
AN ANALYSIS OF SPEAKING LANGUAGE LEARNING STRATEGIES USED BY STUDENTS' OF STKIP MUHAMMADIYAH MUARA BUNGO

Yahfenel Evi Fussalam¹⁾, Ridho Kurniawan²⁾

¹ Pendidikan Bahasa Inggris, STKIP Muhammadiyah Muara Bungo

email: yahfenel88@gmail.com

ridho_kn@ymail.com

Abstrak

Penelitian ini berfokus pada strategi pembelajaran bahasa siswa pembelajaran yang digunakan oleh mahasiswa semester dua di Jurusan Bahasa Inggris STKIP Muhammadiyah Muara Bungo (STKIP-MB). Peneliti menganalisis komponen strategi pembelajaran berbicara berdasarkan teori Oxford termasuk strategi langsung seperti strategi memori, strategi kognitif, strategi kompensasi, dan strategi tidak langsung seperti strategi metakognitif, strategi afektif, dan strategi sosial. Metode penelitian ini adalah deskriptif kuantitatif. Data penelitian ini dianalisis dengan menggunakan dua metode analisis data. Analisis data kuantitatif digunakan untuk menguji dan menginterpretasi data dari tes berbicara dan kuesioner. Data yang diambil dari observasi, catatan lapangan dan wawancara dianalisis dengan menggunakan analisis data kualitatif. Temuan ini menunjukkan bahwa (1) Ada banyak strategi pembelajaran berbicara yang digunakan oleh mahasiswa Jurusan Bahasa Inggris STKI-MB. Para siswa yang menggunakan strategi memori adalah 54,7%, siswa yang menggunakan strategi kognitif adalah 50,3%, siswa yang menggunakan strategi kompensasi adalah 62,3%, siswa yang menggunakan strategi metakognitif adalah 42,0%, Siswa yang menggunakan strategi afektif adalah 39,3% dan terakhir, siswa yang menggunakan strategi sosial adalah 51,8%. (2) Strategi yang paling sering digunakan oleh siswa adalah strategi kompensasi 62,3%. Penelitian ini menunjukkan bahwa strategi pembelajaran berbicara dimungkinkan untuk mempengaruhi skor penilaian kualitas berbicara siswa.

Kata Kunci: Berbicara, strategi pembelajaran

ABSTRACT

This research focus on an investigation students' speaking language learning strategies were used by the second semester students' of English Department STKIP Muhammadiyah Muara Bungo (STKIP-MB). The researcher analyzed speaking learning strategies components based on the Oxford's theories included direct strategies such as memory strategies, cognitive strategies, compensation strategies, and indirect strategies such as metacognitive strategies, affective strategies, and social strategies. The method of this research was descriptive quantitative. The data of this research were analyzed by using two methods of data analysis. Quantitative data analysis was used to examine and interpreted data from

speaking test and questionnaire. The data taken from observation, field note and interview were analyzed by using qualitative data analysis. The finding shows that (1) There are many speaking learning strategies used by the students of English Department STKI-MB. The students who used memory strategies is 54.7%, the students who used cognitive strategies is 50.3 %, the students who used compensation strategies is 62.3%, the students which used metacognitive strategies is 42.0%, The students who used affective strategies is 39.3% and the last, the students who used social strategies is 51.8%. (2) The most frequently strategy that used by students was compensation strategy 62.3%. This study indicated that the speaking learning strategies are possible to affect the assessment score of the students' speaking quality.

Keywords: *Speaking, Learning Strategies*

INTRODUCTION

Speaking is one of the fundamental skills that the students should master in learning English as a compulsory subject in all levels of education. By learning speaking, the students know the way to express their ideas, opinions, feelings, and emotion meaningfully. They consider speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication. Besides, it also leads them to make interaction in the society by using the language.

However, it is fact that there were some problems for the students to develop their speaking skill. The problems may come from the main units in the classroom, students and the teacher. From the students, it was found that they had lack vocabulary in English that make them did not know what they are going to say. Next, the students confused on the languages they produce in speaking since the existing differences of Indonesia and English grammar occurred in. Then, the students' anxieties as the factor that make them rarely practice their

English during teaching and learning process. They had lost their interest in speaking as they are ashamed to see by their friends.

