

LEARNING STRATEGIES USED BY A MEMBER OF EDSO IN GAINING SPEAKING SKILL ACHIEVEMENT: (A CASE STUDY)

Parahytha TunjungBiru Putri, Aryati Prasetyarini

English Education Department, Muhammadiyah University of Surakarta

Email: parahytha@gmail.com

English Education Department, Muhammadiyah University of Surakarta

Email: prasetyary@yahoo.com

ABSTRACT

This research is aimed at describing the learning strategies used by a member of EDSO in gaining speaking skill achievement. This is done by classifying the data taken from the observation and the interview using the theory of learning strategies by Rebecca L Oxford. The type of this research is a case study which belongs to a qualitative research. This research is dealing with an observation and an in-depth interview to the subject to collect the data. The subject of this research is a member of EDSO in Muhammadiyah University of Surakarta. This research's result shows that the subject uses almost all the indirect strategies classified by Oxford in gaining speaking skill achievement. The subject uses 23 indirect strategies; 10 metacognitive strategies (overviewing and linking with already known material, paying attention, delaying speech production to focus on listening, finding out about language learning, organizing, setting goals and objectives, identifying the purpose of a language task, planning for a language task, seeking practice opportunities, self-monitoring), 7 affective strategies (using progressive relaxation, deep breathing, or meditation, using music, using laughter, making positive statements, taking risks wisely, using a checklist, discussing your feelings with someone else), 6 social strategies (asking for clarification or verification, asking for correction, cooperating with peers, cooperating with proficient users of the new language, developing cultural understanding, becoming aware of others' thoughts and feelings).

Keywords: Language learning, Strategy, Learning Strategies

1. Introduction

English nowadays is undeniably important for facing the globalization that grows rapidly. The various changes in the world industry make people learn how to master it by finding many kinds of ways. One of the ways that could be the best choice is learning English language, since English language is a global language used by almost people all over the world to communicate.

The need of people in learning English for facing the globalization leads to what is called with the language

learning. Before defining language learning as a whole, the researcher wants to explain both words one by one first. According to Concise Columbia Encyclopedia, as cited by Brown (2000: 4-5), language is a systematic communication by vocal symbols. Then Pinker in Brown (2000: 5) defined language as a complex skills develop spontaneously in an individual without he/she notices it. Both definitions imply that language is an individual's skill about detail symbol of communication. The

second one is learning, Brown (2000: 7) stated that learning is acquiring or getting knowledge of a subject or a skill by study, experience, or instruction. By those definitions, language learning is the involvement of an individual in the process of learning in which he/she tries to study and to experience about symbols of communication in a certain language.

Learning English language is becoming more relatively difficult because of the fact that there are some skills to be mastered in it. English language has many aspects or skills to be learnt; listening, speaking, reading, and writing. Since those four skills are a unity, people have to learn all at once in order to master the language. For example; a person should be a good listener in order to be a good speaker (listening-speaking) or a person can be a good writer for they read a lot of books before (reading-writing). All the skills support one to another and can't stand alone though four of them may have its own way on what people will use them in daily life.

One of the skills that seem to matter most toward the globalization is speaking skill. Speaking skill is needed by people to be engaged with the outside world in order to get in touch with the social life. In the smaller scope it is the learners in formal education that soon will be engaged on how to speak the English language well, since the learners are ones to whom the teacher gives the knowledge about the language. Besides, in formal education learners may find many sources for enhancing their ability of speaking English language that is; student organization.

Many sources can be found in formal education while learners try to learn the language. Currently as the level of the education's system has been being enhanced, school provides many extracurricular in which the learners may join and explore their interests. In college there are plenty of extracurricular or student organization which can be joined by the learners. The learners who join the student organization usually have many activities which can be used as a way to develop their ability in learning the

language. Activities they usually have such as; attending the regular meeting, holding events like annual competitions in sport and science, holding seminars related to the subject in the academy and other routines. Also, at the end of those activities they do an agenda named evaluation, here they will evaluate the whole performances during the event. In the organization learners may not learn as the way they learn formally in the class, but learners still have to learn maximal in order to get the maximum amount of knowledge from the organization. Due to the reason learners can apply several learning strategies that will help them to gain more, the application of it is important because basically learning strategies help learners to be well-prepared and to be well-organized in learning.

