JUNIOR HIGH SCHOOL STUDENTS' LEARNING STRATEGIES AND THEIR ACHIEVEMENT IN SPEAKING: A CASE STUDY AT SMP NEGERI 3 PADANG PANJANG

Yanita Rahmadeni[1], Zul Amri[2], Aryuliva Adnan[3]

English Department

FBS State University of Padang

email: yanitarahmadeni21@yahoo.com

Abstrak

Penelitian ini bertujuan untuk melihat tipe strategi belajar yang paling banyak digunakan oleh siswa. Selain itu, penelitian ini juga bertujuan untuk melihat bagaimana kemampuan bahasa Inggris siswa melalui strategi belajar yang mereka terapkan dalam belajar. Metode penelitian deskriptif digunakan dalam penelitian ini yang melibatkan 50 siswa kelas 8 SMP Negeri 3 Padang Panjang sebagai sumber data penelitian. Angket digunakan dalam penelitian ini untuk mengumpulkan informasi mengenai strategi belajar siswa. Data dari angket dianalisa untuk mengetahui strategi yang paling banyak digunakan siswa. Kemudian data tersebut dibandingkan dengan nilai siswa untuk melihat kemampuan siswa dalam berbicara bahasa Inggris melalui strategi yang digunakan. Hasil penelitian ini memperlihatkan bahwa sebagian besar siswa memilih metacognitive strategi sebagai strategi yang mereka gunakan dalam belajar. Selain itu, dari analisa nilai siswa, sebagian besar siswa yang mendapatkan nilai tertinggi dalam berbicara bahasa Inggris menggunakan metacognitive strategi dalam belajar. Melalui metacognitive strategi, siswa dimudahkan untuk mengevaluasi kemampuan mereka sehingga mereka dapat mengetahui apa yang harus mereka tingkatkan dan bagaimana mereka meningkatkan belajar mereka.

Key Words: learning strategies, learning strategies for speaking, learning achievement

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[1] Student of English Language Teaching Program of FBS UNP graduated on September 2013

[2] Advisor, Lecturer in Faculty of Languages and Arts, State University of Padang

[3] Co-Advisor, Lecturer in Faculty of Languages and Arts, State University of Padang

A. Introduction

In Indonesia, English is one of the main subjects of final test of junior and senior high school. For this reason, English becomes one of the important subjects to be mastered by students at schools. One of the skills of language is speaking. One of the skills of language is speaking. Speaking skill is taught to students to make them capable to communicate correctly.

In order to have good ability in speaking, the students should have time to practice their English. Lindsay and Knight (2006:60) say that "learners need to practice speaking in wide range of context." In fact, participating actively in the classroom is a big deal for some students. They find that speaking English is something difficult. For instance, some students have low participation in speaking activity in the classroom. It means that they loose their opportunity to practice their speaking skill which may cause poor speaking skill.

Facing difficulties in learning speaking English is a common thing. The most important thing is how the students deal with such problem. Cohen (1998:66) states that language learning will be easier if the students become more aware of possible strategies that can be selected during learning and using language. He also believes that the students' language skill can be improved by themselves when they become more aware of what helps them to learn the language they are studying most efficiently.

After observing some students in SMP N 3 Padang Panjang, some of them have low participation in speaking activity in the classroom. The students' less participation in the classroom caused the students' low achievement in speaking. On the other hand, some of the students were active in speaking activity in the classroom. They also have good achievement in speaking. They believed that what they have done in learning would help them enhance their achievement in speaking. It means that some of the students in this school have found strategies that helped them in learning English.

There are many kinds of strategies in learning that might be used by the students to make their speaking more fluent, such as by listening to English song, watching English movie, practicing with their friends, etc. The students can choose some strategies based on their need. The strategies used by the students in learning are intended to help the students in learning, especially in speaking.

