially in the second grade as subject of the research in order to know the correlation of students' language learning strategies with students' speaking ability in English.

Teaching and learning English at school always faces several problems, it raises from the student's themselves, material, teacher, teaching process, time, place, equipment and infrastructures. The problems which come from students such as the differences of students' intellegence, if the material is low or too easy, the student who has high intellegence will be bored and then opposite with the students who need in learning English. In the classroom always find the differences like them, one and others need differences method in learning to fast in mastery English so the teacher should use combination strategy in teaching.

A Teacher has an important act in teaching and learning process because he or she has duty to create the student's successful in learning English, he or she can control and manage the target of material in each meeting so in one semester the students must reach the target in mastering English. Time of meeting is also one of factors to success in teaching and learning, if each meeting is too short, it will to influence the student's understanding in material. The time also supported by place to do teaching and learning process, conducting and comfortable place make the student comfort and easy to understand the material that is given. Besides that, it is also added by equipment as media in teaching in the classroom, it helps the students be fast in learning English.

From the difference of problems in teaching and learning above, it will appear the differences of students'

learning strategies in mastering English at Senior High school. Based on the identification of the problem above, the problem will be limited at the Students' learning strategy in mastering English. There are several strategies in learning at the students, and it is different from one student to others in order to increase their achievement in English. The problem in this research formulated in what kinds of language learning strategies are used by the students, How is the students' speaking ability, and how is the correlation between the students are using of language learning strategies and their speaking ability.

In the developing English competence, someone must improve in English skill that consist of listening, spealking, reading and writing. All of them need practice every day as habit in their live. Those are according to Bialystock (1979) explicit linguistics knowledge, implicit language knowledge, language exposure and other knowledge. Implicite knowledge is developed through exposure to communicative language use and is facilitated by functional practicing. In simple language, the mastery of language forms will be developed through its use in communicative language use. Based on the results of a study by Utomo and Ruijter (1994: 177) learning is actively in ways that varied (different) and watched the structure will be better understood and remembered longer. The emphasis of this opinion is a way of learning with many variations that make students active and love to learn. Therefore, in order to activate students in the learning activities, the teacher is also required to be active in teaching. This is in line with the statement given by Muhadjir (2003), that insights from learning what makes students active is a long life learning process.

Language learning strategy is the step which is taken by people to comprehance their learning. According to Oxford (1991) language learning strategies are defined as steps taken by students to enhance their own learning. The strategies can be done in side or outside of the classroom based on the students themselves. Oxfrord (1991) classifies language learning strategies to direct and indirect strategy. The category of indirect strategies consist of metacoqnitive strategies, affective strategies and social strategies.

Language learning strategies also have several uses. There are more uses of LLS, namely; (a) to enhance language learning, (b) to perform specified tasks, (c) to solve specific problem in language learning, (d) to make learning easier, faster and enjoyable, (e) to compensate for a defecit in learning (cohen, 2007). Based on this the statement, it can be seen that LLS is important for the students who like to increase their comprehansion in learning a new language. It is also as the parameter for the students in mastering language well, if students do not have strategies in learning language, they will not master English as fast and well.

Different from the previous research of this study are to find out whether there are a kinds of language learning strategies students use, to find out different score of the students' speaking ability and to find out correlation between students' language learning strategy and students' speaking ability.

METHODS

In this research, the researcher used descriptive and qualitative method. The subjects of this research were 20 students from second grade at Senior High School. The procedures which have been done in order to get the data are as following**:**

1. The teacher gave instructions to the students in order to choose a story in picture series that has been prepared by the teacher as many as the number of students in the class.
2. The students retell the story of the pictures in sequencing based on the topic which have been chosen by them. They were given five minutes to do it.
3. Finally, the teacher and researcher gave scores to the students based on the criterion of assessment on speaking.

