ANALYSIS OF LEARNING STRATEGIES IN SPEAKING ENGLISH AT THE TENTH GRADE STUDENTS OF SMANEGERI 1 MANIAMOLO

Ries Clara Alverin Zagoto
Program Studi Pendidikan Bahasa Inggris
Fakultas Keguruan Dan Ilmu Pendidikan Universitas Nias Raya
(rieszagoto@gmail.com)

Abstract

This study dealt some students in tenth grade have a wide variety and uniqueness in speaking English. The purpose of this study is to find out the learning strategies in speaking English. This research used qualitative research. The data was taken from questionnaire filled out by students. The data source is the tenth grade Cut Nyak Dien class students of SMA Negeri 1 Maniamolo Academic Year 2023/2024. The researcher used questionnaire of strategy inventory of language learning (SILL) and interview to collect data of the research. The finding shows that, language learning strategies based on six strategies divided into memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies and social strategies. The content component with an average score and rating qualities cognitive strategies 4.91, metacognitive strategies 3.15, and memory strategies 3.14 including high and medium level used by students. Component with an average score compensation strategies 2.09, affective strategies 2.10 and social strategies 2.10 including low level used by students. From the result of the data, only 3 learning strategies are classified as a dominant used by students. Lastly, the result of data analysis of students learning strategies in speaking English tenth grade cut nyak dien class students of SMA Negeri 1 Maniamolo used cognitive strategies, metacognitive strategies and memory strategies in speaking English. It is suggested that can applied are learning strategy appropriately for themselves in speaking.

Keywords: *Learning; Learning Strategies; Speaking English*

Abstrak

Penelitian ini membahas beberapa siswa di kelas sepuluh memiliki variasi dan keunikan dalam berbicara bahasa inggris. Tujuan dari penelitian ini adalah untuk mengetahui strategi pembelajaran dalam berbicara bahasa inggris. Penelitian ini menggunakan penelitian kualitatif. Data diambil dari kuesioner yang diisi oleh siswa. Sumber data adalah siswa kelas sepuluh cut nyak dien SMA

Negeri 1 Maniamolo tahun ajaran 2023/2024. Peneliti menggunakan kuesioner inventori strategi pembelajaran bahasa (SILL) dan wawancara untuk mengumpulkan data penelitian. Hasil penelitian menunjukkan bahwa, strategi pembelajaran bahasa berdasarkan enam strategi yang dibagi menjadi memori strategi, kognitif strategi, kompensasi strategi, metakognitif strategi, afektif strategi, dan social strategi. Komponen konten dengan skor rata-rata dan kualitas penilaian kognitif strategi 4,91, metakognitif strategi 3,15 dan memori strategi 3,14 termasuk tingkat tinggi dan sedang yang digunakan siswa. Komponenen kompensasi strategi dengan skor rata-rata 2,09, afektif strategi 2,10 dan sosial strategi 2,10 termasuk tingkat rendah yang digunakan oleh siswa. Dari hasil tersebut, hanya 3 strategi belajar yang tergolong dominan digunakan oleh siswa. Terakhir, hasil analisis data strategi belajar siswa kelas sepuluh SMA Negeri 1 Maniamolo menggunakan strategi kognitif, strategi metakognitif dan strategi memori dalam berbicara bahasa inggris. Disarankan agar siswa dapat menerapkan strategi belajar yang tepat untuk diri mereka sendiri dalam berbicara.

Kata kunci*: pembelajaran, strategi pembelajaran, berbicara bahasa inggris.*

A. Introduction

Learning is the process of picking up new knowledge, attitudes, behaviors, abilities, and preferences. Interaction between students, teachers, and learning resources in a classroom setting constitutes the process of learning. Learning is a tool that teachers use to help students achieve their goals and gain knowledge, master skills and develop their character, and form attitudes and beliefs. However, learning is the process that aids pupils in doing well in their studies. Learning is a persistent behavioral shift, or the ability to behave in a particular way, brought about by experience or other forms of practice (Schunk, 2012:3).