Moreover, the nature of learning strategies has been tried to define by some experts. Oxford (1990:1) defines learning strategies as step used by the students to improve their own learning. Besides, Nunan (1999:171) defines that "learning strategies are the mental and communicative procedures learners use in order to learn and use language." Then, there are also some experts who say that learning strategy give big effect on learning. This statement is proposed by Lindsay and Knight's idea (2006:6-12), Mendelsohn (cited in Cane 2008:55), Furthermore, Li (2010:858). They state that learning strategies is one of factors that can be used to enhance the students own language learning. The students'

performance can be improved by using a number of strategies. Wenden and Rubin (cited in Pineda 2010:96) say that language learning strategies are plans, routines, and operations that are used by the learners in facilitating the obtaining, storage, retrieval, and use of information.

There are some learning strategies that can be applied by the students in learning. The two major groups of learning strategies, direct strategies and indirect strategies are proposed by Oxford (1990). Direct strategies consist of memory strategies, cognitive strategies, and compensation strategies. Meanwhile, indirect strategies are classified into metacognitive strategies, affective strategies, and social strategies. Based on the two groups of learning strategies, there are some learning strategies for learning speaking. They can be seen in the following table 1

Table 1. Language Learning Strategies for Speaking classified by oxford (1990)

Groups of Strategies	Types of Learning Strategies	Learning Strategies for Speaking
Direct Strategies	Memory Strategies	a. Creating mental linkages (Placing new words into a context) b. Applying images and sounds (Representing sounds) c. Reviewing well (structured reviewing) d. Employing action (Using memory strategies for retrieval is memory strategies under using mechanical techniques)
	Cognitive Strategies	a. Practicing (repetition, formally practicing with sounds and writing systems, recognizing and using formulas and patterns, recombining, practicing naturalistically) b. Receiving and sending messages (Using resources for receiving and sending messages) c. Analyzing and reasoning (Reasoning deductively, translating, transferring)
	Compensation Strategies	a. Switching to the mother tongue (using the mother tongue for an expression without translating it) b. Getting help (asking someone for help in a conversation by hesitating or explicitly asking for the missing expression) c. Using mime or gesture d. Avoiding communication partially or totally e. Selecting the topic f. Adjusting or approximating the message g. Coining words h. Using a circumlocution or synonym

Indirect Strategies	Metacognitive Strategies	a. Centering the learning (overviewing and linking already known material, attention involves directed attention and selected attention, delaying speech production to focus on listening) b. Arranging and planning the learning (Finding out about language learning, Organizing, Setting goals and objectives, Identifying the purpose of a language task, Planning for a language task, Seeking practice opportunity) c. Evaluating the learning (self-monitoring, self-evaluating)

The learning strategies are used in the learning in order to increase the students' achievement in learning. Learning achievement is about how success the learner can master the materials of the learning object. In the dictionary, achievement is about a thing that has been done successfully. Algarabel and Dasi (2001:44) explain achievement as the results of many intellectual and nonintellectual variables. They also believe that sometimes the achievement is characterized by the degree of inference required on the part of the student to give a response. Betoret (2011:475) explains that learning achievement is about the marks obtained by the students in an individual test undertaken to evaluate their theoretical knowledge of the subject matter being taught. Besides, Suwanarak (2012:4) defines learning achievement as the students' self ratings and their grades given by the English teacher.

At school, learning result is showed in mark (grade) in all of lesson that is given by the teacher. So these marks are symbol of the students' learning achievement. In speaking, the students' achievement in speaking is about the students' ability to express their idea or communicate with people correctly and accurately. In short, the students' achievement in speaking is about the students' successfulness in learning speaking. Moreover, speaking achievement is also about the students result in learning English.

Based on the explanation above, this study was conducted in order to see kinds of learning strategies used by the students in SMP N 3 Padang Panjang. This study analyzed the learning strategies used by the students in learning English speaking. In addition, this study was also done to see the students' achievement in speaking by applying the learning strategies. By knowing the students' learning strategies, it is hoped that this research will give valuable contribution for the teacher to find teaching strategies that are suitable with the students' learning strategies.

B. Research Method

This research was a descriptive research since its purpose was to describe the students' learning strategies in learning and their achievement in speaking. According to Gay (2009:275), a descriptive research is a research that determines and describes the way things are. Gay also says that descriptive research is helpful for examining a variety of educational problems and issue.

In this research, the population was 8 grade students of SMP Negeri 3 Padang Panjang. Meanwhile, the sample of the research was students of 8/1 and 8/4 consisting of best students and average students. These two classes were chosen to see the differences of the learning strategies used by different student.

