

## **Learning Strategies in Speaking Skill Applied by A Student in Second Grade of SMK Pelita Nusantara Kediri**

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### **Abstract**

Most of the students get difficulties when they want to communicate to others. It is caused many factors including the limited students' vocabularies, pronunciation, the idea that they are delivered, and knowledge of grammar. To increase the students' speaking ability, they usually apply certain strategies in learning. This research aims to investigate what strategies and how they are applied to solve the difficulties in speaking and increasing the ability of speaking.

The subject of research is a student in second grade of SMK Pelita Nusantara Kediri. She is the best student of second grade and she always gets the best ranking. The writer did some observations and interview to get the data. There are two kinds of learning strategies that applied; they are direct strategies and indirect strategies. Direct strategies are language learning strategies that directly involve the target language, and indirect strategies are language learning strategies that support and manage language learning without directly involving the target language. Direct strategies that are applied are memory strategies that reflect very simple principles such as arranging things in order, making association, and reviewing, cognitive strategies that most important strategies are practicing, and compensation strategies which intended to make up for an adequate repertoire of grammar and, especially, of vocabularies. In indirect strategies that are applied are metacognitive strategies which provide a way for learners to coordinate their own learning process, affective strategies that help to regulate emotions, motivations, and attitudes, and social strategies that can help all learners increase their ability to empathize by developing culture understanding and becoming aware of others' thoughts and feelings.

It can be found that the strategies mostly used were cognitive strategies and social strategies. Cognitive strategy used was practicing by repeating, recognizing and using formula and patterns, and practicing naturalistically. Social strategies used were asking questions and cooperating with others.

*Keywords:* Learning Strategies, Speaking Skill

## Introduction

Learning English is not easy for some students. In learning English, there are four skills which should be mastered. They are listening, speaking, reading, and writing. Speaking becomes one of the important skills because by speaking students share their idea or meaning to another so they can understand each other. By mastering speaking skill, the students can carry out conversations with others, give the ideas and exchange the information with others. According to Cameron (2002:40) speaking is the active use of language to express meaning, so other people can make sense of them. Then Cheney in Kayi (2006:1) states that speaking as the process of building and sharing meaning through the use of verbal and nonverbal symbols, in a variety of contexts. In other words, people do not only utter words in speaking, but they also use gesture, facial expression to convey their meaning to other people in speaking. In addition, Brown (2004:140) defines speaking as a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-taker's listening skill, which necessarily compromises the reliability and validity of an oral production test. From those statements above, it can be concluded that speaking is an activity involving two or more people in whom the participants are both the listeners and the speakers having to act what they listen and make their contribution at high speed.

There are some aspects in speaking which should be mastered by the students. They are vocabularies, grammar, fluency, pronunciation, and idea. (Harmer, 2001;269) notes down that from the communicative point of view, speaking has many different aspects including two major categories – accuracy, involving the correct use of vocabulary, grammar and pronunciation practiced through controlled and guided activities; and, fluency, considered to be 'the ability to keep going when speaking spontaneously'. This is, however, rather a superficial view of this skill.

Most of students just study speaking English in their class. Even there are some of them get speaking lesson in course. Some students are still shy if they want to practice their English. The students are often embarrassed if their friends laugh them when they make mistake. Moreover, they should have much

vocabulary when they express their idea. So mastering speaking is not easy for some students, they should be able to speak with good pronunciation, good grammatical, good fluency, and they should have many vocabularies, and good idea or material to deliver their speaking. To reach those, students use some learning strategies in their learning.

Oxford (1990:8) defines learning strategies as “specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations”. Therefore the use of various learning strategies is influenced by their family background, experience, and character. In order words, strategy that is useful to student might not be useful to others. Since students have their own strategy characteristic, they will have different learning strategies that are useful and comfortable for them.

