

An Analysis of Language Learning Strategies of Speaking Used By Successful And Unsuccessful Students of Semester III English Department of IAIN Sultan Thaha Saifuddin Jambi.

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Abstrak: Artikel ini ditulis untuk menjelaskan: (1) strategi belajar bahasa yang digunakan oleh siswa yang sukses dalam speaking. (2) strategi belajar bahasa yang digunakan oleh siswa yang tidak sukses dalam speaking. (3) cara siswa yang sukses dalam menggunakan strategi belajar bahasa dalam speaking. (4) cara siswa yang tidak sukses dalam menggunakan strategi belajar bahasa dalam speaking. Penelitian ini merupakan penelitian deskriptif. Data dikumpulkan melalui tes berbicara, angket dalam bentuk strategi inventori belajar bahasa, wawancara dan observasi. Temuan penelitian menunjukkan bahwa siswa yang sukses dalam speaking menggunakan strategi belajar cognitive, compensation, metacognitive, and social. Mereka telah menggunakan strategi belajar tersebut dengan benar berdasarkan sub indikator setiap strategi. Namun, sebagian dari mereka belum mengaplikasikannya dengan cara yang benar di speaking III. Kemudian strategi belajar berbicara yang digunakan oleh siswa yang tidak sukses adalah memory, metacognitive and affective. Mereka telah mengaplikasikan strategi-strategi belajar tersebut dan beberapa mahasiswa tidak melakukannya dengan cara yang benar.

Keywords : *Strategy, Successful, Unsuccessful, Speaking.*

Introductions

If the students want to be successful in speaking, they should be aware of language learning strategies because by the language learning strategies should be organized, planned, monitored and evaluated in their own learning in order to improve their speaking. According to some scholars (Wenden and Rubin 1987; O'Malley and Chamot 1990; Oxford 1990) who states that language learning strategies refer to approaches or techniques that learners use to enhance their progress in developing L2 skills. To go deeper, Oxford (1990:1) defines: "learning strategies are specific action taken by the students to enhance their own

learning easier, faster, more enjoyable, more self-indirect, more effective and more transferable to new situation". In Oxford systems (1990) language learning strategies are divided into two main classes; first is direct strategies, it refers to language learning strategies that are directly used in target language. It consists of three groups; they are memory, cognitive and compensation strategies. Second is indirect strategies, it refers to language learning strategies that are indirectly used in target language. It consists of three groups; they are metacognitive, affective and social strategies.

Based on the phenomena in teaching and learning process of speaking at third semester students of IAIN Sultan Thaha Saifuddin Jambi,

it seems that most of students were not active to speak in the classroom; they still had problems in speaking. First problem is the students were difficult to share their ideas during discussion with their lecturer or their friends. The researcher had asked the students why they were not eager to speak in English. Some of them answered that they have insufficient vocabulary to start talking or to interact with others and they found it uneasy to pronounce the vocabulary correctly and fluently. Because of this, they got shyness: to try to say things in English. Consequently, the students tends to use their mother tongue in the classroom.

Second problem is they were not confident to speak in English. The confidence to speak is a prominent factor for students because it gives great contribution to the student's achievement during speaking performance. On other hand, the researcher found that from the students who had high confidence, they were not nervous; they were able to perform their speaking although they have some mistakes in structure or grammar. Furthermore, the researcher also found that the students had lack of confidence; they could not perform their speaking well until they finish in speaking activities and they would stop to speak English especially when they talked with their friends. In short, the confidence is an important factor to support the students during speaking performance.

Third problem is the students had low motivation to speak in English. It can be seen from the students, when the lecturer had asked to speak to the students, only limited numbers of them who wanted to

respond and the other most of them were kept silent. From the students' point of view, the researcher had asked the students why they had low motivation to speak in English. Some of them answered that they were afraid when they made mistakes in producing words or sentences during speaking because their friends laughed at them. Then, they were fear of making mistakes. This situation made the students discomfort to use English during speaking in the classroom. As the result, it was influenced their motivations to speak in English.

Fourth problem is some of students were reluctant to speak English. It can be seen that the students were reluctant to speak English inside and outside of classroom. Inside of the classroom, it was found that some students were reluctant to speak English because they felt anxiety too much when they wanted to say something in English because they were nervous and fear what they said was wrong. In addition, the students unwilling to practice and to use the language in real situation, they focused on the usage and the grammar of the language too much before speaking. On the other hand, the other students stated that they would speak English in the class if the lecturer had asked them to speak English. In this case, the students wanted to speak if the lecturer gave turn-taking to them.