In data collecting technique, the researcher described about where and when the data was collected and how it was obtained. The data which was used in this research were student's speaking score. Next, the researcher analyzed it by using product moment correlation. The researcher also used questionnaire in order to get the quality of student's speaking. The researcher gave a kind of test which included in speaking test in order to know how far their ability in mastering English. The result from their score made the researcher easy to know kinds of strategies which were used to increase their English ability. It was used to know the deeper of information from the subjects about their learning strategies in mastering English. In collecting the data, the researcher used the followings' technique:

Questionnaire

Through questioners the researcher gets information that he wanted to know about student's opinion on whether the strategies are interesting or not. By the Questionnaire the researcher knows the students' opinion related to the speaking learning process. Besides, the researcher knows the students affective, cognitive and social in learning strategies.

Questionnaire that is used to retrieve the data are questionnaire. It was formalized by Oxford (1990), namely: Strategy Inventory for Language Learning strategies. There are 50 statements translated into Indonesian to help students understand the questions in the questionnaire. The SILL questionnaire is designed to assess language learning strategy use. In the journal of a study on Language Learning Strategies (LLSs) of University Student in Hongkong stated that the SILL has been the most extensive questionnaire for obtaining information on the language learning strategies and frequently used in studies worldwide. Also, the SILL appears to be the only language learning strategy instrument that has been checked for reliability and validated in multiple ways. In the SILL, language learning strategies are grouped into six categories of assessment: (a) memory strategies (9 items) which represent to remembering effectively, (b) cognitive strategies (14 items) which represent using mental process, (c) compensation strategies (6 items) which represent compensating for missing knowledge, (d) meta-cognitive strategies (9 items) which represent organizing and evaluating the learning, (e) affective strategies (6 items) which represent managing emotion, and (f) social strategies (6

items) which represent learning with others.

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

Each Category was scored using Linker scale; never (1), seldom (2), Sometimes (3), often (4), and always (5). Students were asked to respond each item according their honest answer.

In this research, the researcher used analysis categories in order to make the research containing valid information. By this method the researcher intended to find out various sources of data according to the topic of the research by focusing on selecting the material which needed, after the data has been collected, the researcher analyzed them. The researcher wrote all students' informations about their learning strategies and method to keep their ability in mastering English based on the result of evaluation test. Derived from the kind of data collected by the researcher above, the researcher analyzed those data by using several methods as follows:

The Qualitative Data Analysis
In this study, the qualitative data was analyzed by using questionnaire because this research was descriptive to determine the learning strategy used by the students. The researcher gave a questionnaire consisting of 50 questions in the language learning strategy. For instance, the researcher collected the data about the name of students at the second grade of senior high school.

The Quantitative Data Analysis
The quantitative data in this research was taken from speaking test. The students' speaking ability was scored by using Haris (1975) to find out the correlation between Language Learning Strategy and student's speaking ability.

RESULT
The result of this research was described from the whole of the data that was taken from questionnaires, then call qualitative because it presented the form of data and message that conveyed in this research. Qualitative research is a process of inquiry aimed at understanding human behavior by building complex, holistic picture of social and cultural setting in which such behavior occurs (Angrosino, 2007:1). Qualitative research does not require measurement or can not be measured because the reality they present can only be approximated.mThe first research question is what kinds of language learning strategies are used by the students. In order to answer this research question the researcher distributed questionnaires of language learning strategy which consist of 50 Items.

In Memory strategy, there were nine items that should be answered by students: Score of every number Item; Never (1), Seldom (2), Sometime (3), Often (4), and Always (5). Based on the research, it could be reported that the average number of student in using memory strategy was 2.95. It means that the students "sometime" used memory strategy to learn how to speak. The highest score was 3.9 which was made by student with initial NA. It

5

means that student NA "often" used memory strategy. The lowest score in using memory strategy was 2.2 which were made by the students with initial PA and YP means that students "seldom" used memory strategy when they spoke.