Every human being in this world needs to interact each other, and language is the most important aspect in human interaction. Antona (2020:494) states "People's everyday lives aiming to co-operatively accomplish specific tasks, often serving as human companions, need to interact with people on a more social level". Language is a tool of communication to interact one another.Language also is implemented to express human's idea, and emotion.Language can be expressed in written or spoken from which can be comprehended and accepted by human in their social life. It goes without saying that individuals would find it impossible to converse with one another without language. In this age of globalization, in particular, communication is vital for

exchanging ideas and obtaining a wide range of information from others. However, listening, speaking, reading, and writing are the four key language abilities that we need to be proficient in. The way that language learners address activities or issues that arise during the process of learning a language, particularly when speaking, can be inferred from their language learning techniques. Stated differently, language learning strategies provide educators with hints about how their pupils perceive the environment, make plans, and choose the right techniques to comprehend, acquire, or retain new information when it is offered in the language classroom. Learning strategies are designed to help people achieve their objectives or find solutions to issues. Put another way, speaking difficulties among pupils can be resolved through the application of learning tools. Drawing from the aforementioned explanation, it can be inferred that learning is the process of students and teachers interacting to acquire new behaviors, abilities, information, and understanding through practice, instruction, and training.

For humans, speaking is the fundamental form of communication. Tens of thousands of words are produced daily by the average person; but, some people— such as politicians or auctioneers—may produce considerably more. Speaking is so inherent and natural that, until we have to relearn how to do it in a foreign language, we forget how hard it was to develop this skill in the first place. Consequently, the goal of every foreign language teaching methodology that has been employed in classrooms throughout history has been to create strategies for raising students' competency in these areas. Fluency is prioritized over accuracy in speaking in modern approaches. The speaking exercises in a foreign language school often fall into one of three categories: autonomous, regulated, or awareness-raising activities.

A student is primarily defined as an individual who is enrolled in a school or other educational setting, attends classes to achieve the necessary level of subject mastery under the guidance of an instructor, and dedicates their free time to complete any assignments the instructor assigns that are required for class preparation or to provide evidence of their progress toward that mastery.The majority of students view developing their speaking abilities as the most crucial part of learning a foreign language, as speaking is composed of five elements: grammar, vocabulary, comprehension, fluency, and pronunciation. These elements must be understood by the students. They should have a lot of ideas about what they will say in their heads before they speak since they should know before they talk. Speaking a

foreign language, however, is a difficult ability for learners to acquire. Speaking in a foreign language requires a great deal of courage and preparation, thus they view it as the hardest skill to master. Speaking also becomes a crucial component since speaking is how people assess someone's proficiency in English. A learner has mastered the language if he can speak it well.

In this situation, having a strong learning strategy is essential for students to speak well since it can help them get beyond any obstacles they may encounter. By memorization or taking notes, individuals can plan the appropriate course of action to take before speaking, even before they practice speaking. "If one strategy is good, two would be even better" (Reid & Friends, 2013:46). Every student has different challenges, and these challenges are not the same for every kid. Some students can speak English smoothly because they have solid grammar, a sufficient vocabulary, and accurate pronunciation, while others struggle because they lack confidence, anxiety, or both. The ability to acquire knowledge through introspection and to possess a variety of capacities that vary in their experience, knowledge, and knowledge derived from outside sources and stimuli is known as individual learning. It is essential to life as we know it.

Therefore, the appropriate learning technique is required to solve the problem that students are responsible for solving. Using strategy is one method that students take an active role in managing their education. Different language learning strategies are employed by learners to accomplish tasks and process input. Because language learning strategies have an impact on students' effective learning outcomes, they are an appropriate means of helping students solve difficulties and finish assignments. Effective learners try to take charge of their own education by using the right learning strategies because they understand the learning process and who they are as learners.

SMA Negeri 1 Maniamolo is a senior high school that prepares graduates to have good skills to continue their education or who choose a career in the world of work. This research focuses at students' learning strategies in speaking at senior high school. Speaking is a competency to express or communicate opinions, thoughts, and ideas. Speaking is very important in learning a language In order to master a language, a learner must be able to speak that language because speaking skill clearly indicates that the learner knows to use that language. for most people mastering speaking skill is the most important aspect of learning a foreign language, and the success is measured in

terms of the ability to carry on a conversation in that language. In the context of secondary education, especially in tenth grade, students are expected to have a good understanding of grammar, vocabulary, and fluent speaking skills. However, in practice, students often face difficulties in developing effective English speaking abilities.

Saljios in Rossum and Hamer (2010:2) describe the concept of learning as bellow:

a. Learning as the increase of knowledge.

b. Learning as memorizing.

c. Learning as the acquisition of facts, procedure etcetera, which can be retained/and/or utilized in practice.

d. Learning as the abstraction of meaning.

e. Learning as an interpretative process aimed at the understanding of reality.

