LEARNING STRATEGIES TO DEVELOP SPEAKING SKILL: A CASE STUDY OF GOOD ORAL COMPETENT STUDENTS OF MADRASAH ALIYAH NEGERI KARANGGEDE

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Abstract

There are some factors that influence second language acquisition they are anxiety, social distance, age differences, aptitude, motivation, personality and learning style, and the last one is learning strategies. Learning strategies are strategies used by learners in order to achieve their goals in learning second language. The aims of this research are (1) to identify learning strategies used by good oral competent students of MAN Karanggede and (2) to analyze factors that contribute the choice of learning strategies used by good oral competent students of MAN Karanggede. This research is a qualitative research which focuses on case study research. The participants are two students from the eleventh grade of MAN Karanggede which choose from students score and observation. The researcher use observation, questionnaire and interview to collect the data. The result of the study shows that learning strategy used by good oral competent students are memory strategy, cognitive strategy, compensation strategy affective strategy and social strategy. They ask for clarification to correct their mistake and they ask their teacher to help them if they have difficulties. They also uses cognitive and compensation strategies which refers to use practicing, receiving and sending messages strategies, analyzing and reasoning the learners translate the language deductively to understand the subject easily.The factors that contribute the choices of learning strategy from student 1 because song is long lasting she easier to improve her speaking skill with that learning strategy. On the other side, student 2 focus on reviewing well because it can help him understanding and remembering the new vocabulary.

Keywords: *Learning Strategy, Speaking Skill*

A.   BACKGROUND OF THE STUDY

Ellis (2004: 4) in (Fauziati, 2010: 77) states that there are many factors that influence Second Language Acquisition (SLA), they are internal and external factors. The external factors are the social milieu and the input. The internal factors are age, aptitude, motivation and attitude, personality, cognitive style, hemisphere specialisation, and learning strategies. In this research the researcher focuses on learning strategy uses by good oral competent students.

The literature on learning strategies in second language acquisition emerged from a concern for identifying the characteristics of effective learners. Research efforts concentrating on the "good language learner" (Naiman et al. 1978; Rubin 1975; O'Malley.1990; Oxford.1990) in Fauziati (2010: 153-160) had identified strategies reported by students or observed in language learning situations that appear to contribute to learning. According to O'Malley and Chamot (1990: 43) learning strategies have been defined as the special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information. So, learning strategy is the effort used by the students to achieve their goal in Foreign Language.

The success of learners in achieving their goal in learning foreign language it is also influenced by the teacher. Teachers are obliged not only to be knowledgeable of the teaching topics, but they are also to be skillful in the language and in transferring their knowledge to the students. In addition, teachers have to be creative and innovative in preparing the teaching materials and make authentic assessment for their students so the students will have real experiences in teaching and learning process. Moreover, the teachers should have understanding about their students because every student has different knowledge, capacity and capability.

This research conducted in Islamic Senior High School (MAN) Karanggede. MAN Karanggede located in village about 50 Kilometers from Boyolali Regency. There are two English teachers in this school they are teacher 1, and teacher 2. They graduated from English Department. The teachers participated in English teacher community to develop their skill. The members of English teacher community are all of English teachers from Islamic Senior High School in Boyolali regency whose members are about 20 teachers. In this community the teachers discuss about how to improve the curricula, syllabi, lesson plan, materials, and class activities that will help learners understand the materials easier.

The subject of the research is the eleventh grade students of MAN Karanggede. There are four classes in the eleventh grade, one science class, two social classes and one region class. However, the researcher chooses one class as subject of the research that is science class. Based on observation on first December 2015 and students score, there are two students who have good oral competence they are student 1 and student 2. Moreover, the student 1 ever becomes first winner in speaking contest at regency level. There are thirty one students in this class, the motivation in learning English are in average level especially in speaking skill. Students have opinion that English is a difficult subject. However, there are two students who have good oral competence they are able to speak English fluently and clearly.

Based on the explanation above, the researcher decides to make a research about learning strategies used by good oral competence students in MAN Karanggede. The thing that make researcher interest to do the research is most of students in MAN Karanggede have opinion that English is difficult and not interesting subject but there are two students who have good achievement in learning English.

Based on the background, the researcher emphasizes the research on learning strategies used by two students who have good oral competence. The researcher formulates the research questions or focus of the study as follows:
1. What are the learning strategies used by good oral competence students of MAN Karanggede?
2. What factors contribute to the choice of learning strategies used by good oral competent students of MAN Karanggede?

The Objective of the Study are:
1. To identify learning strategies used by good oral competent students of MAN Karanggede.
2. To analyze factors that contributes to the choice of learning strategies used by good oral competent students of MAN Karanggede.

B.   REVIEW OF RELATED LITERATURE

1.   Language Learning Strategies

According to O'Malley and Chamot (1990: 43) learning strategies have been defined as the special thoughts or behaviors that individuals use to help them comprehend, learn, or

retain new information. Learning strategies may include any of the following: focusing on selected aspects of new information, analyzing and monitoring information during acquisition, organizing or elaborating on new information during the encoding process, evaluating the learning when it is completed, or assuring oneself that the learning will be successful as a way to allay anxiety.