Learning strategies are steps taken by students to enhance their own learning. Strategies are especially important for language learning because they are tools for active, self-directed involvement, which is essential for developing communicative competence. Learning strategies which are going to research in this study are learning strategies in some components of speaking. They are pronunciation, grammar, and material. Those components are usually difficult for the students in speaking.

There are some kinds of learning strategies which are used by students. They are metacognitive strategies, cognitive strategies, and social affective strategies. There are some kinds of metacognitive strategies; they are planning, monitoring, evaluation, and self-management. Then, there are some kinds of cognitive strategies that used in learning; they are repetition, resourcing, directed physical respond, translation, grouping, note-taking, deduction, recombination, imagery, auditory representation, etc. And for social affective strategies have one kind, that is cooperation.

Those learning strategies can be applied in learning process in the class. In the learning process, there are some students who are active and not active in speaking class. The teacher usually gives the task for the students to perform in front of the class to know their competence in speaking. That can be in dialogue, speech, or telling story.

According to the writer's informal observation in SMK Pelita Nusantara Kediri, most of the students still got the difficulties in using English for communication. It was caused many factors including the limited students' vocabularies, the student's pronunciation, the idea that they delivered when they spook and knowledge of grammar, even the method might be used by the teacher in teaching English. In that school, the teacher used simple method in teaching speaking. She just gave explanation and asked her students to make simple conversation then asked them to perform their conversation in front of the class. The other factor that might influence the students speaking ability was the lack of practicing English in their daily life.

In the writer's informal observation, there was one student that had good speaking ability. She had good pronunciation, grammar, and she delivered her idea to her friends clearly. She was able to mention some vocabularies with better pronunciation in front of the class than her friends in the class. She was able to deliver her idea in speaking with good grammatical, so her friends and her teacher understood what her mean easily.

In this research, the writer was interested in doing the research in one student of SMK Pelita Nusantara Kediri who had good score in English subject. She was good in mastering some aspects of speaking. Meanwhile of learning speaking she had some learning strategies to be mastered.

### **Method**

This qualitative research was conducted in SMK Pelita Nusantara Kediri. The data that writer was gathered were taken from the observation, and interview. The writer observed the learning behavior of a student in learning speaking in the class. Then the writer did interview to analyze a student's learning behavior in speaking at home. The writer also used secondary data, related to the books that support this research that contain some expert opinion. The writer made a note about the way of student's strategies in speaking. And the writer took observation in many times until the writer got the constant data. The steps of collecting data: Preparing all things that were needed in this research. Doing observation in the class to know the application of learning strategies in speaking by taking note.

After conducting several observations, the data were obtained by combined the data from a student and the theories to get the accurate data and then the data were ready to be reported descriptivel The collecting data is done interactively and continually until getting saturation data, there are some main components in the process of analyzing data that should be comprehended. They are reducing data, data display, and making conclusion drawing/verification. In this case, the writer used data triangulation as comparing different sources of information in order to increase the validity of a study, refers to whether the finding of a study was true in the sense that research findings accurately reflect the situation, and “certain” in the sense that research findings were supported by the evidence.

### **Research Finding and Discussion**

#### **Learning Strategies in Pronunciation**

When speaking English, the speakers should know how to pronounce the words or sentences. When they are wrong in pronouncing words or sentences, those may be possible the words that we said have different meaning. This is certainly very confusing for those who hear us. Therefore it is important for us to know how to easily learn the English pronunciation.

The writer observed the subject’s learning activity and interviewed her learning strategies in pronunciation in the class and when she studied at home. She classifies her learning strategies into two kinds which were direct and indirect strategies. Direct strategies are language learning strategies that directly involve the target language. Indirect strategies are language learning strategies that support and manage language learning without directly involving the target language. Here, the subject told about how she learned intonation and stressing in the words and sentences. She also told about the way she learned the strange words or the words that seldom to be used when speaking.

