

LEARNING STRATEGIES USED BY FLUENT SENIOR HIGH SCHOOL STUDENTS IN DEVELOPING THEIR SPEAKING SKILL: A CASE STUDY

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Article Info	Abstract
Keywords: <i>Learning Strategy; Oral Competence; Speaking Skill</i>	<i>This research is about the analysis of learning strategy used by good oral competent students in speaking skill. The learning strategy is based on the Oxford's classification of language learning strategy. The objectives of the research are to identify learning strategies used by good oral competent students, to analyze factors that contribute to the choice of learning strategies used by good oral competent students, to identify the dominant strategies used by good oral competent students, to identify the similarities and the differences of learning strategies used by good oral competent students. on the study uses case study design. The author/s recruited two fluent of one of a senior high school in Indonesia They are recruited based on the observation, documentation and the criteria of good language learners. The data are collected from questionnaire and interview. The findings show that fluent students applied six types of learning strategy proposed by Oxford. The difference learning strategy used by two fluent students is on frequency of use learning strategy. The factors that contribute to the choice of learning strategies are level of language learning proficiency, cognitive or learning style, attitude and motivation, personality and teacher influences. The dominant learning strategy used by fluent students is compensation strategy which student 1 includes in high use and student 2 in medium use. Two fluent students have same similarities that are the highest mean score of learning strategy use is compensation strategy and the lowest mean score is social strategy. The second strategy which is frequently used by student 1 is metacognitive strategy, but student 2 frequently uses memory strategy.</i>
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INTRODUCTION

English as an International language gives many advantages for people. It can be used when people face a challenge in various fields, used for keeping up with the developing of modern technology and science of various countries. As an international language, English has gained its popularity all over the world, including Indonesia. The goal of English subject in Indonesian curriculum is to make learners able to perform and understand English in functional and epistemic. The curriculum contents standard competencies which should be achieved by students. The competencies are speaking, reading, listening and writing skill. The curriculum also arranges the allocation time in every skill so it will help teacher to make a good lesson plan in every meeting.

The curriculum has good standard competencies and arrangement in dividing every skills but that regulation has opposite condition with the real situation. In curriculum regulation there are four skills that should be achieved by students they are speaking, writing, listening and reading. However, at last in the final examination the questions it is just about reading and listening skill. For example in senior high school, there are 50 questions for final and national examination test 15 questions for listening and 35 questions for reading. That condition makes teachers face dilemma, one side they should teach all of skill but at last in the final examination the questions focus on reading and listening. The teachers have question in their mind, is teaching speaking important?

In the past, speaking skills were not considered as a central skill in foreign language pedagogy. However, the theory of communicative competence (Hymes, 1972) becomes a pioneer of the development of oral skills. The practices of speaking become central of foreign language classroom. As a result, the teaching of speaking skill should be figured as a central in foreign language teaching. According to Bailey and Savage (1994: 7) in Fauziati (2010: 15) speaking in a second language or foreign language has often been viewed as the most demanding of the four skills. So, the teaching of speaking skill should be figured as central in foreign language education.

Ellis (2004: 4) in (Fauziati, 2009: 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 specialization, and learning strategies. In this research the researcher focuses on internal factors that is 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; O'Malley, 1990; Oxford, 1990; Rubin, 1975) 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 research observes some previous study before conduct the research in order to know what kinds of learning strategy used by students to achieve their goals in foreign language.

Skandari's, Behjat's and Kargar's work (2015) conducted the research entitled "An Investigation of Speaking Strategies Employed by Iranian EFL Students". The result indicated that sex and proficiency level had significant roles in the using metacognitive strategies, with females showing greater favor over this factor than males. Also, high proficient students revealed more interest in the same factor than intermediate and low level students.

Yunus (2013) conducted the research entitled "The use of indirect strategies in speaking: Scanning the MDAB students". The findings indicate that the use of the social strategies is higher and more significant compared to the metacognitive and affective strategies. Stronger use of social strategies was driven by academic, social and personal reasons while the inconsistent use of meta- cognitive and affective strategies were caused by low confidence and the problem to get help from good speakers.

Cabaysa and Baetiong (2010) conducted the research entitled "Language Learning Strategies of Students at Different Levels of Speaking Proficiency". The results indicate significant differences between groups in the level of frequency at which metacognitive strategies were used and at which strategies were orchestrated. These factors were shown to influence strategy use: achievement in school, attitudes towards speaking English, task at hand, subject area, topic of discourse, and teacher's techniques in allocating turns to speak and easing tension among learners asked to use the second language.