Thus, strategies may have an affective or conceptual basis, and may influence the learning of simple tasks, such as learning vocabulary or items in a list, or complex tasks, such as language comprehension or language production (O'Malley and Chamot 1990:43). However, according to Cohen (2003: 280) in Paredes, (2010: 16) language learning strategies are the conscious or semi-conscious thoughts and behaviors used by learners with the explicit goal of improving their knowledge and understanding of a target language.

Cohen (1998: 4) in Selinker (2008: 439) defines language learning (and language use) strategies as:

> those processes which are consciously selected by learners and which may result in action taken to enhance the learning or use of a second or foreign language, through the storage, retention, recall, and application of information about that language.

Oxford (1999: 518) in Selinker (2008: 439) refers to learning strategies as specific actions, behaviors, steps, or techniques that students use to improve their own progress in developing skills in a second or foreign language. From the explanation above language learning strategies is the way learners learn the second or foreign language in order to achieve their goals in learning second or foreign language.

2.   Oxford's Learning Strategy Taxonomy

Oxford (1990: 9) in Fauziati (2010: 160-161) sees the aim of language learning strategies as being oriented towards the development of communicative competence. Oxford divides language learning strategies into two main classes, direct and indirect, which are further subdivided into 6 groups. In Oxford's system, metacognitive strategies help learners to regulate their learning. Affective strategies are concerned with the learner's emotional requirements such as confidence, while social strategies lead to increased interaction with the target language. Cognitive strategies are the mental strategies learners use to make sense of their learning, memory strategies are those used for storage of information, and compensation strategies help learners to overcome knowledge gaps to continue the communication. Oxford's (1990: 17) in Fauziati (2010: 160-161) taxonomy of language learning strategies is shown in the following:

1) Direct Strategies
    a) Memory Strategies
    Memory strategies consist of creating mental linkages, applying images and sounds, reviewing well, and employing action.
        (1) Creating Mental Linkages
            The learners make a group to make students easier understanding the material.
        (2) Applying image or sounds
            Using images, key words and mapping to memorize the material.
        (3) Reviewing well
            The students used structural reviewing.
        (4) Employing action
            The students response physically and use technique mechanically.

      b)   Cognitive Strategies
          (1) Practicing
              Practicing means formally practicing with system of sound and writing, repeating, recombining and using formulas and pattern to understand the materials.
          (2) Receiving and sending messages strategies
              The students use some resources for receiving and getting idea quickly.
          (3) Analysing and reasoning
              The learners analyzing translate the language deductively to understand the subject easily.
          (4) Creating structure for input and output
              The students take notes and summarize the material.
      c)   Compensation strategies
          (1) Guessing intelligently
              The learners guess the meaning of word by some clues or mother tongue.
          (2) Overcoming limitations in speaking and writing
              Using gesture, switch to mother tongue to make listeners understand their goals or means.
2)   Indirect Strategies
      a)   Metacognitive Strategies
          Metacognitive strategies consist of subcategories, they are:
          (1) Arranging and planning your learning
              The learners find their language learning, set the aim, seek the opportunities.
          (2) Evaluating your learning themselves to measure wheather they understand the material or not.
      b)   Affective Strategies
          (1) Lowering your anxiety
              The students use relaxation, mediation for lowering their anxiety.
          (2) Encouraging yourself
              The students make positive statements and reward themselves.
          (3) Taking your emotional temperature
              The students control their emotion and share their feeling to someone else.
      c)   Social Strategies
          (1) Asking questions
              The learners ask for clarification to correct their mistakes.
          (2) Cooperating with others
              The students cooperate with the other to solve the problem and difficulties.
          (3) Emphathising with others
              The students learn other culture and increase the cultural understanding and appreciation to the other culture.

C.   RESEARCH METHOD

1.   Type of Research

The type of this research is a case study research. According to Creswell (2002) a case study is a problem to be studied, which will reveal an in-depth understanding of a "case" or bounded system, which involves understanding an event, activity, process, or one or more individuals.

2.   Subject of the research

The subject of this research is the eleventh grade students of Islamic Senior High School of Karanggede. There are five classes in this school, two classes in social majors, one class in religion major and one class of science. In this research the researcher takes science class as the subject of the research. There are twenty five students in this class but the researcher takes two students which classified as good oral competence for her research.

3.   Object of the research

The object of this research is learning strategies used by good oral competent students of MAN Karanggede.

4.   Data and Data Source

The data are collected from questionnaire, interview and class observation. The data sources comes from two students which have good oral competent.