In the writer’s observation in teaching learning process, the teacher asked the students to come forward one by one to deliver their memorizing vocabularies from Oxford Dictionary . There were twenty irregular vocabularies should be memorized by them, starting from the first “arise-arose-arisen” to “burn-burnt-burnt”. The activity of memorizing irregular vocabularies was given by the teacher

to increase the students' vocabularies and to make them practiced speaking in English easier. Before the students coming forward, the teacher gave example to pronounce the vocabularies and the subject paid attention in her teacher's practicing the pronunciation. In the class, the subject focused on practicing pronouncing the vocabularies. She practiced in pronouncing vocabularies repeatedly from the Oxford Dictionary while listened to the electronic dictionary on her mobile phone; sometimes she also asked to her friend how to pronounce the vocabulary. The teacher gave the students ten minutes to prepare their practice. After ten minutes, the subject was chosen by her teacher to be the first student who came forward. In front of the class, she started her performance with greeting to her friends then she started to mention the vocabularies from "arise-arose-arisen" to "burn-burnt-burnt". She mentioned twenty vocabularies with almost all of the vocabularies were said correctly in stressing and vowels. She was also asked by her teacher to add more vocabularies which were memorized. When she pronounce the vocabularies in wrong pronunciation, her teacher corrected by giving the right pronunciation then she followed her teacher in saying the vocabularies with the right pronunciation.

To get more accurate data in indirect strategies, the researcher also interviewed to the subject. The researcher asked some questions about her learning strategies in pronunciation.

From the observation and interview , it can concluded that the student used direct strategies and indirect strategies. In direct strategy she used were memory strategies by representing sound in memory when she remembered about the pronunciation of words especially in the way of pronouncing with the right stress, intonation, and strange words which difficult to pronounce. She also used reviewing well when she prepared to practice her vocabularies in front of the class. Second, she used cognitive strategies by practicing using repeating when she repeated what her teacher pronounces to the difficult words and also repeated from movie to make her easier to pronounce the sentence with the right intonation. She used cognitive strategies by using resource in receiving and sending message. She looked up her electronic dictionary to know the right pronunciation of words then she practiced it by formally practicing with sound. In

compensation strategies, she used overcoming limitations in speaking and writing by getting help when she did not know the way to pronounce the words or sentences.

In indirect strategies, she applied some learning strategies. The first was metacognitive strategies. She used centering your learning by paying attention when she practiced to pronounce the vocabularies. She also used arranging and planning your learning by setting goals and objectives when she prepared to practice her memorizing of vocabularies in front of the class. She should memorize twenty vocabularies with good pronunciation. The second was affective strategies, she used encouraging yourself by making positive statement when she came forward to practice her memorizing of vocabularies by saying “Bismillah, I can do it”. The third was social strategies; she used asking questions for correction when she asked to her teacher about the right intonation of sentences. She also used cooperating with others when she practiced to memorize the vocabularies.

### **Learning Strategies in Grammar**

Grammar is one of important things in speaking; it helps speakers to make their speaking understandable. Grammar is the structure of words that have meaning. There are many kinds of grammar that are learned in senior high school. They are tenses, direct indirect, modal, word order, gerund, clause, conditional sentence, and many others. The writer focused on the subject’s learning strategies in tenses, conditional sentence, and word order. In her experiences, tenses, conditional sentence, and word order were the most common used in speaking. Tenses were used to identify when something happened, conditional sentence was used to deliver something about imagine or something unreal and word order was used to arrange the words into good sentence based on types of sentences.

