

The Student's Strategies in Speaking English

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Abstract: Speaking is one of the most important skills to learn when learning a new language. It is important to find the best teaching strategy to help students learn the material. Many different ways to learn English can be used by students, and they need to be aware of this. The purpose of this study was to find out what strategies students use to learn English and to identify the factors that influence their choice of learning method. Participants in this study were students in the third semester of the English semester. The data was collected through questionnaires and interviews. The results show that English seminar students predominantly used learning strategies based on metacognitive, cognitive, and social influential strategies when learning to speak. Almost half of the students used taking notes (51.4%) as their most common strategy, while only (19.6%) of students used translating. On the other hand, the male student's strategy was cooperation (16.8%) and self-assertiveness. These learning strategies can be used to help the student achieve their learning goals.

Keywords: learning strategy, speaking, students

I. INTRODUCTION

Language is one of the most important tools used for communication in the world. It is used between countries all over the planet. Everyone needs to survive in their lives. Every person uses language to communicate, give information and knowledge, and express their ideas and thoughts throughout the world. Walija (1996) in Wibowo (2014) says that language is the most effective way to communicate an idea, message, intentions, feelings, and opinion to others. Language is an important part of human life, not just as a way to communicate with other people, but also as an essential part of our everyday lives.

English is an international language that is commonly used by all the countries in the world. In Indonesia, English is taught from preschool through to the university level. English is the most important language to learn for people looking to transfer knowledge, science, technology, art, and culture around the world. Susanto argues that English becomes increasingly popular and becomes one of the most important languages for understanding literature. The students should be familiar with language usage, but will not be able to use it effectively unless they practice it in everyday communication. Therefore, learning and practicing English is important for speaking in daily communication.

In order to be successful in English, you need to be good at listening, speaking, reading, and writing. The most important skill one can have is communication. Speaking English effectively is the key to success when learning the language. Ur (1999:120) believes that speaking is the most important skill of all four. This is why learning a foreign language is such a great interest for learners - it allows them to communicate in a new way. Richards (2002) says that a large percentage of the world's languages are learned by people in order to develop a good speaking ability. The English language is judged by the level of fluency or oral communication achieved.

Speaking also is one of the most important in our lives, because speaking or oral communication is necessary to use in daily activities. And it's generally done in face to face interaction, and communication. Through speaking, the people, can express their think and communicate with others. Richard (2008:19) asserts that the mastery of speaking skills in English is a priority for many language learners. It can be concluded that the function of speaking is to enable students to communicate in real communication and situation. In addition, according to Chaney (1998:13), speaking is the process of building and sharing meaning through the use of

verbal and nonverbal symbols in a variety of contexts. From the definitions, it means that speaking should improve the communicative skill of students, because only in that way the students can express themselves.

The study is about the ability to speak. Recently, a speaking study investigated strategies, methods, problems, and programs to improve student speaking. The previous research in the speaking area is divided into four sides. The first side of research on teaching speaking is summarized in papers by (Hui (2011), Efrizal (2012), Amrizal (2014), and Titi (2014)). The second side the exploration of strategy in language teaching (Aini (2010), Ma'arif (2014), Ismuwardani (2014), Rianjani (2014)) Thirdly, the research into using programs in speaking (Mowbray (2010), Nugrahani (2012), Sanusiputra (2012)).

The fourth side the research of the problems in speaking (Öztürk and Gürbüz (2014), Occhipinti, (2009), Alfauz (2013), Mahmoodzadeh, (2012), Niswati (2010), Ulfa (and Cheng, (2009)). From the previous research above, the researcher focused on fourth side about of the problems in speaking. The current research try to analyse the students' problems in speaking English daily language program.

Research along with previous research is current research that focuses on students' problems speaking English in the everyday language curriculum. Nowadays, many institutions in Indonesia, both religious and non-religious, try to help students learn English, not only in reading and writing, but also in speaking. According to Ur (1999: 120), all four skills are referred to as the most important skills. Therefore, speaking is a skill that students must learn when learning English. In addition, students can learn how to organize the idea and express the language in oral form with good pronunciation and emphasis. Speech mastery is the most important aspect of learning English and measuring success in terms of the ability to carry on a conversation in the language. Occasionally students have difficulty speaking English. Students are often afraid to say things in a foreign language. They are usually worried about making mistakes, anxious, or just plain shy about the attention their speech will get.

