

A STUDY OF THE SPEAKING LEARNING STRATEGIES USED BY ENGLISH EDUCATION DEPARTMENT STUDENTS

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Abstract

English is the world language. There are four skills in English such as listening, reading, speaking, and writing. Based on the Competence-Based Curriculum, speaking is one of the four basic competences that the students should gain well. Meanwhile, developing speaking skills needs strategies or ways to make them easier to learn. This article describes the speaking learning strategies which were used by the English language students. The subjects of this study were the English language students of the fourth semester in English Education Study Program, Faculty of Teacher Training and Education of Sarjanawiyata Tamansiswa University, Yogyakarta. The data were collected through questionnaire and interview. This study used mix method and descriptive qualitative technique of analysis study which covered reducing data, displaying data and drawing data conclusion. The results from the analysis showed that almost all of the strategies proposed by Oxford (1990) were used by the students such as memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies and social strategies. Moreover, it showed significant correlation between the speaking learning strategies used by the students and the result of assessment.

Keywords: speaking learning strategies, mix method

Introduction

English is the language which is decided as the world's language. It is important for people in Indonesia to learn English because their first language is not English. There are four skills in English, namely: reading, writing, listening and speaking. Based on the Competence Based Curriculum, speaking is one of the four basic competences that students should gain well. It has an important role in communication.

Increasing English speaking skill needs some strategies. According to Oxford (1990), learning strategies are the steps taken by students to enhance their learning. Strategies are especially important for language learning because they are tools for active and self-directed involvement, which is essential for developing communicative competence.

This article would like to investigate the speaking learning strategies used by the students in developing their speaking skills and will also discuss the contribution of the speaking learning strategies to the students' scores in the speaking class, fourth semester, at the English Education Department of Sarjanawiyata Tamansiswa University in academic year 2015/2016.

Literature Review

1. Speaking

In English language there are four skills that have to be gained well. One of which that must be given more attention to is speaking skills. As quoted by *MGMP*, in "The Practice of English Language Teaching" by Jeremy Harmer, Speaking is one of skill in English language subject. If students want to speak fluently they have to be able to pronounce correctly. In addition, they need intonation and conversation either transactional or interpersonal conversation.

2. Speaking skill

Speaking is one of the skills that has to be mastered by students in learning English. Richards (2008) states that in speaking people tend to be getting something done, exploring ideas, working out some aspects of the world, or simply being together. In addition, Fulcher and Davidson (2006) state that there are five components of speaking skill that can be defined as follows:

- a. Pronunciation. Pronunciation is the way for students to produce clearer language when they are speaking.
- b. Grammar. Grammar is needed for the students to arrange correct sentences in conversation both in written and oral forms.
- c. Vocabulary. Vocabulary is the knowledge of meanings of words.
- d. Fluency. Fluency is defined as the ability to speak communicatively, fluently and accurately.
- e. Comprehension. Comprehension is an ability to acknowledge and process stretches of discourse, to formulate representations of the sentences meaning.

3. Language learning strategies

Oxford (1990) divides language learning strategies into two main categories. Each consists of several sub-categories:

a. Direct strategies

As Oxford and Crookall (1989) pointed out, direct strategies consist of memory strategies, cognitive strategies, and compensation strategies. Memory strategies are techniques to help learners store new information in memory and retrieve it later. Cognitive strategies involve manipulation or transformation of the language in some direct ways such as note taking. Compensation strategies are behaviours used to compensate for missing knowledge.

b. Indirect strategies

While indirect strategies based on Oxford and Crookall (1989) consist of metacognitive, affective, and social strategies. Metacognitive or what is usually called beyond-the-cognitive strategies are used to provide control over the learning process. Affective strategies are techniques to gain better control over learners' emotions. And finally, social strategies are actions involving other people in the language learning process.