Meanwhile, in outside of the classroom, the researcher had asked the students why they were reluctant to speak English. Some students answered that when they used English in real situation with other students and interlocutor wanted to give positive responding by using English, then they would continue

their conversation in English. But, when they did not get positive responding from their friends or interlocutors; they had to stop using English and changing to Indonesia language. The other friends as interlocutors said that it was not comfortable to use English outside of the classroom because they thought knowing English better than others and they did not want to say as arrogant people by using English in communications. Then, the interlocutor responded in Indonesia language. Consequently, from these factors made the students have fewer opportunities to speak English in classroom and outside classroom.

Related to successful and unsuccessful students in speaking, the students should be aware of language learning strategies. In fact, a great number of the students still ignore about their language learning strategies for speaking. It should be considered by the students if they want to improve their speaking; they have to have the language learning strategies for speaking. Without those strategies, they will have difficulties in improving their speaking.

In line with university education level context, language learning strategies were thought to be essentially for the students to achieve the purposes of the education. By applying good language learning strategies, students should hopefully manage, arrange, monitor, and evaluate their own learning. As the goal, this condition can lead students to be independent learning. In addition, language learning strategies are good tools for students to solve the problems they found during the process of learning in speaking. By the language learning strategies the

students can directly maintain their topic in daily conversation, as it was difficult for them to arrange theme in their speaking. Since students can value their motive to speak, they also can decide to start or end the conversation briefly. In particular, language learning strategies can be applied by the students to improve their speaking.

Many experts classified the language learning strategies of speaking into some points. According to Huang and Naerssen in Griffiths (2008:219) learning strategies for speaking divided into three classes, First are formal practices such as such as listening to and doing pattern drills, listening in order to improve pronunciation, memorizing and reciting texts, imitation, re-telling stories, reading aloud, and reading in order to learn vocabulary items or grammatical structures which can be used when speaking. Second is functional practice such as using language for communication, thinking or talking to oneself, and using listening or reading to provide models for speaking. Third is monitoring such as paying attention to the use of linguistic forms and modifying language responses.

Similarly, language learning strategies for speaking purposed by Anderson (in Henkel, 2005:764) there are four language learning strategies can be useful for speaking and all those strategies directly involve the target language. One of those strategies are not paying much attention to grammatical or to pronunciations, it is known that this strategy is useful for the students in learning speaking because mostly language learners when they speak up put much attention to grammatical

feature. Consequently, when they made grammatical error during speaking; they felt not confidence and afraid about those mistakes.

Different from them by previous experts the language learning strategies of speaking have been divides into two main classes by Oxford (1990:16). She divided into two groups; they are direct strategies and indirect strategies. In direct strategies, it consists of three groups; they are memory, cognitive and compensation strategies. Meanwhile, in indirect strategies, it consists of three groups; they are metacognitive, affective and social strategies.

To this condition, there were some language learners are successful and the others are unsuccessful. By knowing language learners strategies in speaking used by successful students, the unsuccessful students in speaking they would know the information what and how the successful students successes especially about the language learning strategies used by successful one. Therefore, the researcher was interested the analysis of language learning strategies of speaking used by successful and unsuccessful semester III students of IAIN Sultan Thaha Saifuddin Jambi. This article is aimed at finding out:

1. To find out the language learning strategies of speaking skills used by successful students at semester III English Department of IAIN Sultan Thaha Saifuddin Jambi.
2. To find out the language learning strategies of speaking used by unsuccessful students at semester III English Department of IAIN Sultan Thaha Saifuddin Jambi .
3. To find out the ways successful students used the language

learning strategies for speaking at semester III English Department of IAIN Sultan Thaha Saifuddin Jambi.

4. To find out the ways unsuccessful students used the language learning strategies for speaking at semester III English Department of IAIN Sultan Thaha Saifuddin Jambi.

Method of the Research

This research was descriptive research, it is aimed to describe what language learning strategies of speaking used by successful and unsuccessful students in speaking and how they used it. The participants of the research were 64 students of semester III English department of IAIN Sultan Thaha Saifuddin Jambi. The research instruments used in the study were speaking test, questionnaires, interview and observation. Speaking test was used to know the successful and unsuccessful students in speaking. Questionnaires in the study was SILL (*Strategy Inventory for Language Learning*) used to know the language learning strategies in speaking. Interview was used to know the ways the successful and successful students used the language learning strategies of speaking. Observation was done to know the real activities of language learning strategies of speaking in the classroom.