Instruments of the research were questionnaire and the students' speaking score. The questionnaire used in this research was *Strategy Inventory for Language Learning (SILL)* developed by Oxford (in Oxford 1990: 293-300). SILL consists of 50 questions related to types of learning strategies. After administering the questionnaire to the students, the students' speaking score were collected from the teacher. The score was got from the oral examinations. The speaking score used was the accumulation of the daily examination scores of each unit since the teacher did not give the teacher a final examination on speaking.

The data of the questionnaire were analyzed by using two formulas. In order to see the kinds of strategies used by each student in learning, the results of the questionnaire were analyzed using a formula by Gay (2009:307).

$$\overline{X} = \sum X / N$$

Where:

$\overline{X}$　　　= Mean score

$\sum X$　　= the sum of all score

N　　= Total number of questions

The strategy that has the highest score was indicated as a strategy mostly used by a student. Then, the results were analyzed by using percentage to see the strategy which was mostly used by all the students. The percentage formula is as follow:

$$p = \frac{f}{N} \times 100\%$$

Where:

P: percentage

F: Frequency of answer (total respondents who answer an item)

N: Total respondents

After classifying, the data was interpreted to get general conclusion. The strategy that has the highest score was indicated as a strategy mostly used by the students. Then, the results were compared with the students' achievement in speaking to see which strategies give better contributions in enhancing the students' achievement in speaking.

C. Discussion

1. Learning Strategies Types

The following tables are the percentage for questionnaire results of both classes.

Table 2. Average Percentage of All Students' Learning Strategies

Types of Strategies	Frequency	Percentage
Memory	3	6%
Cognitive	1	2%
Compensation	6	12%
Metacognitive	20	40%
Affective	12	24%
Social	2	4%
Memory/Affective	1	2%
Memory/Metacognitive	1	2%
Compensation/Affective	2	4%
Affective/Social	2	4%
Total	50	100%

a. Memory Strategies

From the table 2 above, it is shown that from the 2 classes of 8 grade, there was about 6% of the students used memory strategies in learning speaking. As stated by Pawapatcharaudom (2007:16) some research shows that language students rarely use memory strategies even though these strategies can be powerful contributors to language learning. She believes that the students are unaware of how often they actually do employ memory strategies. However, it might be that students simply do not use memory strategies very much, especially beyond elementary levels of language learning.

b. Cognitive Strategies

From the table 2 above, it can be seen that there was 1 student of 50 students used cognitive strategies. The low percentage of cognitive strategies may be caused the learners do not realize the important of practice. As stated by Pawapatcharaudom (2007:15) language learners do not always realize how

essential practice is. Potential practice opportunities are often missed during class because one person performs while the others sit at rest.

c. Compensation Strategies

From the table 2 below, there was about 12% of 8/1 and 8/4 students used compensation strategies learning speaking. Through compensation strategies the learners can guess the meaning when they do not know new words and expression. Al Buainain (2010) states that compensation strategies enable the students to make up for missing knowledge in the process of comprehending or producing the target language. For example, the students use gestures when they have difficulty in producing the language.

d. Metacognitive Strategies

From the table 2 above, there was about 40% of the students used metacognitive strategies in learning speaking. The result of this study also have the same finding with study done by Cabaissa and Baetiong (2010) that shows metacognitive strategies as the strategies mostly used by the students. The students need to manage their learning processes and indicate that they were in control of focusing and evaluating their own learning behaviours in order to get good learning achievement. Metacognitive strategies lead the students to evaluate their performance so that they would know what and how to improve.

e. Affective Strategies

The table 2 above shows that 24% of the students, 12 of 50 students, used affective strategies. In order to achieve a success, the learners need to manage their emotion and motivation level. The finding is supported by Cabayssa and Baetiong's statement (2010) that describes through the strategy of self-talk; the learners assure themselves that they are capable of handling a task. As a result they are able to lower a high affective filter which prevents the processing of language input for later use during language production.

f. Social Strategies

The table 2 illustrates that there were 2 students of 50 students used social strategies. The finding is supported by Li (2010) who explains that social strategies mainly concerns interaction with other people. He believes that these strategies are found more popular with ESL learners, who have much more opportunity to use the language or have access to the native speakers than EFL learners. This research was conducted in Padang Panjang, a city of Indonesia, in which English is a foreign language there. It caused the students less opportunity to use the language with the native speakers.

g. Memory/Affective Strategies and Memory/Metacognitive Strategies

The table 2 explains that from 50 students of both 8/1 and 8/4 class, there was about 2% of the students mostly used both memory and affective strategies.