4. Speaking learning strategies

Speaking learning strategies are the steps to develop speaking skills by using some strategies. This research used the theory of speaking learning strategies proposed by Oxford (1990). Oxford proposes some learning strategies that are useful for speaking as explained on the table below:

Table 1
Direct Strategies

Strategies Group	Strategy Set	Strategy
Memory strategies	creating mental linkages	placing new words into a context
	applying images and sounds	representing sounds in memory
	reviewing well	structured reviewing
Cognitive Strategies	Practicing	Repeating
		normally practicing with sounds and writing system
		recognizing and using formulas and

		patterns
		recombining
		practicing naturalistically
	receiving and sending message	using resources for receiving and sending the message
	analysing and reasoning	reasoning deductively
translating		
transferring		
Compensation	overcoming limitations in speaking and writing	switching to mother tongue
		getting help
		using mime or gesture
		avoiding communication partially or totally
		selecting the topic
		adjusting or approximating the message
		coining words
		using circumlocution or synonym

Table 2
Indirect Strategies

Strategies Group	Strategy Set	Strategy
Metacognitive Strategies	centring your learning	overviewing and linking with already known material
		paying attention
		delaying speech production to focus on listening
	arranging and planning your learning	finding out about language learning
		organizing
		setting goals and objective
		identifying the purpose of a language task
		planning for a language task
	evaluating your learning	seeking practice opportunities
		self-monitoring
self-evaluating		
Affective strategies	lowering your anxiety	using progressive relaxation, deep breathing, or mediation
		using music
	encouraging yourself	using laughter
		making positive statement
		taking risks wisely
	taking your emotional temperature	rewarding yourself
		listening to your body
		using a checklist
		writing a language learning diary
		discussing your feeling with someone else
Social strategies	asking question	asking for correction
	cooperative with others	cooperating with peers
		cooperating with proficient user of the new language

	emphasizing with others	developing cultural understanding
		becoming aware of others' thoughts and feeling

Method

The type of research used in this article is mix method research in the form of case study. It is a methodology for conducting research that involves collecting, analysing and integrating qualitative and quantitative. In the qualitative data, the researchers used questionnaire to collect the data, meanwhile interview was used to support the questionnaire. The researchers used quantitative data analysis to know the contribution and correlation score.

The research was conducted in English Education Department, Faculty of Teacher Training and Education, Sarjanawiyata Tamansiswa University, Yogyakarta. It was held from June until December 2016. This research focused on analysing the speaking learning strategies used by the English language students at the fourth semester. The data were collected through questionnaire and interview. Furthermore, the researchers used qualitative data as the data analysis technique (Moloeng, 2011). The first step to analyse the data was data reduction; selecting and inputting the data into Microsoft Excel and SPSS Program. Then, the researchers displayed the research which was written using narrative paragraph. Additionally, the researchers drew conclusion from the result of the research.

Discussion

Based on the result of the interview and questionnaire, there are different speaking learning strategies applied by the students which can be categorised into the following table:

Table 3
Direct Strategies Applied by the Students

Strategies Group	Strategy Set	Strategy	Example
Memory strategies	creating mental linkages	placing new words into a context	"...put the new word in developing the vocabulary of speaking skills..."
	applying images and sounds	representing sounds in memory	"...associate the sound of the new word with the sound of familiar word..."
	reviewing well	structured reviewing	"...schedule to study about the new material of speaking skills with reviewing so that the review sessions are initially close together in time and gradually become more widely spread apart."
Cognitive Strategies	practicing	Repeating	"...say new expressions repeatedly to practice them."
		normally practicing with sounds and writing system	"...imitate the way of native speaker talk."
		recognizing and using formulas and patterns	"use idioms or others routines formulas patterns such as: <i>hallo, how are you? That's not too bad, tell me more</i>) in speaking."
		Recombining	"use familiar words in different combinations to make sentences, such as mixing mother tongue with English speaking."