In analyzing the data, first is speaking test. It was done to know the successful students in speaking based on their score in speaking test at the interval of 21-25, and unsuccessful students in speaking with interval at the interval of 0-10. Second is questionnaire, it was done to know what the language learning

strategies of speaking used by successful and unsuccessful students in speaking. It was done by using Linkert-Scale as purposed by Sudijono (2005) in order to find out means score each item of strategy used by successful and unsuccessful students. They were *Always* (5), *Often* (4), *Sometimes* (3), *Rarely* (2), and *Never* (1). Moreover, after knowing the mean scores of each strategy group, the researcher focused on the strategy group with mean score >3.50 in order to find out the certain strategies used by successful and unsuccessful students in language learning strategies of speaking. On the other hand, on the observation and interview, the researcher was analyzed to them by using five steps of analyzing qualitative data suggested by Gay (2009: 307) they are as the following: Data managing, Reading and Memoing, Description, Classification and Interpretation.

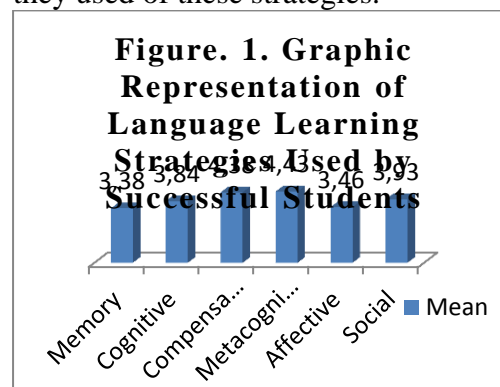
Findings and Discussions

In this part, there were the finding about the language learning strategies of speaking used by successful and unsuccessful students in speaking and the ways they used the language learning strategies of speaking.

1. The language learning strategies of speaking used by successful students of semester III of IAIN Sultan Thaha Saifuddin Jambi.

There were eight language students that have been categorized as successful students in speaking; those who got the score in speaking test at the interval of 21-25. Based on the responses of the questionnaires given to successful students in speaking about the language learning

strategies of speaking, it was found that the successful students have used a number of language learning strategies of speaking. Figure 1 shows that eight successful students in speaking responses to language learning strategies based on the mean score each part of the strategies. Hence, to find out certain strategies used by the students, the researcher focused on the strategies which were mean score >3.50 . It indicates that they used of these strategies.

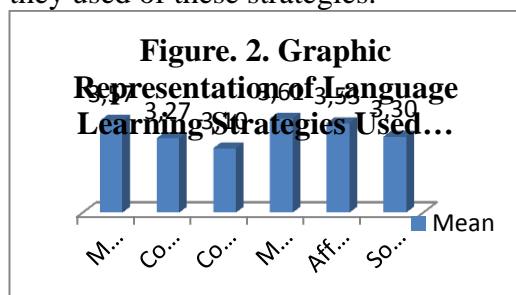


Based on the figure 1 above, it can be seen that the language learning strategies used by successful students in speaking are cognitive, compensation, metacognitive, and social. This finding was supported by early finding Goh, C. M. & Foong K. p (1997), Jiang, X H & Fu, K. H. (1998), Al-Buainain (2010) who found that the successful learner in University level reported most often used the metacognitive, compensation, social and cognitive. However, this finding was contrastive from findings that found in previous research done by Baighlou and Gerami (2011) they found that successful Iranian EFL students used a wider range of learning strategies and different from those often preferred by their unsuccessful peers. The former often used metacognitive strategies while the latter tended to use surface level

cognitive strategies used by successful students.

2. The language learning strategies of speaking used by unsuccessful students of semester III of IAIN Sultan Thaha Saifuddin Jambi.

There were ten language students that have been categorized as unsuccessful students in speaking; those who got the score in speaking test at the interval of 0-10. Based on the responses of the questionnaires given to unsuccessful students in speaking about the language learning strategies of speaking, it was found that the unsuccessful students have used a number of language learning strategies of speaking. Figure 2 shows that ten unsuccessful students in speaking responses to language learning strategies based on the mean score each part of the strategies. Hence, to find out certain strategies used by the students, the researcher focused on the strategies which were mean score >3.50. It indicates that they used of these strategies.



Based on the figure 2 above, it can be seen that the language learning strategies used by unsuccessful students in speaking are memory, metacognitive and affective. This finding was consisted with previous finding Goh, C. M. & Foong K. p (1997), Jiang, X H & Fu,

K. H. (1998), Al-Buainain (2010) they found that the unsuccessful learner in University level reported most often used the memory, metacognitive and affective. This finding was different with finding by Teo, Chatupote and Qingquan (2009) they found that the unsuccessful students used compensation strategies signcantly more frequently than their successful counterparts in the Chinese EFL Learning Context.