In Cognitive strategy, there were 14 items that should be answered by students and it could be reported that the average number of students used cognitive strategy was 2.77. It means that students "sometime" used cognitive strategy to learn how to speak. The highest score was 3.6 which were made by student with initial NA. It means that student NA "often" used cognitive strategy. The lowest score in using cognitive strategy was 1.7 which was made by the student initial EH means that student "seldom" used cognitive strategy when spoke.

In Compensation strategy, there were six items that should be answered by students, it could be reported that the average number of students used compensation strategy was 3.11. It means that students "sometime" used compensation strategy to learn how to speak. The highest score was 3.6 which were made by student with initial NA means that student NA "often" use compensation strategy. The lowest score in using compensation strategy was 2.3 which were made by the students initial YR, YS and ZD means that student "seldom" used compensation strategy when they spoke.

In Compensation strategy, there were nine items (Q=9) that should be answered by students. It could be reported that the average number of students in using meta-cognitive strategy was 3.56. It means that the

students "sometime" used meta-cognitive strategy to learn how to speak. The highest score was 4.7 which was made by student initial PN means that student PN "often" used meta-cognitive strategy. The lowest score in using meta-cognitive strategy was 2.1 which were made by the student initial YS means that student "seldom" used compensation strategy when initial YS spoke.

In Affective strategy, there were six items (Q=6) that should be answered by students. It could be reported that the average number of students in using affective strategy was 2.85. It means that students "seldom" use Affective strategy to learn how to speak. The highest score was 4.2 which were made by the student with initial RD means that student RD "often" used Affective strategy. The lowest score of the use of Affective strategy was 1.8 which was made by the student initial EH and SI means that student "seldom" used Affective strategy when they spoke.

In Social strategy, there were six items (Q=6) that should be answered by students. It could be reported that the average number of students in using social strategy was 2.82. It means that the students "seldom" use social strategy to learn how to speak. The highest score was 4.2 which were made by the student with initial RD means that student RD "often" used social strategy. The lowest score in using social strategy was 1.8 which was made by the students with initial EH and SI means that the students "seldom" used social strategy when they spoke.

Based on the result of language learning strategies in order to find out the score of students' speaking ability,

the researcher obtains it from himself as the first rater and second rater (the English teacher who is teaching English in the school). The final score of speaking is obtained from the average score between researcher and teacher. The results of the assessment of a students' speaking ability can be seen based on the table as follows:

Table 1. Students' Speaking Ability

No	Student	Researcher	Teacher	Total	Average
1	AS	76	75	151	76
2	AA	76	72	148	74
3	DR	56	60	116	58
4	EH	68	64	132	66
5	LL	56	68	124	62
6	NA	88	88	176	88
7	PL	80	75	155	78
8	PN	60	68	128	64
9	PA	68	72	140	70
10	RA	72	80	152	76
11	RI	60	68	128	64
12	RT	60	84	144	72
13	RD	75	75	150	75
14	SI	64	60	124	62
15	SA	76	72	148	74
16	ST	52	60	112	56
17	SN	52	60	112	56
18	YR	56	68	124	62
19	YS	64	60	124	62
20	ZD	60	72	132	66
	Total Average				68.05

From the table above it can be reported that the students' average score in speaking is 68.05. The highest score of speaking is 88 and the lowest score is 56. In speaking, the score was given by two raters, they are; the researcher and teacher. In the speaking test, the teacher prepared 20 pictures storytelling where the students were asked to describe the picture which they have chosen. Based on the result on the research there were five aspects of speaking by marking Scheme.

Table 2. Aspects of Speaking

No	Aspects of Speaking	Researcher	Teacher	Average
1	Pronunciation	64	69	66.5
2	Grammar	58	67	62.5
3	Vocabulary	76	69	72.5
4	Fluency	59	74	66.5
5	Comprehension	73	72	72.5

The section of correlation in language learning strategies and students' speaking ability is by determining the correlation of two variables between x and y which has been tested by using correlation product moment of statistical which hypothesis is divided into two hypothesis Ho (no relationship between the variables x and y) and Ha (no relationship between the variables x and y).