This research conducted in MAN Karanggede, Madrasah Aliyah Negeri (MAN) Karanggede is an Islamic Senior High School in Boyolali Regency. The English teaching in Islamic Senior High School of Karanggede is appropriate with the regulation from the Ministry of Education. The teacher taught all of skills that should be mastered by the students. The students have limitation to develop their speaking skill because they do not have a partner to speak English. Based on the consideration above MAN Karanggede make some regulation and activities that will help students easier to develop their skill.

Based on the observation class and documentation the researcher found two students which have good oral competent. The thing that make researcher interest to conduct 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 oral competent in learning English. The researcher also interest to analyze the theory of Oxford and Nyikos (1989) said that good language learners use a variety of learning strategies including cognitive strategies for associating new information with existing information in long term memory, metacognitive strategy for exercising, social strategies for interacting with others and managing discourse, affective strategies for directing feeling and compensation strategies using circumlocution in speaking and writing for overcoming deficiencies in knowledge of the language.

The objectives of the research are to identify learning strategies used by good oral competent students of MAN Karanggede., to analyze factors that contributes to the choice of learning strategies used by good oral competent students of MAN Karanggede, to identify the dominant strategies used by good oral competent students of MAN Karanggede and to identify the similarities and the differences of learning strategies used by good oral competent students of MAN Karanggede.

METHOD

In this research, the authors apply descriptive or explorative case study? The participants of this research is the eleventh grade students of Islamic Senior High School in Indonesia. The classification based on the observation class, teacher interview and documentation. The documentation is the form of students' certificate in speech contest. The students are one male and one female. The object of this research is learning strategies used by good oral competent students of MAN Karanggede. The data are collected from documentation, questionnaire, and interview and class observation. The question is Strategy Inventory Language Learning (SILL) questionnaire from Oxford (1990). The questionnaire was translated into Bahasa Indonesia in order to make students easier understand the questionnaire. The analyze is based on the mean score the result of questionnaire, high usage is from 3.5 to 5.0, medium usage is from 2.5 to 3.4 and Low usage is from 1.0 to 2.4. The data sources come from two students which have good oral competent.

The authors use some procedures in applying this method: observation the class to determine the fluent students, distribute the SILL questionnaire to good oral competent students, interview the good oral competent students based on the result of questionnaire. In this research the authors use triangulation to validate the data. Crotty (1998:42) defines 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. In this research, the researchers use triangulation data such as observation, questionnaire and interview. After all data are collected then the researcher classifies the data based on Oxford's learning strategy taxonomy.

This research applies the model of data analysis based on Miles and Huberman (1994: 12). The methods of data analysis called Interactive Model which is included four steps of analysis activity. First data collection is a form of analysis which is the researcher collects the data. Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcription. The next step is data display 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. The last is verification data it is making conclusion and suggestion based on the data analysis.

RESULTS AND DISCUSSION

This research aimed at explaining the learning strategy used by fluent oral competent students, the factors that contribute to the choice of learning strategy, the dominant strategy used by good oral competent students and the similarities and differences learning strategy used by good oral competent students. These are the analysis and discussion:

Types of Learning Strategies Used by two Good Oral Competent Students

The findings of the research show that good oral competent students apply six types of learning strategies proposed by Oxford (1990). The difference learning strategy used by good oral competent students is on frequency of use learning strategy. The researcher discusses the theory and the findings of the recent research whether or not both are having similarities or differences. It deals with four main issues; type of learning strategies used by good oral competent students, the factors that contribute to the choice of students, the dominant strategy used by good oral competent students and the similarities and differences learning strategy used by good oral competent students.

The finding of types of learning strategies used by good oral competent students in line with all research finding of previous research. The students apply all strategy proposed by Oxford, the differences is on the frequency of learning strategy used. The research finding of current research has contradicted with three previous finding of research about learning strategy in speaking skill. The finding of the research is contradict with Yunus (2013), he conduct a research about the use of indirect learning strategy in speaking skill. He just focuses on indirect strategy proposed by Oxford. The finding of the research shows that the use of the social strategy is the dominant and significant strategy in successful of speaking skill. The finding of the research also contradicts with Skandari et al (2015) show that the highest strategy used by students in speaking strategy is cognitive strategy. Cabaysa and Baetion (2010) the finding of the research show that the highest frequency used by students in speaking skill is metacognitive strategy.