		practicing naturalistically	"...try to practice speaking skills in daily life."
	receiving and sending message	using resources for receiving and sending the message	"use reference materials such as Google, glossaries, dictionary, or some books to help me to prepare the material of speaking skills."
	analysing and reasoning	reasoning deductively	"...guess the meaning of the sentence with logical thinking or divide the words into parts that is understandable."
		Translating	"...translate from Bahasa Indonesia to English then say it to the partner in a conversation."
		Transferring	"people are cautious about transferring sentences or concepts directly from my first language (Bahasa) to the new language (English)."
Compensation	overcoming limitations in speaking and writing	switching to mother tongue	"...change the words which I do not know how to say in English in my mother tongue."
		getting help	"...ask the other person to tell the right word if he cannot think of it in a conversation."
		using mime or gesture	"...use mime or gesture to say it if I cannot think of the right expression."
		avoiding communication partially or totally	"...avoid the unfamiliar topic of conversation."
		selecting the topic	"...direct the conversation to a familiar topic."
		adjusting or approximating the message	"...in a conversation, anticipate what the other person is going to say based on what has been said so far."
		coining words	"...make up new words if we do not know the right ones; for example, we do not know the word of 'balloon' so we change into 'air ball'."
		using circumlocution or synonym	"...whenever I cannot think of the expression concept to say, I try to find different ways to express the idea; for example, I use a synonym or describe the idea."

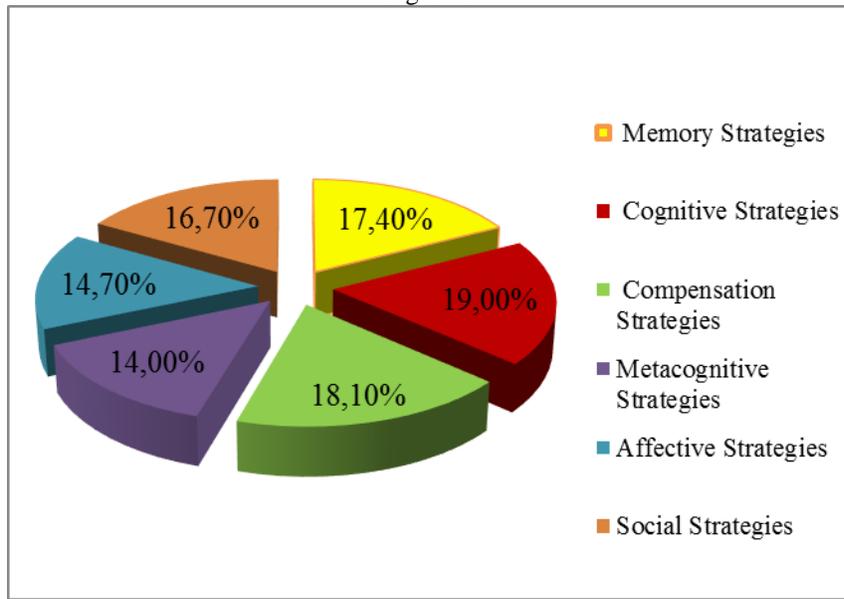
Table 4
Indirect Strategies Applied by the Students

Strategies Group	Strategy Set	Strategy	Example
Metacognitive Strategies	centring your learning	overviewing and linking with already known material	"...preview the language lesson to get a general idea, how it is organized, and how it relates to what I already know."
		paying attention	"In a conversation, I try to concentrate on what the person says and put unrelated topics out of the mind so that I can respond to it."
		delaying speech production to focus on listening	"...decide in advance to pay special attention to specific language aspects; for example, focus to learn about the way native speakers pronounce certain sounds."
	arranging and planning your learning	finding out about language learning	"...try to find out how to be better in speaking skills by reading book, articles, or by talking with others about how to learn."
		organizing	"...arrange schedule to increase speaking skills consistently, not only when there is an exam."