In the writer’s observation in the subject’s class, the activity was learning “suggest and offer” and she observed her learning strategies in word order. Before the teacher gave explanation of “Suggest and Offer”, she gave leading question to the students. She asked the students if they had ever given suggestion or offers something to their friends. Then the students answer was yes. The teacher asked to the subject to give example of suggestion or offers that she had ever done. She

mentioned them correctly, they were “you should study hard” and “may I help you”. And then teacher continued with explaining the material which was “suggest and offer”. After explaining the material, she asked to the students to do the exercises on the book and asked them to ask if they did not understand. When the teacher was explaining material, the subject paid attention on the explanation. She focused on learning and wrote the explanation which was written on the whiteboard. When she did not understand the explanation, she directly asked to her teacher and her teacher repeated the explanation. After the teacher explaining the material, all of students were asked to do exercise on the book to make the students more understood on the material which was studied. The subject did the exercises with her friends and made a group discussion. She also asked again to her teacher when she got difficulties in doing the exercises.

The second learning strategies which were explained were learning strategies that were applied by the subject at home. The writer did interview with her to know and observe her learning strategies at home. In the interview, she asked some questions about her learning in grammar especially in word order, tenses, and conditional sentence. The writer did the interview again to the subject to know about her learning strategies in learning conditional sentence. From the observation and interview, it can be concluded that the subject applied direct strategies and indirect strategies in learning grammar especially in word order, tenses, and conditional sentences. In direct strategies, she applied memory strategies used placing new words into a context when she wrote the expression of suggest and offer. She used applying images and sound using keywords when she memorized the word order or the pattern of giving suggest and offer, and when she memorized the verb which used in tenses. She used reviewing well when she was at home; she reviewed the lesson that had been taught in the class to help her easier in memorizing it. She applied cognitive strategies used practicing by recognizing using formula and patterns. She practiced to do the exercises to get more comprehension in grammar. She used receiving and sending message using resources from book and the internet when she wanted to get more explanation about grammar. She used creating structure for input and output using taking note. She made a note of the pattern of word order, tenses, and conditional sentences.



She also made an alternative form of tenses that she used to help her easier in memorizing the form.

In indirect strategies, she applied metacognitive strategies and social strategies. In metacognitive strategies, she used centering your learning by paying attention when she listened to her teacher explanation about word order. In social strategies, she used asking question for correction when she got difficulties in doing exercises of grammar. She also used cooperating with others when she did the exercises with her group to discuss and to do the exercises together.

### **Learning Strategies in Material**

There are many kinds of speaking material that were taught in senior high school, they are discussion, debate, speech, telling story, dialogue, drama, and many others. In this research, the writer focused on observing about the subject's learning strategies in dialogue material. There are two kinds of dialogue which are interpersonal and transactional. Dialogue interpersonal is a simple communication that used when greeting or make a joke with others. Dialogue transactional is a process of sending and receiving information between two or more persons.

In the writer observation in the class of subject when the teacher gave material about transactional dialogue, she observed the activities in the class and learning strategies which applied by her. In the class, the teacher asked to the students to make transactional dialogue with the theme "suggest and offer". Before the students did the task, the teacher gave them the explanation of transactional dialogue and gave them the example. The subject paid attention on her teacher explanation and she asked question when she did not understand the material. She also made a note about her teacher explanation to help her more understand about the material. After finishing listen the explanation, she did the task with her friends, and made a discussion with her friends. Because the time was up, the students continued their task at home and collected the task in the next meeting by coming forward to practice the dialogue.

In the next meeting, all of the students were asked to practice their dialogue in front of the class. Before coming forward, the subject practiced the dialogue with