Based on the opinion above, it can be concluded that Learning is a combination that includes human, material, facilities, equipment, and procedures that collectively influence the achievement of learning objectives. Learning strategies are specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective and more transferable to new situation (Oxford, 1990, p. 8). In the education term, learning strategies are very necessary. The learning strategy is focused on how and what strategies are used by students in learning. Students should be able to mastering the learning materials and improve their abilities by understanding the learning strategies used. In addition, learning strategies can determine what learning styles students have.

According to Oxford (1990:16) learning strategies divided into two types: direct strategies and indirect strategies. In direct Strategies, it divided into three strategies: memory strategies, cognitive strategies and compensation strategies. While in indirect strategies, it also divided into three strategies: metacognitive strategies, affective strategies and social strategies.

Some students in tenth grade have a wide variety and uniqueness in speaking English. Especially when students introduce themselves in front of the class and spell their nicknames, they are use creative facial expressions and body movements to add confidence in speaking English. Adding elements of humor or light anecdotes to create a relaxed atmosphere in the classroom. Therefore, it is important to conduct in depth analysis and discuss the different strategies of learning used by tenth grade students because researchers see

this from the learning strategies used by students.

Based on the background of the problem above, the research question of this research is formulated as "what are the strategies used by students at the tenth grade of SMA Negeri 1 Maniamolo in learning speaking?"

B. Research Finding and Discussion

This research used a descriptive qualitative method to reveal and describe the object of research based on facts that appear or as they are. In order to obtain insight into a specific phenomenon of interest, qualitative research involves the gathering, analysis, and interpretation of extensive narrative and visual (i.e., nonnumerical) data (Gay et al., 2012:7). "A qualitative research design is one where the data are collected in the form of words and observations, as opposed to numbers," states Partington (2002:109).According to Anderson (1998), "Qualitative research is multi-method focused and takes an interpretive, naturalistic approach to its subject matter." The qualitative approach allows the researcher to gain in depth insights into how students use learning strategies, the challenges they face, and the approaches that are effective in improving their speaking skills.

This research was conducted at the tenth grade especially at Cut Nyak Dien class of SMA Negeri 1 Maniamolo academic year 2023/2024. This research had been conducted on Monday, 22nd April 2024. Data sources of this study are the tenth grade students of SMA Negeri 1 Maniamolo. The data in this research is primary data. Primary data is the data collected directly from the original source. The researcher collected data from the results of questionnaire and interview. In the questionnaire the researcher used The Oxford Strategy Inventory for Language Learning was utilized by the researcher in the questionnaire (SILL). There are two versions of the learning strategy questionnaire that are used by the sill. The first is for English as a first language learners (version 5.0, 80 items), as the participants in this study are ESL/EFL learners. Simill version 7.0 was used in this study.The language learning strategies in the sill are broken down into six categories: (a) memory strategies, which comprise nine items and represent effectively remembering things; (b) cognitive strategies, which comprise fourteen items and represent using mental processes; (c) compensation strategies, which comprise six items and represent making up for knowledge gaps; (d) metacognitive strategies, which comprise nine items and represent organizing and evaluating the learning; (e) affective strategies, which comprise six items and represent managing emotions; and (f) social strategies, which comprise six items and represent learning

with others. This questionnaire is the result of in-depth discussions with the supervisor, who has provided valuable input to refine and ensure the relevance and accuracy of the questionnaire. This process ensured that the questionnaire was fit for purpose and could provide valid and reliable data.

Table 1
Description of the SILL

Category	Number of items
Memory Strategies	9
Cognitive Strategies	14
Compensation Strategies	6
Metacognitive Strategies	9
Affective Strategies	6
Social Strategies	6

Source: Researcher, 2024

This questionnaire used five point likert scales (1 = Never, 2= Seldom, 3 = Sometimes, 4 = Often, 5 = Always). Here the researcher used the theory of Oxford (1990:300) as follows:

Table 2
Rating Qualities of the Learning Strategies

Rating Qualities	Interpretation
3.5 – 5.0	High usage
2.5 – 3.4	Medium usage
1.0 – 2.4	Low usage

Source: Oxford (1990:300)

An interview is a deliberate conversation in which two people exchange information in order to gather information (Gay et al., 2012:386). Open-ended questions in a structured interview format were employed by the researcher. An elaborate response and elaboration are permitted in open-ended questions. The researcher conducted an interview with SMA Negeri 1 Maniamolo's tenth grade pupils. The researcher will interview some students the tenth grade of SMA Negeri 1 Maniamolo to find out why they use these strategies in speaking English.