3. The ways the successful students used the language learning strategies of speaking

The interview was done in order to see how the successful students used the language learning strategies for speaking. Hence, the researcher interviewed the result of questionnaires which mean scores >3.50 each strategy. Based on the analysis first research question, it was found that among six groups' strategies, four strategies with mean scores >3.50 used by successful students in language learning strategies of speaking; they are cognitive, compensation, metacognitive and social.

Firstly is cognitive strategy, it was found that the ways successful students used this strategy through using resources for receiving & sending messages, formally practicing with sounds and writing systems, practicing naturalistically, recognizing and using formulas & patterns and recombining. The ways the successful students used these strategies, it can be seen on the table 1 below:

Table 1. The descriptions of the successful students use cognitive strategy

No	Strategies	Descriptions
1	Using resources for receiving & sending messages	The students used the non print resources such as watching English movies or English TV program and listened English radio program.
2	Formally practicing with sounds and writing systems.	The students always practicing, using dictionary, using speaking text and using tape recorder.
3	Practicing naturalistically	The students tried to use their English in real conversation with peers or family in every day and they used technology (internet).
4	Recognizing and using formulas & patterns	The students practiced English expression and they tried to use their English in the classroom and out of the classroom.
5	Recombining	The students made short story, poems, reading aloud, did practicing and they combined word, phrase or sentences that they have known before into more longer expression without think too much on the appropriate grammatical rule of them.

Secondly is compensation strategy, it was found that the ways the successful students used the compensation based on the sub indicators of compensation strategy. They are coining words, using a

circumlocution or synonym, using mime or gesture, and adjusting or approximating the messages. Table 2 shows that the ways the successful students use the strategies.

Table 2. The descriptions of the successful students use compensation strategy

No	Strategies	Descriptions
1	Coining words	The students coined the words or phrases when they can not find appropriate vocabularies during speaking. They changed it with another words that easy to understand.
2	Using a circumlocution or synonym	The successful students used a circumlocution or synonym in speaking. They used this strategy by finding the synonym of vocabularies or phrases.
3	Using mime or gesture	The students moved their hands, or showing their expression to say something, paid attention to audience or their peer in the classroom of speaking.
4	Adjusting or approximating the messages	The students knowing the first and the last sentences of the text, did reference to get the meaning of vocabularies or sentences.

Thirdly is metacognitive strategy, it was found that the ways the successful students used this strategy based on the sub indicators

of metacognitive. They are self-monitoring, self-evaluating, organizing, setting goals & objectives, over viewing & linking with already known material, paying attention, seeking practice opportunities. The ways the successful students use these strategies; it can be seen on the table 3 below:

Table 3. The descriptions of the successful students use metacognitive strategy

No	Strategies	Descriptions
1	Self monitoring	The students monitored the mistakes and introspecting.
2	Self-evaluating	The students evaluated themselves about their speaking in English, tried to see the previous semester mark as the consequence they hoped that for the next semester become better.
3	Organizing	The students made the schedule in learning English, the students created conducive physical environment and find out place and specific requirement for speaking activities
4	Setting goals & objectives	The students made short-term goals and long term goals.
5	Over viewing & linking with already known material	The students joined English club at campus, invited their friends to talk in English or participating in conversation inside

		classroom or outside classroom, using technology (internet), students previewed the basic principle or materials for the facing upcoming speaking tasks and linking these with what already know.
6	Paying attention	The students did directed attention and selective attention
7	seeking practice opportunities	The students did seeking practice opportunities by inviting their friends to speak English. And using the internet.

The last is social strategy, it was found that the ways the successful students used this strategy based on the sub indicators of compensation strategy. They are cooperating with peers, asking for correction, becoming aware of others' thought, cooperating with proficient users of the new language, and developing cultural understanding. The ways the successful students use these strategies; it can be seen on the table 4 below:

Table 4. The descriptions of the successful students use social strategy

No	Strategies	Descriptions
1	Cooperating with peers	The students made an agreement each other to practice their English, the students used the internet, joining English club.

2	Asking for correction	The students asked to the friends and lecturer to clarify the pronunciation,
3	Becoming aware of others' thought	The students asked questions in English when they not understood about speaking materials.
4	Cooperating with proficient users of the new language	The students tried to find required advice at more proficient language users even teacher or friends; asking to the lecturer or friends when they finding unfamiliar words and clarifying their pronunciation if they were mistakes during speaking.
5	Developing cultural understanding	The students read a lots English novel, English magazines and watched English movies and also listened the English radio programs.