her partners. They practiced the dialogue repeatedly because their teacher did not allow bringing a book when practicing the dialogue in front of the class. After for about fifteen minute's preparation, the teacher asked the first group to come forward to practice the dialogue and the subject's group was the first group who came forward. Her group was ready to practice the dialogue without bringing the note. She and her friends practiced the dialogue well and they got good appreciation from their teacher. For knowing the subject's learning strategies at home about dialogue transactional and interpersonal, the writer did the interview with her. From the observation and the interview it can be concluded that the subject applied direct strategies and indirect strategies in learning material of speaking especially in learning transactional and interpersonal dialogue. In direct strategies, she used memory strategies. She used creating mental linkages by placing new words into a context when she wrote the expression which used in the dialogue. She used applying images and sounds by representing sounds in memory when she memorized the expression in conversation or in dialogue. She used reviewing well when she prepared to practice her dialogue with her partner in front of the class. In cognitive strategies, she used practicing by repeating when she practiced the dialogue, by recognizing and using formula and pattern when she learned about the word order of expressing something which used in dialogue, by practicing naturalistically when she practiced interpersonal dialogue. She used receiving and sending message by using resources from movie to learn the expression which used in dialogue transactional and interpersonal. She used creating structure for input and output by taking note of the explanation from her teacher in the class. In compensation strategies, she used overcoming limitation in speaking by using mime or gesture when she practiced the dialogue, by switching to the mother tongue when she spoke, by selecting the topic when she made conversation with her friends or other person.

In indirect strategies, the subject applied three strategies in learning transactional and interpersonal dialogue which were metacognitive strategies, affective strategies, and social strategies. In metacognitive strategies, she used creating your learning by paying attention when she listened her teacher explanation in the class. She used arranging and planning your learning by seeking

practice opportunities when she tried to practice the dialogue of transactional and interpersonal with her friends. In affective strategies, she used encouraging yourself by rewarding yourself when she practiced the dialogue in front of the class. She did it well and got good appreciation from her teacher. In social strategies, she used cooperating with other by cooperating with peers when she practiced the dialogue. She used asking question by asking for clarification or verification to her teacher or her friends when she got the difficulties in learning.

### **Discussion**

Learning strategies are the ways or steps which were applied by the subject to enhance their own learning. There were two kinds of leaning strategies which applied by her in learning speaking especially in learning pronunciation, grammar, and material. They were direct strategies and indirect strategies. Those strategies appropriated with the strategies which in Oxford book. There were some strategies that appropriated to be used in learning pronunciation. The first was direct strategies that classified into three kinds; they were memory strategies, cognitive strategies, and compensation strategies. In memory strategies which were appropriate in learning pronunciation were representing sound in memory and reviewing well. In cognitive strategies, the strategy that appropriate was practicing by repeating. Then in compensation strategies which used was overcoming limitations in speaking and writing by getting helps. The second was indirect strategies which classified into three kinds; they were metacognitive strategies, affective strategies, and social strategies. In metacognitive strategies, the strategies that used in learning pronunciation were centering your learning by paying attention and arranging and planning your leaning by setting goals and objectives. In affective strategies, the strategy that appropriate was encouraging yourself by making positive statements. In social strategies, the strategies which appropriate to learn pronunciation were asking question by asking for correction and cooperating with others by cooperating with peers.

In learning grammar especially in word order, tenses, and conditional sentences, there were two kinds of learning strategies which appropriate to be applied. They were direct strategies and indirect strategies. Direct strategies were

classified into three kinds; they were memory strategies, cognitive strategies, and compensation strategies. In memory strategies, the strategies that appropriate in learning grammar were placing new words into a context, applying images and sounds by using key words, and reviewing well. In cognitive strategies, the strategies which appropriate to be applied were practicing using recognizing using formula and patterns, receiving and sending messages using resources, and creating structure for input and output by taking notes. In compensation strategies, the strategy which appropriate in learning grammar was overcoming limitations in speaking and writing by using switching to the mother tongue. Indirect strategies were classified into two kinds; they were metacognitive strategies and social strategies. In metacognitive strategies, the strategy which appropriate in learning grammar was centering your learning by paying attention. And in social strategies, the strategies that appropriate were asking question by asking for correction and cooperating with others by cooperating with peers.