Table 3. Correlations between students' Language Learning Strategy and Students' Speaking ability

Correlation		learning strategies	students' speaking
learning strategies	Pearson Correlation	1	.562**
	Sig. (2-tailed)		.010
	N	20	20
students' speaking	Pearson Correlation	.562**	1
	Sig. (2-tailed)	.010	
	N	20	20

**. Correlation is significant at the 0.01 level (2-tailed).

Based on the table above it can be seen that there is a correlation between learning strategy and students' speaking ability which is also measured by using product moment correlation. Based on the results of correlation analysis by using Pearson correlation test, it was found that r value of 0.562 with significance value (p-value) of 0.01. Value significance (p-value) of 0.01 <0.005. It means that Ho is rejected and Ha accepted, so there is correlation between the students'

language learning strategies (LLSs) and students' speaking ability.

DISCUSSION

Based on the analysis homogeneity using Levene test Statistic significance value (p-value) 0.398. The value significance (p-value) $0.398 > \alpha$ 0.05 This indicates that the data are homogeneous. Based on the results obtaine by analysis of variance F value of 5.174 with significant values (p-value) of 0,000. Significant value (p-value) $0000 < \alpha$ 0.05. It means that there is at least one different learning strategies with other learning strategies, furthermore to compare each of the strategies the researcher used analysis of LSD (The Least Significance Difference).

Table 4. Test of Homogeneity of Variances

Score

Levene Statistic	df1	df2	Sig.
1.040	5	114	.398

The result of this study also have the same finding with study done by Cabaissa and Baetiong (2010) that shows metacognitive strategies as the strategies mostly used by the students. The students need to manage their learning processes and indicate that they were in control of focusing and evaluating their own learning behaviours in order to get good learning achievement. In order to determine of language learning strategy which has been mostly used by the students' speaking ability. The researcher had distributed 50 items of questionnaire which is consisted of five types of learning strategies, those were memory, cognitive, compensation, affective, meta-cognitive, and social strategy. Each item was provided with five options; never, seldom, sometime,

often, and always. Never means the students never used the strategy; seldom means they rarely ever used the strategy; sometime means they sometime used the strategy; often means they often used the strategy; and always means the students always used the strategy. Those Findings are similar to this finding that the second class grade of SMA N 1 Binduriang in Bengkulu Province which is used meta-cognitive as the most frequently strategies in students' speaking ability. The research found that the participant also used meta-cognitive strategies in learning English.

Based on Harris (1974) the researcher classified the scoring standard for the students' speaking ability. There are pronunciation, grammar, vocabulary, fluency, and comprehension. By using pictures storytelling where the students were asked to describe the picture which they have chosen. Based on the result on the research there were five aspects of speaking by marking Scheme that were measures i.e., pronunciation, grammar, vocabulary, fluency and comprehension. The table below describes the score of the speaking in each aspect. Based on aspects the table below, it can be reported that the highest score of speaking due to vocabulary is (72.5), comprehension (72.5), pronunciation (66.5), fluency (66.5) and grammar (62.5).

Learning Strategies are supposed to be used to attain goals or to solve a problem (Park, 2010). Richards (1992) says that learning strategies are intention, behavior, and thoughts used by the students during learning. Furthermore, the appropriate strategy which is applied by the students that is believed to make them successful in

8

learning speaking and supporting students' effort to learn speaking. In finding the answer of research questions, the researcher also found that correlation between language learning strategy and students' speaking ability. The significant is less than .005. Based on the result of the data, it could be concluded that the students often used learning strategies to their speaking skill. This data result is supported by Hismanoglu (2000) the language learner capable of using a wide variety of language learning strategies appropriately can improve his language skills in a better way.

CONCLUSIONS AND SUGGESTIONS

Conclusions

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

3. There is correlation between students' language learning strategy and students' speaking ability.

Suggestions

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

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