The Factors that Contribute to the Choice of Learning Strategieis Used by Good Oral Competent Students

The factors are level of language learning proficiency, cognitive or learning style, attitude and motivation, personality and teacher influences. The finding of current study in line with the finding of the previous research finding from Yavuz (2014); Ghavannia et al (2011); Skandari et al (2015) that proficiency level becomes the factor that contribute to the choice of learning strategy. The next factor which influence learning strategy choices is attitude and motivation which in line with Afdaleni (2013); Ghavannia et al (2011) research. The third factors which contribute to the choice of learning strategy is teacher's influence the finding of the research in line with Afdaleni (2013); Cabaysa and Baetiong (2010).

The finding of the current research is contradicted with the finding of previous research that cognitive style and personality become the factors that influence learning strategy choice. The finding of the previous research does not discuss about cognitive strategy and personality as the factors of learning strategy use. The finding of current research supported the theory from Wen (1996) that character traits of extroverts are more suitable for language learning, because language as a communication tool plays its role most significantly when interpersonal communication takes place. Brown (1994) holds that cognitive style also known as learning style, refers to the way of cognitive process in which learners identify, handle, store and extract information and the orientation toward which learners seek to solve the problems.

The dominant learning strategy used by good oral competent students is compensation strategy

The finding of the current research is in line with previous research finding from Deneme (2008) that compensation strategy becomes the dominant strategy used by students. However, the finding of current research contradict with Zarei and Pour (2013) cognitive learning strategy become the most commonly used strategies used by successful idiom learners which useful in speaking and reading proficiency. Mutlu and Yavuz (2014) cognitive strategy become the most commonly used by upper intermediate and elementary students. Shabani (2015) metacognitive strategy used most frequently used by Iranian EFL learners. Afdaleni (2013) metacognitive strategy becomes the dominant strategy used by successful learners in reading comprehension. Altunay (2014) metacognitive strategy becomes the dominant strategy used by Turkish distance learners. Ghavamnia et al (2011) cognitive strategy becomes the dominant strategy used by Iranian EFL learners. The different dominant learning strategy is based on factor to the choice of learning strategy which has discussed in above. The finding of the research in line with Zarei and Pour (2013); Mutlu and Yavuz (2014); Altunay (2014); Ghavamnia et al (2011); Deneme (2008) that affective and social strategy become the lowest strategy used by the students. This contradicts with Shabani (2015) and Afdaleni (2013) research that memory becomes the lowest strategy used by the students.

The Similarities and Differences Learning Strategy Used by the Students

Two fluent oral competence students of MAN Karanggede have same similarities that are the highest mean score of learning strategy use is compensation strategy and the lowest mean score is social strategy. The second strategy which frequently used by student 1 is metacognitive strategy, but student 2 is memory strategy.

Table. 1
Descriptive Analysis of Language Learning Strategy Use by the Students

Mean Score	Memory	Cognitive	Compensation	Metacognitive	Affective	Social
Student 1	3.2	2.7	3.7	2.6	2.42	2.1
Level	High	Medium	High	Medium	Low	Low
Student 2	2.3	2.3	3.2	2.9	2.23	2.2
Level	Low	Medium	Medium	Medium	Low	Low

The table 1 shows the descriptive analysis of learning Strategy used by the students. Both of good oral competent students have highest score in compensation strategy. The lowest strategy is social strategy, which is the similarity. The differences is student 1 is more varieties in using learning strategy it can be seen from the table above that most of strategy in medium and high average level. Student 2 also applied all strategy but with low average level.

CONCLUSION

The types of learning strategies used by two good oral competent students of MAN Karanggede are almost the same. They applied six types of learning strategies proposed by Oxford namely memory strategy, cognitive strategy, compensation strategy, metacognitive strategy, affective strategy and social strategy. The different learning strategy is in the frequency of learning strategy used by students. It means that good language learners will apply more strategy because they have factors that contribute to the choice of learning strategy.

In this research, the author/s focuses on good oral competent students. To determine the level of the students, the author/s uses documentation and observation. The documentation comes from certificate which the students attained. The researcher also does observation the teaching and learning process in the class. From that the researcher has the data about good oral competent students of MAN Karanggede. For the next researcher, the author/s has suggestion to determine the object of the research based on specific test. In addition, it may more challenging if the next researchers make a comparison between high and low achievement students.

In this research the researcher focuses on speaking skill, for the next researchers can conduct the research with different skill. The next researcher can develop the research with different, method, subject and object of the research. This research may help the next researcher as additional references for further researchers in studying more about learning strategies. It can be used as a starting point to analyze the learning strategies in another aspect, subject, method and more. This research may have some weaknesses so further researcher is suggested better result. Hopefully, this research can be useful as the reference for other researchers who are interested to complete the research in different perspective.

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