		setting goals and objective	"...plan what is going to accomplish in speaking learning each day or each week."
		identifying the purpose of a language task	"identify the purpose of the conversation, so that I can concentrate to speak up."
		planning for a language task	"arrange the material in a series before I say it."
		seeking practice opportunities	"Besides learning in the class, I go to the English speaking club to improve my speaking skill."
	evaluating your learning	self-monitoring	"...try to notice or monitore my mistakes or my language errors and find out the reason and the solutions."
		self-evaluating	"...evaluate the general progress that has been made in learning speaking skills."
Affective strategies	lowering your anxiety	using progressive relaxation, deep breathing, or mediation	"...try to relax whenever I feel nervous to speak up."
		using music	"...listen to music when I do speaking activities to make me relaxed."
		using laughter	"...decrease my nervous in speaking with laughter."
	encouraging yourself	making positive statement	"...make encouraging statements to myself so that I will continue to try hard and do the best in speaking activity."
		taking risks wisely	"...take wise risks in speaking learning, such as guessing the meanings or trying to speak, even though it might make some mistakes."
		rewarding yourself	"...give a tangible reward when I have done something well in speaking."
	taking your emotional temperature	listening to your body	"...pay attention to my body condition or physical signs of stress that might affect my speaking learning."
		using a checklist	"...use the checklist in process and target the developing speaking skills."
		writing a language learning diary	"...know the improvement and make a note about my development in speaking, keep private a diary or journal where I write feelings about speaking learning."
		discussing your feeling with someone else	"...talk (make a discussion) to someone trusted about attitudes and feeling concerning the speaking learning process."
	Social strategies	asking question	asking for correction
cooperative with others		cooperating with peers	"...learn and increase my speaking skill in group with friends or native speaker."
		cooperating with proficient user of the new language	"...ask questions in order to be involved and to show interest in conversations with others in English."
emphasizing with others		developing cultural understanding	"...try to learn about the culture of the place where the new language is spoken."
		ecoming aware of others' thoughts and feeling	"...pay close attention to the thoughts and feeling of other people with whom I interact in the speaking skills."

After collecting and analysing the data, the researchers found some findings which are presented in the figure below:

Figure 1.



The Result of the Speaking Learning Strategies Used by the Students

The figure shows the result of the speaking learning strategies used by the students. The data were taken from 30 students joining Speaking IV class. The students who used memory strategies is 17,4%, the students who used cognitive strategies is 19%, the students who used compensation strategies is 18,1%, the students which used metacognitive strategies is 14%, The students who used affective strategies is 14,7% and the last, the students who used social strategies is 16,7%. Meanwhile, the most dominant strategy is cognitive strategy which has 19% percentage. This finding is as supported by Kusumayanthi (2011) who did research about “Students’ Strategies in Developing Speaking Skill: A Study at a university in Bandung”, and the result of the research showed that these dominant strategies are cognitive strategies and compensations strategies.

a. Result of The Correlation

Table 1
Pearson Correlation

	SUM	GRADE
SUM Pearson Correlation	1	.935**
Sig. (2-tailed)		.000
N	30	30
GRADE Pearson Correlation	.935**	1
Sig. (2-tailed)	.000	
N	30	30

** . Correlation is significant at the 0.01 level (2-tailed).

The table shows the Pearson correlation between the SUM (The Sum Score Each Students) and the result assessments of Speaking IV students. Based on the output above, N or the subject of research was 30. Then, the score of Sig. (2-tailed) is 0,000 and Pearson Correlation has score 0.935**. It shows the score of Sig. (2-tailed) was 0,000 and Pearson Correlation score is 0.935. In other words, the correlation between the score of the questionnaire and the result assessments of the students is significant at the 0,01 level(2-tailed). It is concluded that the students who have many strategies in developing their speaking skill get good assessment scores, meanwhile the students who have limited strategies in developing their speaking skills have low assessment scores. Another research also states that the strategies in Language Learning are contributed in both improving four English skills, especially speaking skill and English components (Al- Faqih, 2013).

Conclusion

The result of the study shows that there are many speaking learning strategies used by the students. Memory strategies are used by 17.4% of the students, cognitive strategies are used by 19% of the students, compensation strategies are used by 18.1% of the students, metacognitive strategies are used by 14% of the students, affective strategies are used by 14.7% of the students, and social strategies are used by 16.7% of the students, and cognitive strategies are the most dominant strategy that can be seen from 19% percentage score. Additionally, the correlation is significant which means that the speaking learning strategies are likely to affect the assessment score of the students' speaking quality. If the students have many 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) suggest that the conscious use of language learning strategies makes good language learners. It signifies that the students who have speaking learning strategies were good language learners.

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