Based on the above explanation, this study attempted to answer these research questions as follows:

1. What kind of learning strategies do students use when speaking for academic lectures?
2. What factors influenced students to choose this learning strategy?

II. METHOD

This research was developed using a mixed-method. The mixed-method is a method that uses quantitative and qualitative methods to collect and analyze data for a study (Creswell and Clark, 2011). In the same way, Denscombe (2008) as cited in Ente (2017: 23) states that the mixed method is an alternative technique that mixed qualitative and quantitative approaches. Additionally, the fundamental of using mix method is to provide the answer to the research question clearly. In addition, the researcher collected the data quantitatively and qualitatively processed the data collection. Using quantitatively, the researcher identified the frequency of types of learning strategies in the form of numbers and percentages, and then clarified it using qualitatively based on the information from the interview session.

1. Setting of the research

This research was taken setting at Students' twelve grade in SMK Muhammadiyah 10 Kisaran Asahan District. Which has English students. The researcher is conducted at this place for the reason, because no one of the researchers did the observation in this situation before. It happens because of the location of this school far from city.

2. Data Collection and Analysis

The data from the questionnaire is used as primary data. The researchers used closed-ended questions and Likert scales. We then ordered the results of the students' responses according to the frequency of occurrence (never, rarely, sometimes, often and always). In the questionnaire, the students had to rate the question (SiO). With a question Contains student identities such as name, class, and gender. The questionnaire consisted of 19 numbers divided into three learning strategies. The list of questionnaires was taken from Oxford, Rebecca L. & Nyikos, Martha (1989) and reviewed by researchers. In the questionnaire, researchers present some activities used by students to demonstrate their learning strategies. When conducting an interview session, researchers will provide a list of questions in English and Indonesian. This is intended to make it easier for participants to answer their questions. Participants take 46 minutes to interview. In this case, the tools needed for the interview are a voice recording and a list of questions. However, the procedure for analyzing the data is as follows: Classification, researchers distribute questionnaires to students. The researcher then categorizes the data based on the student's answers to the research questions. Next, the researchers identified the questionnaire results related to the type of learning strategy of $P = f/n \times 100\%$ using descriptive percentages. The researchers then organize the survey data by grouping the responses according to the survey questions. After reviewing the interview data transcripts, we will organize the data transcripts in terms of different learning strategies. The last step is to report

the arguments found in the data. The researcher fills in the results of the questionnaire and interview session and the results are reported in the survey results.

III. RESULTS AND DISCUSSION

This section provides an explanation and analysis of the results of strategic use studies by students at the SMK Muhammadiyah 10 Kisaran. The data will be presented according to the survey questions.

Metacognitive strategy

The results of the metacognitive strategy showed a clear response from the participants. It has always been frequent and has been for some time. In general, most students have always used self-control as a strategy. 46.7% of students preferred self-control to learn this latter process. also 37.3% frequently used self-assessment in the English class listed as number 5. 41.1% of students sometimes used organizational planning as a strategy, which number 4 shows.

No	Learning strategies	Frekuensi				
		Never	Seldom	Sometime	Often	Always
1	Try to find opportunities to speak with others as much as possible			34.5%	23.3%	42%
2	I notice my mistake in speaking English			28.9%	24.2%	46.7%
3	I try to concentrate on someone who speak English			27.1%	32.7%	40.1%
4	I arrange my schedule to improve my speaking skill			41.1%	33.6%	25.2%
5	I check my progress in learning to speak and try to evaluate myself			26.1%	37.3%	36.4%

Cognitive Strategy

According to O'Malley and Chamot (1990), cognitive strategy focused on the transformation and manipulation of materials or tasks. Repetition, resource acquisition, grouping, translation, reasoning, deduction, summarization, notes, keyword methods, and refinement were examples of cognitive strategies. The questionnaire submitted 10 statements offering a variety of activities based on learning strategies. According to the above data, the students gave different answers. 51.4% of students always used notes in their language lessons. It was mentioned in number 8. However, for other statements, the answers varied, with 41% of students responding frequently. The revised strategy used is indicated by the number 1 learning strategy. In addition, in other statements, there were 47.6% of students who occasionally opted for refinement. With a given statement of cognitive strategy. It was mentioned in number 10.