4. The ways the unsuccessful students used the language learning strategies of speaking

The interview was done in order to support the result of the questionnaires and to see how the unsuccessful students used the language learning strategies for speaking. Then, the researcher

interviewed the result of questionnaires which mean scores >3.50 each strategy group. Based on the analysis second research question, it was found that from six groups' strategies, the unsuccessful students used three language learning strategies of speaking they are memory, metacognitive and affective which mean scores >3.50.

First is memory, it was found that the ways the successful students used this strategy based on the sub indicators of memory. They are placing new words into a context and structured reviewing. The ways the unsuccessful students use these strategies; it can be seen on the table 5 below:

Table 5. The descriptions of the unsuccessful students use memory strategy

No	Strategies	Descriptions
1	Placing new words into context .	The students wrote a new English word in their note and they tried to put it into their own sentences in order to remember it.
2	Structured reviewing	The students reviewed the lesson after class, The students remembered the speaking materials especially about speaking task that has given by the lecturer, the students memorized the topics which will present in oral presentation in the front of the classroom such as making dialogue or role play.

The second strategy used by unsuccessful students was metacognitive. The ways the

successful students used this strategy based on the sub indicators of metacognitive. They are self-evaluating, self-monitoring, organizing, paying attention, setting goals & objectives. The ways the unsuccessful students use these strategies; it can be seen on the table 6 below:

Table 6. The descriptions of the unsuccessful students use metacognitive strategy

No	Strategies	Descriptions
1	Self-evaluating.	The students evaluated their speaking progress especially relating to their mistakes in pronunciations, fluency, and accuracy. The students looking their friends who able speak in English; they tried to learn and pray, the students evaluated the previous speaking mark.
2	Self-monitoring.	The monitored their mistakes when they tried to speak in English in front of the classroom
3	Organizing.	The students made the schedule in learning English, they did it when they got speaking task from lecturer, they wrote it in a note then learnt and memorized the speaking task that has given by lecturer especially memorizing the dialogue or role play games.

4	Paying attention.	The students listening and looking to the speaker who has good in speaking and ignored everything that can be disturbing their attention.
5	Setting goals & objectives.	The students increasing the vocabulary in target language through memorizing it, the students using short-term goals such as memorizing the speaking task; dialogues, role play games in a week.

The last strategy used by unsuccessful students was affective. The ways the successful students used this strategy based on the sub indicators of affective. They are using progressive relation, deep breathing or mediation, discussing felling with someone else, listening to your body, writing language learning diary and taking risk wisely. The ways the successful students use these strategies; it can be seen on the table 7 below:

Table 7. The descriptions of the unsuccessful students uses affective strategy

No	Strategies	Descriptions
1	Using progressive relation, deep breathing or mediation	The students used progressive relation, laughing and deep breathing before performing their speaking.
2	Discussing felling with	The students telling their feeling toward learning English at

	someone else	campus and telling about their problems to the friends
3	Listening to the body	The students using progressive relation, deep breathing, trying to calm down and making positive statement when the lecturer asked them to talk in English in front of the classroom.
4	Writing language learning diary	The students writing their feeling toward learning English at campus, they wrote their feelings or their problems in the their diary book or wrote it in their laptop.
5	Taking risk wisely	The students tried to positive thinking when speaking in the classroom and looking their friends who has good in English especially good in speaking.

Conclusions

Based on the research finding above that was done for semester III English students at IAIN Sultan Thaha Saifuddin Jambi, it could be concluded that:

1. The language learning strategies of speaking used by successful students in speaking were cognitive, compensation, metacognitive and social.
2. The language learning strategies of speaking used by unsuccessful students in speaking were memory, metacognitive, and affective strategies.
3. The ways the successful students in speaking used the language learning strategies of speaking. It was based on the sub

indicators each part of strategy that they used in language learning strategies of speaking.

4. The ways the unsuccessful students in speaking used the language learning strategies of speaking. It was based on the sub indicators each part of strategy that they used in language learning strategies of speaking.

Suggestions

1. Since both the successful and unsuccessful students in speaking at this semester not all the language learning strategies of speaking employed, it is suggested to the students to raise awareness of the broad range of language learning strategy options for speaking available to them and apply language learning strategies into correct ways in order to increase speaking English.
2. It is suggested to the others researchers do same research with larger respondents by modifying certain strategy where necessary in order to cover strategies that the students might use but not just language learning strategy proposed by Oxford but the other experts can be used.
3. It is suggested to the others researches in collecting the data by using other technique in language learning strategies of speaking such as using diaries or think aloud which will be a useful way of gaining more insights into the strategy use.
4. In this study, the researcher focused only language learning strategies of speaking. It is suggested to the future

researchers to conduct the researcher on different skills.

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