In other hand, teachers unfortunately make the students get bored in studying English. It is caused by some factors including the way of teacher's presenting materials. The technique used by the teacher was not interesting yet and it is not providing large opportunity for the students to speak. In teaching, Almost of teaching learning activity were controlled by the teacher. Consequently, students were disposed to be passive and only a few students are active in teaching learning process.

In order to solve all the problems above, it is important for students have good speaking language strategies. Strategies can be developed by students when they are simulated by the environment such as teachers, friends, etc. to be able to speak English. They have to create comfortable condition to themselves first. It is dealing with Oxford (1990) who states that the first that individual can do is to create a comfortable

condition and stimulate self confidence in learning new language.

Unconsciously, most of students ignore about their learning strategies, especially in learning speaking. The observation result showed that the students use less variety of strategies to assist them in gaining command over speaking skill. As the result they will not encourage himself to settle his own planning in determining his speaking strategies which contribute a great deal of success to his speaking ability. It also makes their speaking activity uneasy, not enjoyable, and ineffective. In other word, it is also assumed that one of the students speaking problems faced by the students' of English department STKIP Muhammadiyah Muara Bungo is related to the learning strategies that knowed as a crucial factor in the success of students' English speaking.

The phenomenon above invited the researcher to conduct a research related students learning strategies. The researcher is interested to know what are speaking learning strategies that used by the second semester students' of English Department STKIP-MB. The results of the study are expected to give contribution for language learning in theoretically and practically. Theoretically, this study is expected to give a real portrait about students' speaking language learning strategies. Practically, this research is expected to give much information about students' speaking strategies, so in the future the students will be more confident in speaking and lecture can help the students to explore their speaking skill.

Speaking Skill

Speaking skill define as important for people interaction where people almost speak everywhere and everyday. Through speaking skill, they can express their ideas, feeling, and opinion by producing sound or utterance. As Nunan (2003:81) says that speaking is the productive oral skill that consists of producing systematic verbal utterance to convey meaning. It means that speaking skill will make them be able to use appropriate words or language to communicate and interact with the society.

Another expert that explains about speaking skill is Brown (2004: 140). He states that speaking as productive skill that can be directed and empirically observed. It means that the teacher can directly show the students' speaking skill through their speaking performance. Students speaking skill will appear in the interactive activity where the students have to be able to manage the speaking turns, when to speak and when to stop, for instance.

Dealing with some theoretical definitions above, according to Cohen (1994:266), there are some components of speaking skill that should be considered by the students in mastering speaking skill. Those are;

- (1) fluency; smooth flow of speech with the use of rhetorical devices to mark discourse pattern,
- (2) grammar; control of complex and simple construction,
- (3) pragmatic competence; use of conversation devices to get the message across compensate for gaps,
- (4) pronunciation;

degree of influence of native language phonological feature, (5) sociolinguistic competence; use appropriate social registers, cultural references, and idioms, (6) vocabulary; breadth of vocabulary and knowledge of vocabulary in field of interest or experience.

By knowing those aspects above the students will be able to practice their speaking skill in real communication and situation.

Language Learning Strategies

Concept of Language Learning Strategies

The goal of language learning is to develop students' communicative competence. One aspect of the communicative competence is strategic competence which refers to the ability to use strategies. In other word, learning strategies refer to the technique or device which a learner may use to acquire knowledge Brown, (1975), Nunan, (1999), and Oxford (1990).

According to Nunan (1999: 55) states that learning strategies are the mental and communicative process that learners deploy to learn a second language. Learning strategies are coming from students' self. Those are related to their mental process. Oxford (1990: 1) defines that learning strategies are steps taken by students to enhance their own learning. She also adds that learning strategies are especially important for language learning because they are tools for active, self directed involvement, which is essential for developing students' communicative competence.