Besides, from the table 2 below, it can bee seen that there was one student used memory and metacognitive strategies mostly in learning speaking. It means there was only 2% of 50 students used these strategies.

h. Compensation/Affective Strategies and Affective/Social Strategies

From the table 2 above, there was about 4% of the students used both compensation and affective strategies mostly. Besides, the table 2 shows that 4% of 50 students mostly used affective and social strategies.

2. Students' Achievement in Speaking

Table 3. The Percentage of the Students Score on Speaking and the Learning Strategies Used

Types of Strategies	65-69	Percentage	70-80	Percentage	81-90	Percentage
Memory	2	4%	1	2%	0	0%
Cognitive	0	0%	1	2%	0	0%
Compensation	3	6%	1	2%	2	4%
Metacognitive	6	12%	8	16%	6	12%
Affective	5	10%	7	14%	0	0%
Social	1	2%	1	2%	0	0%
Memory/Affective	0	0%	0	0%	1	2%
Memory/Metacognitive	0	0%	1	2%	0	0%
Compensation/Affective	0	0%	2	4%	0	0%
Affective Social	0	0%	1	2%	1	2%
Total	17	34%	23	46%	10	20%

In the term of the students' score in speaking (*see table 3)*; based on the score given by the teacher, it is found that most of the students who get high score in speaking use metacognitive strategies in learning. The data shows that 6 of 50 students who use metacognitive strategies get high score. Besides, the data also shows that most of the students who get medium score also use metacognitive strategies. In learning, the students need to evaluate their self in order to improve their performance. By applying metacognitive strategies, the students will know what need to be improved on their performance. Besides, through metacognitive strategies, the students can evaluate how successful learning has been after

working on language on some ways. By evaluating their self, the learners are able to know which part should be improved on their learning.

Unfortunately, the data also explains that most of the students who get low score also use metacognitive strategies in learning. Sometimes, the students have problems in monitoring their errors in learning realistically. Too much self evaluation can make the students become traumatized when they make errors. It means that the students who used metacognitive strategies and got low score have problems in monitoring their learning. It seems that they evaluated their self too much. It made them become traumatized and afraid of making mistakes in learning. Their feeling caused their low participations in the classroom. They lose their chance to practice their English. Furthermore, it caused their low achievement in speaking

D. Conclusions and Suggestions

Based on the research findings, it was found that the type learning strategies that mostly used by the student is metacognitive strategies. According to the data found, most of students of 8/1 and 8/4 classes realize that metacognitive strategies are type of strategies that they often use in learning English. The last type of strategies was cognitive strategies which might be caused the learners do not realize the essential of practice. Moreover, memory/affective and memory/metacognitive strategies are also in the last place. Meanwhile, from the students score on speaking, it is found that most of the students who get high score apply metacognitive strategies in learning. Through metacognitive strategies, the students are lead to evaluate their performance, so that they will know what and how to improve their learning. Unfortunately, most of the students who got low score also used metacognitive strategies in learning. It means that these students have problems in monitoring their learning. They too much evaluated their self that made them become traumatized and afraid of making mistakes in learning. It caused their low participations in the classroom and lose their chance to practice their English. Moreover, it caused their low achievement in speaking.

Based on the research conducted, there are some suggestions that can be proposed to the teachers and the students. It is suggested for each language teacher to discover the language learning strategies of their students and help them balance the strategies used by the students based on the students need and preference. The teacher should adapt the teaching strategies with the students learning strategies to enhance the students' achievement in learning. For the students it self, they should know what strategies that can help them in learning. The students should be able to choose strategies they need in learning and analyze which strategies give better effect on their own learning.

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