In learning material of speaking, there were two kinds of leaning strategies which appropriate to be applied by the subject. They were direct strategies and indirect strategies. Direct strategies which applied were memory strategies, cognitive strategies, compensation strategies. In memory strategies, the strategies which appropriate were creating mental linkages by placing new words into context, applying images and sounds by representing sound in memory, and reviewing well. In cognitive strategies, the strategies which applied were practicing by repeating, recognizing using formula and patterns, and practicing naturalistically, receiving and sending messages using resources, and creating structure for input and output by taking notes. In compensation strategies, the strategy which applied was overcoming limitations in speaking and writing using mime or gesture, switching to the mother tongue, and selecting the topic. Indirect strategies which appropriate to be applied were metacognitive strategies, affective strategies, and social strategies. In metacognitive strategies, the strategies that applied were centering your learning by paying attention and arranging and planning your learning by seeking practice opportunities. In affective strategies, the strategy which applied was encouraging yourself by rewarding yourself. And in social strategies, the strategies which applied were cooperating with others by

cooperating with peers and asking questions by asking questions for clarification or verification.

### **Conclusion and Suggestion**

From the explanation above, the writer concluded that in learning speaking the subject mostly applied two kinds of learning strategies. These strategies were cognitive strategies and social strategies. Cognitive strategies are kind of direct strategies and social strategies are kind of indirect strategies. Cognitive strategy that used was practicing by repeating, recognizing and using formula and patterns, and practicing naturalistically. Social strategies that used were asking questions and cooperating with others. This research can be the reference to increase the speaking skill for students, especially in learning pronunciation, grammar, and material in speaking. They can learn what strategies that used and how those strategies are applied to make them easy in learning speaking. In learning pronunciation especially in stressing and intonation, the students can use direct strategies and indirect strategies. Direct strategies that can be used are memory strategies by representing sound in memory and reviewing well, cognitive strategies by practicing using repeating, using resource in receiving and sending message, and compensation strategies by overcoming limitations in speaking and writing by getting help. Indirect strategies that can be used are metacognitive strategies by centering your learning by paying attention and by using arranging and planning your learning by setting goals and objectives, affective strategies by encouraging yourself by making positive statement, and social strategies by asking questions for correction and cooperating with others.

In learning grammar especially in word order, tenses, and conditional sentences, the students can use direct strategies and indirect strategies. Direct strategies here are memory strategies by using placing new words into a context, applying images and sound using keywords, and reviewing well, cognitive strategies by using practicing by recognizing using formula and patterns, receiving and sending message using resources, and creating structure for input and output using taking note. Indirect strategies, they can use metacognitive strategies by

centering your learning by paying attention, and social strategies by asking question for correction.

In learning material of speaking especially in transactional and interpersonal dialogue, they can use direct strategies and indirect strategies. Direct strategies that can be used are memory strategies by creating mental linkages by placing new words into a context, by applying images and sounds by representing sounds in memory, and by reviewing well, cognitive strategies by practicing repeatedly, by recognizing and using formula and pattern, by practicing naturalistically, by receiving and sending message using resources, by creating structure for input and output by taking note, and compensation strategies by overcoming limitation in speaking by using mime or gesture, by switching to the mother tongue, and by selecting the topic. Indirect strategies that can be applied are metacognitive strategies by creating your learning by paying attention, by arranging and planning your learning by seeking practice opportunities, affective strategies by encouraging yourself by rewarding yourself, and social strategies by cooperating with others, by asking question by asking for clarification or verification. It is suggested to the teacher to get new strategies in teaching speaking especially in teaching pronunciation, grammar, and material so the students can apply learning strategies well. For example in teaching pronunciation, teacher can give the student duty to memorize some vocabularies or dialogue so the students can learn about how to pronounce the words and well with right stressing and intonation. In teaching grammar, teacher can give the students notes about the pattern of word order, tenses, or conditional sentences so the students can apply the strategies by taking note and paying attention. Teacher also can give some exercises to students so they can practice the pattern of word order, tenses, or conditional sentences and also make the students memorize the patterns easily. In teaching material especially transactional and interpersonal dialogue, teacher can decide the students in group to practice the dialogue. By grouping the students, they can apply the strategies by cooperate with others, asking questions, and using resources.

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