5.   Method of Collecting data

According to Fauziati (2010:162-163) there are some tools that can be used to collect the data in learning strategies research. They are interview, questionnaire and students' diaries and journal. Every tool has advantages and disadvantages. According to Brown (2001:6) in Dornyei (2003:6) questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers. There are 50 questions in this questionnaire. By the use of this instrument, the following six types of strategies proposed by Oxford (1990) could be examined: memory (items 1-9), cognitive (items 10-23), compensation (items 24-29), metacognitive (items 30-38), affective (items 39-44), and social learning strategies (items 45-50). Then the questionnaire analyzed using SPSS 17.0.

6.   Data Validity

In this research the researcher will uses triangulation to validate the data. An open-ended perspective in constructivism adheres with the notion of data triangulation by allowing participants in a research to assist the researcher in the research question as well as with the data collection. Engaging multiple methods, such as, observation, interviews and recordings will lead to more valid, reliable and diverse construction of realities.

To improve the analysis and understanding of construction of others, triangulation is a step taken by researchers to involve several investigators or peer researchers' interpretation of the data at different time or location. In this research, the triangulation data come from interview, observation and questionnaire.

7.   Technique of Analyzing Data

After collecting the data the next step is analyzing the data. In this research the researcher will use Miles and Huberman theory. Miles and Huberman (1994:12) state that the methods of data analysis called *Interactive Model* which is included four steps of analysis activity in cyclical and interactive process.

1.   Data collection, the first step of data analysis is data collection. Data collections in this research are observation, interview and questionnaire. These are used to find out the kinds of students' language learning strategies used by high achiever students of Islamic Senior High School of Karanggede in order to develop their speaking skill.

2.   Data reduction, Miles and Huberman states (1994:12): "Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the

data that appear in written-up field notes or transcriptions". In this step the research will selecting and simplifies the data sources that related with research questions. The researcher will reduce the data from questionnaire and students' journal that not appropriate with research questions.

3. Data display, the next step is data display. After collect and reduce the data, the writer displayed the collective data in organized and compressed information that will leads to conclusion. The forms of qualitative data display include types of matrices, graphs, charts, or networks. The function of these types of data display is to perform accessible, compact, and organized information of the data. In this step the researcher selecting and classifying the data into Oxford's Language Learning Strategies (LLS) taxonomy. The data findings are displayed in this order: (a) type learning strategies used by good oral competent students (b) the factors that contribute to the choice of learning strategies used by good oral competent students. Conclusion drawing and verification, after the data displayed, then the writer would able to interpret it and reaches conclusions and verifications. The researcher will describe and interpret the data so that the conclusions and verifications of the language learning strategies can be drawn.

D.   RESULT OF THE STUDY AND DISCUSSION

The first objective of the study is learning strategies used by good oral competent students of MAN Karanggede there are two students as the object of the research. Based on the interview and questionnaire learning strategy used by student 1 is memory strategy that is applying image or sounds. She is listening music to improve her vocabulary. Cognitive strategy refers to practicing, receiving and sending message strategies, analyzing and reasoning. The last is compensation strategies guessing intelligent, the learner guess the meaning of word by some clues and overcoming limitations in speaking and writing using gesture. Indirect strategies used by first students is affective strategy refers to lowering the anxiety, encouraging yourself, taking the emotional temperature. She is lowering her anxiety with feel confidence although she makes a mistake. The last strategy is social strategy; she uses asking questions if she has question in her mind. She usually asks to the teacher, sometimes father or brother.

Based on the interview and questionnaire learning strategy used by student 2 is direct strategy that is memory strategy which focuses on creating mental linkage the learner making a group to make students easier understanding the material.In cognitive strategy second student uses practicing, receiving and sending messages strategies, analyzing and reasoning the learners translate the language deductively to understand the subject easily. Creating structure for input and output, the students take notes and summarize the material. The last is compensation strategies guessing intelligent, the learner guess the meaning of word by some clues and overcoming limitations in speaking and writing using gesture. Indirect strategy used by second students is affective strategy, lowering anxiety, encouraging self and taking emotional temperature. The last is social strategies, second students asking question for clarification to correct the mistake he usually ask teacher to clarify his mistake.

The second objective of the research is the factors that contribute to the choice of learning strategy. The student 1 applying song as learning strategy because song is long lasting, song do not reduce by time. Student 1 thinks that memory strategy especially applying song makes her easier to remember the vocabulary. On the other hand, student 2 uses memory strategy especially in reviewing well. He makes a schedule for study and remember the vocabulary every day three vocabulary minimally.

Based on the result above, learning strategy used by good oral competent students are memory strategy, cognitive strategy, compensation strategy affective strategy and social strategy. They ask for clarification to correct their mistake and they ask their teacher to help them if they have difficulties. They also uses cognitive and compensation strategies which refers to use practicing, receiving and sending messages strategies, analyzing and reasoning the learners translate the language deductively to understand the subject easily. There are different learning strategies used by two students. They have different learning strategy because they have different background in learning English. First students have a father who help her to develop his English competence, her parent push her to join in English course. However, second student choose his friend as his partner to develop his English competence.

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