Oxford (2006: 1) defined learning strategies as "steps taken by students to enhance their own learning. Strategies are especially important for language learning because they are tool for active, self-directed involvement, which is essential for developing communicative competence. Appropriate language learning result in improved proficiency and greater self-confidence." Further a strategy is useful for learner if it suits well with the learner's task, fits with the learner's learning style, and links it with another relevant strategy (Fauziati, 2010: 150). As stated by Oxford and Fauziati it's clear that learners have to know what learning strategies are and what learning strategies which fit them best. There are plenty of learning strategies which can be chosen by the learners themselves since the learning strategies are "learning process which are consciously selected by the learner" (Cohen, 1998: 4). And anywhere the learners probably at or anytime the learners probably in such as; in the student organization, they must have been used certain learning strategies though they are not fully aware of it.

Based on the above explanation the researcher has a need to do a research in finding out the learning strategies that might be used by one of the members of the student organization in

Muhammadiyah University of Surakarta. The subject of this research is SA who is currently registered as one of the members of student organization in UMS named EDSO (English Department Student Organization). SA actually is a smart student for she has got mostly good scores in each semester and had won many competitions held by the student organization she joined. This research is important because the researcher hopes that this research gives contribution to the scientific research toward the social life of the society and what ones can get by living in the middle of that. The researcher decided to examine this research under the title *Learning Strategies Used by a Member of EDSO in Gaining Speaking Skill Achievement: (A Case Study)*.

2. Research Method

The type of this research is a case study which actually belongs to a qualitative research. According to Dornyei (Fauziati 2009: 243) qualitative research involves data collection procedures that result primarily in open-ended, non-numerical data which then analyzed primarily by non-statistical method. Fauziati (2009: 243) stated, qualitative research attempts to describe what is being observed, it means that qualitative research is more interested in the process.

Mulyana (2004: 201) defined a case study as a comprehensive explanation about an individual, a group, a community, a program, or a social situation. Further he explained that the researcher of kind of research often use types of method such as; interview, observation, document research, survey, or any other data to analyze a case (Mulyana 2004: 201).

The object of this research is the learning strategies used by a member of EDSO, SA. The learning strategies used by SA are being analyzed by using Rebecca L Oxford's theory of learning strategies and only focuses on the indirect strategies.

The data of this research is the information about learning strategies used by SA. The researcher gets the data from the field-note and the interview during the observation. The observation had been

done by observing the learning strategies used by the subject in gaining speaking skill achievement. Besides, the researcher had done the interview to the subject by asking questions related to the learning strategies she used in gaining speaking skill achievement. The data taken from the observation and the interview started on April 18th 2016 are being analyzed by using the theory of learning strategies of Rebecca L Oxford.

The researcher does the qualitative analysis and to analyze the collected data the researcher uses a case study, the researcher will take these following steps conducted by Miles and Huberman (1994) namely; data reduction, data display, & conclusion drawing and verification.

3. Research Finding and Discussion

In this part the researcher presents the description of the finding's analysis about the learning strategies used by a member of EDSO in gaining speaking skill achievement. The researcher found several learning strategies used by the subject related to the indirect strategies classified by Oxford. The discussion is being shown below.

a. Metacognitive Strategies

Based on the finding presented earlier, the researcher presents the summary of the metacognitive strategies used by the subject in gaining speaking skill achievement. The use of metacognitive strategies by the subject is shown in the table below.