Furthermore, Oxford (1990:67) defines learning strategies as a specific actions, behaviors, steps, or techniques such as seeking out conversation pattern, or giving one self encouragement to tackle a difficulty language task used by the students to enhance their own learning.

In addition, Brown (2004: 190) states successful learners have achieved their goals through conscious, systematic application of a battery of strategies. In addition he also states that successful mastery of the second language will be due to a large extent to a learners own personal "investment" of time, effort and attention the second language in the form of individualized battery of strategies for comprehending and producing the language.

In short, it can be concludes that the language learning strategy provides the learner's formula and technique that facilitate them in learning and using the target language. The researcher would like focus to show the oxford concept about language learning strategies.

Categories of Speaking Language Strategies

Oxford (1990) states the strategies are classified into two groups they are *direct and indirect strategies*.

Direct Strategies

Direct strategies are language learning strategies that directly engage the students' target language (Oxford, 1990: 37). Direct strategies need mental processing of language. These strategies i dealing with the new language, like the performer in a

step to play, working with language itself in a variety of specific task and situation. This strategy consists of memory strategies, cognitive strategies and compensation strategies.

1. Memory strategies

Memory strategies or mnemonics used as memory strategies to remember practical information about learning, weather, or when they were born. Memory strategies fall into four sets: first, creating mental link includes *grouping, associating elaborating and practicing new words in to a context*. Second, applying images such as *using keywords, semantic mapping, and representing sounds in memory* (Oxford, 1990: 39). Third, reviewing well which is related to the *structured reviewing*. Looking at new target language information once is enough. Fourth, employing action which consist of *using physical response or sensation and Using Mechanical tricks*, both involve some kind of meaningful movement or action. These strategies will organize learners who enjoy the kinesthetic or tactile modes of learning.

2. Cognitive Strategies

Cognitive strategies are fundamental in learning a new language. This strategies a varied lot, ranging from practicing, receiving, repeating, analyzing and reasoning, and summarizing or creating structure for input and output (Oxford, 1990: 43). In brief, cognitive strategies are unified by a common function: manipulation or transformation of the target language by the learner. Cognitive strategies are typically found to be the most popular strategies with language learners.

3. Compensation Strategies

Compensation strategies facilitates learners to employ the new language for either comprehension or production despite limitations in knowledge. Compensation strategies are intended to make up for an inadequate repertoire of grammar and, especially, of vocabulary. This strategy divided into two categorizes: first, *guessing intelligently in listening and reading, and second, overcoming limitations in speaking and writing*.

Indirect Strategies

The other most important strategy is indirect strategies. This strategy define as general management of learning and can be likened to the director of the play. This strategy consists of metacognitive strategies, affective strategies, and social strategies.

1. Metacognitive strategies

Oxford (1990: 136) states that metacognitive help language learning indirectly by helping learners to manage and monitor their learning beyond or beside. Metacognitive strategies include three strategy sets. First, centering your learning start from *overviewing and linking with already known material, paying attention, and delaying speech production to focus on listening*. Second, arranging and planning your learning such as *finding out about language learning, organizing, setting goals and objectives, identifying the purpose of a language task, planning for a language task*, and the last one *seeking practice opportunities*. Third, evaluating your learning such as *self-monitoring and self-evaluating*.

2. Affective strategies

The term *affective* refers to emotions, attitudes, motivations, and values. It is possible to overstate the importance of the affective factors influencing language learning. Language learners can gain control over these factors through affective strategies. Three main sets of affective strategies exist: *lowering your anxiety, encouraging yourself, and taking your emotional temperature.*

3. Social Strategies

Oxford (1990: 144) states language is a form of social behavior; it is communication occurs with others. Learning a language this involve other people, and appropriate social strategies are very important in this process. Three sets of social strategies, each set comprising two specific strategies are included here: *asking questions, cooperating with others, and empathizing with others.*

Asking question, this kind of strategies involves asking someone, possibly a teacher or native speaker or even a more proficient fellow learner, for clarification, verification, or correction. It strategies include: *Asking for clarification or verification and asking for correction.*

Cooperating with others as the basis of cooperative language learning, which not only increases learners' language performance but also enhances self-worth and social acceptance. The set of strategies are: *cooperating with peers and cooperating with proficient users of the new language.*

Empathizing with others. There are two points of this strategies, *developing cultural understanding and*

becoming aware of others' thoughts and feelings. Empathy can be developed more easily when language learners use these two strategies.