C. Research Finding and Discussion

At this stage, researcher reads and learns the questionnaire that made by the students. Then, the researcher analyzed the questionnaire. Based on the analysis that has been done, the researcher found some of learning strategies in speaking English used by students. However, frequency degree from every learning strategies used by tenth grade students of SMA Negeri 1 Maniamolo were various. In every learning strategies in speaking English, there was found that there are tenth grade who never, seldom, sometimes, often and always used learning strategies in speaking English by students of SMA Negeri 1 Maniamolo in which the number of the students was 35.

Here is the summary of the students score in questionnaire learning strategies in speaking English in the table as bellow:

Table 3
Frequency degree on the use of learning strategies in speaking English at the tenth grade students of SMA Negeri 1 Maniamolo

The Number of strategies Questionnaire	Strategy Indicator	The Number of Students in Learning Strategies use				
		Always	Often	Sometimes	Seldom	Never
1	Memory	10	12	9	2	2
2	Memory	12	6	9	5	3
3	Memory	23	10	2	-	-
4	Memory	11	8	11	4	-
5	Memory	9	7	12	2	5
6	Memory	14	12	8	1	-
7	Memory	13	12	2	3	5
8	Memory	8	7	12	1	7
9	Memory	15	12	5	2	1
10	Cognitive	7	5	11	10	2
11	Cognitive	4	12	5	9	5
12	Cognitive	5	10	13	6	1
13	Cognitive	4	9	6	10	6
14	Cognitive	5	12	8	9	1
15	Cognitive	13	6	12	2	2
16	Cognitive	4	8	12	9	2
17	Cognitive	2	7	10	6	10
18	Cognitive	7	6	4	12	6
19	Cognitive	3	5	9	7	11
20	Cognitive	9	4	6	8	9
21	Cognitive	8	4	6	8	9
22	Cognitive	13	3	4	9	6
23	Cognitive	4	3	8	20	-
24	Compensation	1	5	12	8	9
25	Compensation	3	7	9	10	5
26	Compensation	9	2	11	8	5
27	Compensation	9	8	4	10	4
28	Compensation	5	9	12	8	1
29	Compensation	4	12	9	5	5
30	Metacognitive	13	9	-	9	4
31	Metacognitive	12	11	5	6	1
32	Metacognitive	7	7	4	8	9
33	Metacognitive	14	8	4	5	4
34	Metacognitive	5	3	4	12	11
35	Metacognitive	8	5	10	9	3
36	Metacognitive	7	9	5	9	5
37	Metacognitive	8	4	9	6	8
38	Metacognitive	10	11	9	2	3
39	Affective	13	12	9	1	-
40	Affective	14	11	8	2	-
41	Affective	17	9	7	1	1
42	Affective	10	13	8	3	-
43	Affective	16	12	4	3	1
44	Affective	19	10	6	-	-

45	Social	9	8	8	7	3
46	Social	4	6	10	9	6
47	Social	9	9	7	8	2
48	Social	8	3	9	9	6
49	Social	9	4	8	7	7
50	Social	11	8	9	5	2

Source: Researcher 2024

Table 4
The Result SILL Worksheet by Students

Sum Memory	Sum Cognitive	Sum Compensation	Sum Metacognitive	Sum Affective	Sum Social
314	491	209	315	210	210

Source: Researcher 2024

From the previous table, total of the data is 35 students, total of questionnaire is 50.

Table 5
Result of Speaking Strategies Used by tenth grade students of SMA Negeri 1 Maniamolo

No	Learning Strategies	Mean Score	Level of Usage
1	Memory Strategies	3.14	Medium used
2	Cognitive Strategies	4.91	High used
3	Compensation Strategies	2.09	Low used
4	Metacognitive Strategies	3.15	Medium used
5	Affective Strategies	2.10	Low used
6	Social Strategies	2.10	Low used

Source: researcher, 2024

In this section, the researcher used interview. The researcher interview the tenth grade students of SMA Negeri 1 Maniamolo to found why they used learning strategies in speaking English.