Table 4.1
Metacognitive Strategies

| No | Learning Strategies | Yes | No |
|----|---|-----|----|
| 1 | Centering Learning | | |
| . | a. overviewin g and linking with already known material | ✓ | |

| | | | |
|----------|---|---|---|
| | b. paying attention | ✓ | |
| | c. delaying speech production to focus on listening | ✓ | |
| 2 | Arranging and Planning Learning | | |
| | a. Finding out about language learning | ✓ | |
| | b. Organizing | ✓ | |
| | c. Setting goals and objectives | ✓ | |
| | d. Identifying the purpose of a language task (purposeful listening/speaking/reading/writing) | ✓ | |
| | e. Planning for a language task | ✓ | |
| | f. Seeking practice opportunities | ✓ | |
| 3 | Evaluating Learning | | |
| | a. Self-monitoring | ✓ | |
| | b. Self-evaluating | | ✓ |

SA's English ability is quite impressive. When she unconsciously practiced her English outside the classroom such as; in the organization, and other environments, she tried to be well-prepared and it's proven by the usage of almost all metacognitive strategies shown in the table above. SA used those strategies effectively though

in case there were only several strategies that was caught by the eye of the researcher during the observation and done mostly by SA namely; paying attention, delaying speech production to focus on listening, and seeking practice opportunities. Other strategies such as; finding out about language learning, organizing, setting goals and objectives, identifying the purpose of the language learning, and self-monitoring are rarely done by the subject were then being verified by SA. SA told the researcher that when she seemed don't do those strategies, she actually had ever done it. SA said that she did those strategies most when it was her first year in EDSO and she often go to EDSO to pay a visit or do other activities.

Oxford (2006) stated that metacognitive strategies are strategies that work with the cognitive of the learners and/or it is used to help learners to focus on what aspect he/she will learn in the language learning. These strategies help learners to be well-prepared in preparing their learning activities and in doing the learning process. It can be seen from the strategies that often used by SA, when SA paid attention to the material delivered or to others' talk she indeed delayed speech production because she wanted to get the essential in the process. And in overall activities she had, she unconsciously tried to seek for practice opportunities. Through those strategies SA could do her activities in EDSO and in other occasions well. The good continuity she had in doing her activity makes her became an activist that can maximal her activity so that she's able to enhance her English.

According to the previous researches conducted by Triana, Khasanah, and Nur Khasanah metacognitive strategies classified by O'malley and Chamot are strategies that help learners to assist their learning. In this research the metacognitive strategies used by SA show that these are helpful for her in focusing and in being well-prepared in

her learning process. To sum up, the previous researches and also this current research have similarity in the usage of the metacognitive strategies. That the strategies are used to aid learners to learn maximal.

b. Affective Strategies

Based on the finding presented earlier, the researcher presents the summary of the affective strategies used by the subject in gaining speaking skill achievement. The use of affective strategies by the subject is shown in the table below.

Table 4.2
Affective Strategies

| No | Learning Strategies | Yes | No |
|----|--|-----|----|
| 1. | Lowering Anxiety | | |
| | a. Using progressive relaxation, deep breathing, or meditation | ✓ | |
| | b. Using music | ✓ | |
| | c. Using laughter | ✓ | |
| 2. | Encouraging Yourself | | |
| | a. Making positive statements | ✓ | |
| | b. Taking risks wisely | ✓ | |
| | c. Rewarding yourself | | ✓ |
| 3. | Taking Emotional Temperature | | |

| | | |
|---|---|---|
| a. Listening to body | | ✓ |
| b. Using checklist | ✓ | |
| c. Writing a language learning diary | | ✓ |
| d. Discussing feeling with someone else | ✓ | |

Affective strategies used by SA are; using progressive relaxation, deep breathing, or meditation, using music, using laughter, making positive statements, taking risks wisely, using checklist, discussing your feeling with someone else. using progressive relaxation, deep breathing, or meditation, using music, and using laughter are the strategies that often used by SA. SA was quite good at applying these strategies although sometimes she applies it unconsciously. Affective strategies really helped SA to be persistent in doing her activities. The one example is SA often took a deep breath before, in between, and after the activity. She confessed that it helps her to relax and reduce her anxiety toward the activity.

Based on the theory of Oxford (2006) affective strategies have a function to control the emotions within the learners' self during the time of learning the second language or the target language. The affective strategies can be very influential to the learners' success or failure in learning the language. That's due to the fact that the feeling inside the learners can affect on their behavior during the learning process. SA knows best how to react on her affective side in facing her activity outside the classroom. It's proven

during the observation that SA was always enjoy everything she faced outside the classroom and it made her to become learner who's good in her affective side.