In short, it can be concludes that there are three groups of indirect strategies: *metacognitive strategies, affective strategies, and social strategies.* The indirect strategies explained here work in tandem with the direct strategies. Indirect strategies are useful in virtually all language learning situations and are applicable to all four language skills: listening, speaking, writing and reading.

In this research the researcher will use oxfords theories about language learning strategies to identify English speaking language learning strategies are used by the students in English Department of STKIP Muhammadiyah Muara Bungo. The second semester students have considered as participant of this research.

METHOD OF THE RESEARCH

This method of this research was descriptive quantitative research. The purpose of the research is to gain information about phenomena in order to describe existed condition in the field. Gay (2000:208) states that descriptive quantitative research involves collecting numerical data to test hypotheses or answer questions concerning current status conducted either through self-reports collected through questionnaires or interviews or through observation. Because of the fact, this research was conducted by the researcher in order to analyze the students speaking language learning strategies.

Setting of this research took a place at English department of STKIP-MB which involved all students on their second semester at academic year 2017/2018. Since for this period of time the teaching material had well inserted a kind of speaking subjects were formally programmed by the English Department curriculum of STKIP-MB.

The research was started on Desember 24th 2017 until March 14th 2018. The research was performed to the all students of second semester. It was held in 16 (sixteen) second semester students' of Academic Year 2017/2018. The reason for choosing the class was that the students got speaking subject.

There were two types of data (quantitative and qualitative data) that had been collected in this research. Quantitative data getting from speaking test and questionnaire, while qualitative data taken from observation, field note and interview. Speaking test was used by the researcher as instrument to collect quantitative data. It was designed in the form of performance test in speaking class.

In collecting data by questionnaire, the researcher will use Oxford's concepts about learning strategies to determine and analyze the type of English speaking language learning strategies used third year students of English Department STKIP-MB. The reason the researcher choose Oxford's concepts is because this concepts have more complex strategies. questionnaire will be scored by using Linkert Scale. Each item is ranged based on Linkert Scale level: they are, *Always* is score

5, *Usualy* is score 4, *Sometimes* is score 3, *Rarely* is score 2, and *Never* is score 1.

In analyzing the data, it was done by using two methods of data analysis. Data from questionnaires in the study was SILL (*Strategy Inventory for Language Learning*) used to know the language learning strategies in speaking. Interview was used to know the ways students used the language learning strategies of speaking. Observation was done to know the real activities of language learning strategies of speaking in the classroom.

FINDINGS AND DISCUSSION

The findings and discussion were intended to investigated language learning strategies were used by the second semester students' of English Department of STKIP-MB. The research questions above were answered based on the result of speaking performance tests, Questionnaire, observation, and interview.

First activity, the researcher was doing observation as usual. The researcher observed about students performance in speaking skill. The researcher also looks at the students' speaking skill which forming by the group discussion. After showing the the students performance, the researcher filled the observation checklist.

Based on the result of the observation checklists and field notes during the teaching learning process, the practicing speaking was taught as repetition or memorization of a monologue in which one student asked to perform their speaking skill in

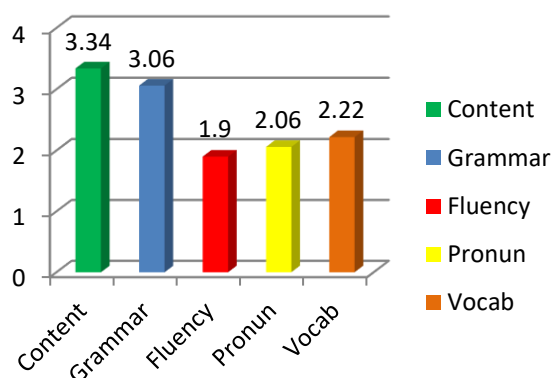
front of their friend. Not all of the students got opportunities to practice it in front of the class. During the performance, initiation students were completely disorder. Lecturer set the class with monotonous technique by excluding other member in group to involve in discussion, and sometimes other students felt only as non-member of group discussions when the lecturer created group work. The lecturer only focused on active students. The result was that other students tended to work individually. They did not have enthusiasm to learn and rarely practiced their speaking in the classroom. Therefore, the class condition was not exiting, the students were not involved in activities, and they did not enjoy the teaching and learning process.