➢ Cognitive strategies in speaking can enrich their vocabulary and choose the right words to convey their ideas clearly and also planning and preparing themselves using cognitive

strategies, students can reduce their anxiety in speaking English.

➢ Cognitive strategies in speaking English help students process and understand information received in English better.

➢ Cognitive strategies can improving fluency such as concept mapping or prediction, students can improve their speaking speed and fluency.

➢ Memory strategies help students reduce pauses in conversation because they more easily remember the words they want to use.

➢ memory strategies in speaking involves the mental process for storing new information and retrieving them when need, most of respondents used this strategy by memorizing the key word and also they are practicing speaking English before so that they can remember it and recorded in their mind.

➢ Memory strategies help students feel more confident in using English because they are have quick access to relevant words and phrases.

➢ Metacognitive strategies help students identify and overcome barriers or difficulties they face in speaking English, such as confusion in choosing the right word or correct sentences structure.

➢ Metacognitive strategies helps students improve their understanding of English structures and how they are used, which in turn can improve fluency and accuracy in speaking.

➢ Metacognitive strategies in speaking manage their feelings and emotions during communication, and help reduce anxiety and tension in speaking English. Metacognitive strategies make the students learn from mistakes and improve their speaking English over time.

Based on the result on the table 4.2 showed that cognitive strategies, memory strategies and metacognitive strategies is most frequently learning strategies in speaking English used by tenth grade students of SMA Negeri 1 Maniamolo. Cognitive strategies in speaking English helps them organize their thoughts, remember words, and construct sentences more fluently and accurately. In addition, cognitive strategies also help them solve problems in communication, boost confidence, and facilitate a better understanding of the material they are learning. Memory strategies in speaking English help them remember vocabulary more effectively. It can also help boost their confidence when speaking because they have the vocabulary to construct sentences correctly. This finding also indicated that

all the strategies which was described in oxford (1990:15) and used by students in speaking English it can be seen from the result of questionnaire.

Based on the findings above that the tenth grade students of SMA Negeri 1 Maniamolo students use cognitive strategies to understand and apply language rules in conversation, memory strategies to remember vocabulary and sentences structures, and metacognitive strategies to organize and monitor their understanding and use of English. By utilizing these three strategies together, students can improve their speaking more effectively and confidently and then this strategies to improve memory and listener comprehension to help them monitor and organize their overall understanding and production when speaking English. Oxford view is that language learning involves not only the acquisition of structures and vocabulary, but also involves understanding and using certain strategies to improve proficiency language. Thus, the relationship with the theories and related study provide a strong theoretical foundation in understanding why students choose to certain strategies in acquiring English speaking proficiency in their learning context.

D. Conclusion and Suggestion

the researcher analyzed the data in chapter iv the researcher conclude this study reveals that tenth grade students of SMA Negeri 1 Maniamolo use a variety of strategies in speaking English. Cognitive Strategy included information processing, understanding sentences structure, overcoming difficulties, and improving fluency in conversation. The findings show that the use of cognitive strategies facilitates better understanding, increases confidence, and helps students overcome difficulties. Barriers in communication in English. The implications of this study suggest the importance of supporting the development of cognitive strategies in the learning of English speaking in tenth grade expand student language skills holistically.

Results the research shows that the use of metacognitive strategies helps students to be more aware of their own learning process, improve their ability to organize and control communication in English, and overcome the challenges they face. The implication of the findings is the need to strengthen the development of metacognitive strategies in the English language learning at the tenth grade, to help student effective and independent speaking skills.

The findings show that the use of memory strategies can help students improve pronunciation, expand vocabulary, and improve speaking fluency in English. The implication of these results is the need to support and facilitate the use of memory strategies. Effective memory in

English language learning at the tenth grade, to improve students ability to communicate more fluently and accurately.

Based on the conclusion above, the researcher hoped that this research gives benefit for all practice as follow:

1. For students, the students who want to be fluent in speaking English can know are learning strategy appropriately for themselves in speaking and can utilizing online resources such as videos and audio in English.

2. For teachers, teachers can better understand the learning strategies that are most effective and preferred by students in improving English speaking ability. This help in the customization of teaching methods that are more in line with student needs.

3. For other researcher if further researchers wish to undertake similar research, they can use this study as a reference to conduct real research on kids' learning practices.

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