The previous researches conducted by Triana, Khasanah, and Nur Khasanah presented no detail affective strategies, instead those researches presented it along with the social strategies. According to the previous researches the affective works alongside with the social strategies. The learners' affective will eventually enhanced as the social of the learners is being enhanced too. On the other hand, the affective strategies once Oxford had classified says that it works more on the inner side of the learners. It's related with the learners' emotion. It's proven by this research that SA often did things that could make her inner emotion more relaxed and in control.

c. Social Strategies

Based on the finding presented earlier, the researcher presents the summary of the affective strategies used by the subject in gaining speaking skill achievement. The strategies used are shown in the table below.

**Table 4.3
Social Strategies**

| No | Learning Strategies | Yes | No |
|----|---|-----|----|
| 1. | Asking Questions | | |
| | a. Asking for clarification or verification | ✓ | |
| | b. Asking for correction | ✓ | |
| 2. | Cooperating with Others | | |
| | a. Cooperating | ✓ | |

| | | | |
|----|--|---|--|
| | with peers | | |
| | b. Cooperating with proficient users of the new language | ✓ | |
| 3. | Empathizing with Others | | |
| | a. Developing cultural understanding | ✓ | |
| | b. Becoming aware of others' thought and feelings | ✓ | |

The social strategies used by SA are; asking for clarification or verification, asking for correction, cooperating with peers, cooperating with proficient user of the new language, developing cultural understanding, and becoming aware of others' thought feeling. And the strategies frequently used by SA are; cooperating with peers, developing cultural understanding, and becoming aware of others' thought. In doing her activities in EDSO or other activities outside the classroom, it can be said that she deals with cooperating with her peers. While everybody knows that in cooperating with peers, a learner also has to learn about the culture of other learners they have a relation with, and by the time learners learn the culture they will gradually know how to be aware of others' thought and feelings too.

Social strategies help learners gain more by being in the middle of

society. Through these sets of strategies they could be the part of the society without making them introverted ones. SA used all the social strategies classified by Oxford. It can't be denied that social strategies are needed to build communication in the society. In the interview SA confessed that by joining EDSO she learns how to communicate in such a good way as it should be.

Joining organization makes us learn how to speak especially in front of many people. Being able to communicate with people isn't an instant process, I learn it step by step. Like when I am in the middle of a meeting I learn how to deliver my opinion in front of a view person and I get my confidence. The confidence then gradually increases until I get a lot of confidence and able to speak in front of many people. (Interview number 3)

Joining such an organization can enhance the learners learning process, especially one that related to the speaking ability. The more learners engage their self to the organization the better their confident will be. SA learns more in organization about developing her personality, and apparently she was once an introverted and less-confident person. It made her a bit difficult in catching up the classes' activity. Since SA joined EDSO, she learns more how to be in the middle of the team-work (society), how to speak her mind out in front of many people, and so on.

All that she'd gained from EDSO had made her person with such a good confident and it helps her with her speaking ability at the end. The social side of the subject was enhanced a lot more through this social strategies.

Yes, I do think so. Joining organization helps me to learn my speaking ability especially for the public speaking skill. For example when I was a freshman and was in the speaking class mostly I could say "aaa.." or "mmm.." in between the sentences, but after joining the organization and learning how to speak well now I'm able to control myself with all the confidence to speak fluently. (interview number 6)

According to the previous researches by Triana, Khasanah, and Nur Khasanah the socio-affective strategies classified by O'Malley and Chamot only deal with the surface relation of the learners' in socializing such as; cooperation and question for clarification. On the other hand, the social affective strategies classified by Oxford offered deeper relation in socializing. It's proven through this research that SA not only did cooperation or question for clarification, but also she tried to develop cultural understanding and tried to become aware of someone else's thoughts and feelings too.

4. Conclusion

After analyzing and discussing the data that were taken from the case study about the learning strategies used by a

member of EDSO, the researcher then take a conclusion. This research's subject used the indirect strategies classified by Oxford effectively. She used almost all the indirect strategies in her learning process in EDSO or in other places.

From the observation SA used the affective strategies and the social strategies more often than the metacognitive strategies. It's due to the situation of the learning process she's in, an informal situation of learning process. She engaged her self more into the organization and other informal activities and that made her had to be more social and aware to the society. That's why she used the affective strategies and the social strategies often.