Another result of observation sheets and field notes showed that the lecturer did not develop the materials for teaching descriptive text, he just taught based on the handbook. When he presented the materials from the handbook, most of students did not understand since there were very limited examples of descriptive text especially pictures to describe. Moreover, some students still hesitant to make description of the picture since the pictures in the handbook were visually too small. The lecturer should prepare other pictures that would be described in the classroom.

In this study, the researcher also tested the student's speaking skill by asking them to create descriptive text in order to know their ability in speaking skill. The test was oral performance test. The students were asked to describe a picture that could be a person, thing, or place such as

favorite teacher, best friend, and bedroom in monologue descriptive text. While the students performed speaking skill, they were scored by the researcher based on the indicators of descriptive text that referred in rubric of assessing speaking skill.

Figure 1. The Average Score of Speaking Performance Test.



The table 1 informs that the students' speaking skill was average. Generally, the components of speaking skill in terms of indicators measured in the test got total mean score 2.52. The test result that the average score of each indicators; *content* was 3.34, *grammar* was 3.06, *fluency* was 1.90, *pronunciation* was 2.06, and *vocabulary* was 2.22. It means that the students obviously had problems in speaking language learning strategies since none of indicator in very good level.

The result of questionnaire was made as data description by calculating some descriptive language learning strategies measurement like Mean, Median, and Mode. For the identification of students' strategies, the researcher will calculate the mean as it is the most common

measurement used in classifying students' category.

Mean is most commonly used for classifying category for several reasons: It is an interval statistical, considers every score value, and is most stable measurement.

The formula is:

$$M = \frac{\sum X}{N}$$

Where :

- M = Mean
- \sum = Sum of items
- X = Score in a distribution
- N = Number of students

The researcher was calculated the percentage of students who have problems in each indicator specifically and in each factor generally by using the following formula:

$$P = \frac{F}{N} \times 100\%$$

Where:

- P = Percentage of students
- F = Frequency of students
- N = Number of students

Based on the result of the interview and questionnaire, there were different speaking learning strategies applied by the students which could be categorized into the following table:

Table 1. Speaking Language Learning Strategies frequently used by the students.

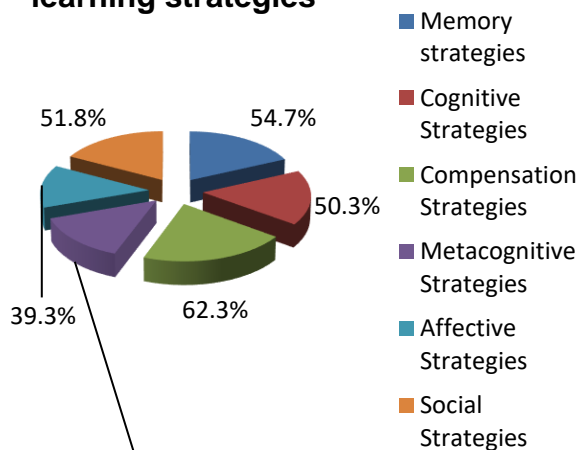
Learning Strategies	Types of LS	Means	Interpretation
Direct Strategies	Memory strategies	3.28	Medium
	Cognitive Strategies	3.02	Medium
	Compensation Strategies	3.74	Good
Indirect Strategies	Metacognitive Strategies	2.52	Low
	Affective Strategies	2.36	Low
	Social Strategies	3.11	Medium
Total		3.05	Medium

The table 1 shows that the students speaking language learning strategies were varied. The most interesting finding in the two major strategies employed least by the participants in the current study is *indirect strategies*; take every opportunity to practice, and when they speak an English, they never copy the patterns of others (in other words, when they speak an English, they copy the patterns of others or just imitate).