Table 2. The results of cognitive strategies by students

No.	Learning Strategies	Frequency				
		Never	Seldom	Sometime	Often	Always
1	I try to practice my speaking like Native English speakers			33.6%	41%	25.2%
2	I read English passage in books or the internet to acquire the material of Speaking			42%	34.5%	23.3%
3	I try to predict the meaning of English words in sentences and divide it into parts that are understandable			41%	36.4%	22.4%
4	When I perform in the classroom I use my mother tongue if I forget the vocabulary in English			42.9%	37.3%	19.6%

5	If I do not know of an English word, I use word or phrase that means the same thing			25.2%	33.6%	41%
6	I try to listen to the English speaker and identify the English Pattern			43.9%	34.5%	21.4%
7	When I read or hear an related to English, I always make summaries			26.1%	32.7%	41%
8	I try to write a new vocabulary by making a note in my book			22.4%	26.1%	51.4%
9	I try to write a new I remember new vocabulary or phrase by identifying a familiar					
10	I try to elaborate on the new information with other concepts I try to elaborate on the			47.6%	27.1%	25.2%

Socially Influential Strategies

Socially compelling techniques, according to O'Malley and Chamot (1990), are those that focus on social reflection with others. The issue of clarification and participation exemplified a socially effective methodology. The survey provided four explanations for a variety of exercises based on learning methodologies.

No.	Learning Strategies	Frequency				
		Never	Seldom	Sometime	Often	Always
1	I ask someone to speak slowly when I cannot catch the meaning of English Sentences			43.9%	34.5%	21.4%
2	I ask someone to correct my mistake in Speaking			25.2%	33.6%	41%
3	If I do not understand the materials, I ask some question to my friends			39.2%	35.5%	25.2%
4	When I feel nervous to speak English in front of the class, some of my friends try to make me calm Down			24.2%	27.1%	48.5%

The results in the table show that students generally used learning strategies during their learning activities. For example, in the fourth statement, 48.5% of students were always cooperating to support the lesson. But for the other statements, like the

first statement, the answers varied. There were 43.9% of students who occasionally used questions to clarify their learning strategies in English-speaking classes.

IV. CONCLUSION

Students must learn the skill of speaking in English. Speaking allows students to share their ideas with others. This is consistent with Bygate (1991), who discovered that speaking as a skill has two components: the ability to generate it and the ability to interact with it. Speakers can produce oral language in a variety of ways using specific devices that make it easier to speak as a production skill. Conversely, dialogue is a skill that enables the speaker and listener to be effective communicators by doing the following: You want to say it in a way that your interlocutor can understand. As a result, students must come up with ideas and strategies to help them learn English. Furthermore, learning strategies are the strategies that students use to support and support one another. This is supported by learning strategies used by students to improve their learning, such as Oxford (1990). Students have taken concrete steps to make learning easier, faster, more comfortable, voluntary, and effective, as well as to transition to newer situations. However, there were numerous ways for students to apply their learning strategies. These learning strategies can be chosen based on the opportunity and the student's learning objectives. Furthermore, students used a variety of learning strategies to teach English. In this study, English students used a variety of O'Malley and Chamot-related learning strategies (1990). These included metacognitive, cognitive, and social-emotional strategies. Each strategy in is divided into subcategories.

Recommendation

For the first, this study provides students with information on learning strategies that they can apply when teaching English. Students must select learning strategies that will help them improve their speaking skills, particularly in academic speaking. Second, this study suggests that instructors recognize the importance of learning strategies in helping students achieve their learning objectives. The instructor must be aware. Because students have varying abilities to comprehend and comprehend lessons, various learning strategies can be employed to acquire knowledge. As a result, teachers must find the best teaching techniques to keep students engaged in class. Third, the following researchers were involved in this study: writing, reading, and class listening. Future researchers will be aware that there were numerous learning strategies from various professionals that could be improved.

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