The learning strategies used by SA in gaining speaking skill achievement are 23 strategies: 10 metacognitive strategies (overviewing and linking with already known material, paying attention, delaying speech production to focus on listening, finding out about language learning, organizing, setting goals and objectives, identifying the purpose of a language task, planning for a language task, seeking practice opportunities, self-monitoring), 7 affective strategies (using progressive relaxation, deep breathing, or meditation, using music, using laughter, making positive statements, taking risks wisely, using a checklist, discussing your feelings with someone else), 6 social strategies (asking for clarification or verification, asking for correction, cooperating with peers, cooperating with proficient users of the new language, developing cultural understanding, becoming aware of others' thoughts and feelings).

5. BIBLIOGRAPHY

- Brown, H. Douglas. 2000. *Principles of Language Learning and Teaching*. New York: Addison Wesley Longman Inc. Retrieved March 12, 2016 (<http://www.academia.edu>).
- Cohen, Andrew D. 1998. *Strategies in Learning and Using a Second Language*. New York: Addison Wesley Longman Inc.
- Fauziati, Endang. 2009. *Reading on Applied Linguistics*. Surakarta: Era Pustaka Utama.
- , Endang. 2010. *Teaching English as a Foreign Language (TEFL)*. Surakarta: Era Pustaka Utama.
- Khasanah, Nur. 2014. *Learning Strategy Used by High, Middle, and Low Achievers of English to Develop Reading Skill: A Case Study at Muhammadiyah University of Surakarta*. Unpublished Research Paper. Surakarta: Muhammadiyah University of Surakarta Press.
- Lestyanti, Antini. 2010. *The Strategies Used in Learning English by the Third Year Student at SDN 3 Karanganyar, Sragen (A Case Study)*. Unpublished Research Paper. Surakarta: Muhammadiyah University of Surakarta Press.
- Miles, Matthew B and Huberman, A Michael. 1994. *Qualitative Data Anlysis: An Expanded Sourcebook*. California: SAGE Publications, Inc.
- Moleong, Lexy J. 1989. *Metodologi Penelitian Kualitatif*. Bandung: Remadja Karya CV.
- Mulyana, Deddy. 2008. *Metodologi Penelitian Kualitatif*. Bandung: PT Remaja Rosdakarya.
- Nurkhasanah, Siti. 2016. *Learning strategies Used by a Student of Muhammadiyah University of Surakarta (A Case Study)*. Unpublished Research Paper. Surakarta: Muhammadiyah University of Surakarta Press.
- Oxford, Rebecca L. 2006. *Language Learning Strategies What Every Teacher Should Know*. Boston, Massachusetts: A Division of Wadsworth Inc.

- Oxford University. 2016. "Speaking." United Kingdom, England: Oxford University Press. Retrieved May 3, 2016 (<http://www.oxforddictionaries.com>).
- Riding, Richard dan Stephen Rayner. 2002. *Cognitive Styles and Learning Strategies*. London: David Fulton Publisher.
- Sadono, Daniar Setiadi. 2011. *Learning Strategies used by a High, a Middle, a Low English Achievers: A Case Study at SMP N 2 Wonosari, Klaten*. Unpublished Research Paper. Surakarta: Muhammadiyah University of Surakarta Press.
- Scarino, Angela, and Anthony J. Liddicoat. 2009. *Teaching and Learning Languages: A guide*. Australia: Curriculum Cooperation. Retrieved March 12, 2016 (<http://www.tllg.unisa.edu.au>).
- Triana, Septri. 2012. *Learning Strategies in Reading Used by the Second Year Students of SMA Muhammadiyah 1 Surakarta*. Unpublished Research Paper. Surakarta: Muhammadiyah University of Surakarta Press.
- Verderber, Rudolph E. 1973. *The Challenge of Effective Speaking*. California: Wadsworth Publishing Company, Inc.
- Zakapedia. 2016. Pengertian Organisasi, Ciri-Ciri, Unsur-Unsur dan Teorinya. Retrieved April 30, 2016 (<http://www.artikelsiana.com/>).