Furthermore, the researcher displayed the data about the mean percentage of students' speaking language learning strategies into the following graph visually. The researcher compared the mean of

students' speaking language learning strategies.

Figure 2. The mean percentage of students' speaking language learning strategies



The figure 2 shows the result of the analyzing of questionnaire speaking learning strategies used by the students. The data were taken from 16 students joining Speaking Class. The students who used memory strategies is 54.7%, the students who used cognitive strategies is 50.3 %, the students who used compensation strategies is 62.3%, the students which used metacognitive strategies is 42.0%, The students who used affective strategies is 39.3% and the last, the students who used social strategies is 51.8%. In brief, the most frequently strategy is cognitive strategy which has 62.3% percentage. This finding is as supported by Ardiansyah (2015) who did research about "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", the result showed that one of frequently

strategies used by successful students was compensation strategies beside other strategies such as cognitive, metacognitive, and social strategies.

The result of interview mentioned that compensation strategies allow students to use the new language for either comprehension or production despite limitations in knowledge. It is supported by Oxford theories (1990: 50) which divided these strategies into some activities such as *Guessing strategies*, sometimes called "inference," involve: using a wide variety of clues, linguistic and non linguistic to guess the meaning when the learner does not know all the words. *Overcoming limitations* in speaking such as switching the mother tongue, getting help, using mime or gesture, avoiding communication partially or totally, selecting the topic, adjusting or approximating the message, coining words.

CONCLUSION AND SUGGESTION

Conclusion

Based on research findings and discussion the researcher concludes the result of the research, as follows:

1. There are many speaking learning strategies used by the students of English Department STKIP-MB. The students who used memory strategies is 54.7%, the students who used cognitive strategies is 50.3 %, the students who used compensation strategies is 62.3%, the students which used metacognitive strategies is 42.0%, The students who used affective strategies is

39.3% and the last, the students who used social strategies is 51.8%. The most frequently strategy that used by students was compensation strategy 62.3%.

2. If the students have vary speaking learning strategies to develop their speaking skills, they will tend to have the high scores in speaking skills. Meanwhile, if the students have limited strategy to develop their speaking skills, they will tend to have low scores in speaking skills. It is the same as what Oxford (1996) and Wenden (1990) in Abbas (2014) suggest that the correlation is significant which means that the speaking learning strategies are possible to affect the assessment score of the students' speaking quality.

Suggestion

1. In view of the fact that the speaking learning strategies are likely to affect the assessment score of the students' speaking quality, it is suggested to the students to raise awareness of the broad range of language learning strategy especially in English Speaking.
2. In this research, the researcher focused only language learning strategies of speaking which proposed by Oxford theories. It is suggested to the future researchers to conduct the researcher on different field such as listening, reading, or writing and apply or develop

other theories of language learning suggested by Oxford.

REFERENCES

- Abbas, Aswin. 2014. *An Investigation of Students' Language Learning Strategies in Mastering Speaking Skill*. Journal Ethical Lingua Vol. 1, No. 2 Agustus 2014.
- Ardiansyah. 2015. *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) Vol 1 No 1, Maret 2015.
- Brown, H. Douglas. 2004. *Language Assessment: Principles and Classroom Practices*. New York: Pearson Education Inc.
- Cohen, A. D. 1994. *Assesing language ability in the classroom*. Boston: Heile Heinle Publishers Fulwiler, Toby. 2002. *College Writing A Personal Approach to Academic Writing*. Porsmouth, NH: Heinemann.
- Gay, L.R. 2000. *Educational Research Competencies for Analysis and Application*. New Jersey: Prentice Hall PTR.
- Nunan, David. 2003. *Practical English language teaching*. New York: McGraw-Hill Contemporary
- Oxford, R. (1990). *Language learning strategies: what every teacher should know*. Boston: Heinle & Heinle.