



AN ANALYSIS OF SPEAKING LEARNING STRATEGIES USED BY PROFICIENT LEARNER OF ENGLISH LANGUAGE AND LITERATURE DEPARTMENT IN UNIVERSITAS NEGERI PADANG

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Abstract

Penelitian ini merupakan penelitian deskriptif kuantitatif yang bertujuan untuk mendeskripsikan penggunaan strategi yang digunakan oleh mahasiswa cerdas yang mendapatkan nilai A. Populasi penelitian ini adalah mahasiswa Jurusan Bahasa dan Sastra Inggris tahun masuk 2016 Fakultas Bahasa dan Seni, Universitas Negeri Padang. Ada 47 mahasiswa bahasa Inggris yang sudah mengambil mata kuliah speaking 2 yang dipilih sebagai sampel dalam penelitian ini dengan menggunakan teknik purposive sampling. Siswa diminta untuk mengisi angket SILLR yang dikembangkan oleh Rebecca L. Oxford. Data dikumpulkan melalui instrument angket. Angket yang digunakan terdapat 30 pertanyaan dengan 4 opsi jawaban. Data penelitian ini berupa jawaban mahasiswa untuk angket yang telah dibagikan. Dari penelitian ini ditemukan bahwa mahasiswa dominan menggunakan afektif strategi dengan rata-rata 4.8 level tinggi. Metakognitif strategi juga mendapatkan hasil level tinggi dengan rata-rata 4.6. Berikut adalah level medium pada kognitif strategi dengan rata-rata 2.9, social strategi dengan rata-rata 2.8, kompensasi strategi dengan rata-rata 2.74 dan memori strategi dengan rata-rata 2.70. Jadi dapat disimpulkan bahwa afektif strategi adalah strategi yang dominan digunakan oleh mahasiswa cerdas yang mendapat nilai A di jurusan bahasa Inggris.

Key words: *Berbicara, Strategi Belajar, Mahasiswa Cerdas*

INTRODUCTION

Zul Amri (2013) Speaking is one language skill that must be mastered by the students besides listening, reading, and writing. English is the foremost medium of international communication at present in science,

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technology, culture, and some others across the world. It has become the preferred language for academic discussion as most scholars face. Some literatures then need to be read and published in English. Bailey (2005:2) says that speaking is producing systematic verbal utterances to convey meaning. So it can be understood that speaking is someone's ability to deliver a meaningful message, to express ideas or to say what someone feels and thinks about something orally. In the other word it can be said that speaking is an ability that helps people to express their thoughts and social behavior verbally. Nunan and Brown (in Mairi, 2008:8), speaking is to say words orally, to communicate as by talking, to make a request, and to make a speech also speaking as an interactive process of making meaning that includes producing, receiving, and processing information. In the other word it can be said that speaking is an ability that helps people to express their thoughts and social behavior verbally. In term of speaking process, it is said that speaking is an oral language that can be both one way and two way communication of delivering meaning that involves producing, receiving, and processing information.

Speaking is the way of communicating ideas and messages orally. If we want to encourage students to communicate in English, we should use the language in real communication and ask them to do the same process. Richard (2006:11) stated that in the traditional methods, the speaking skill was ignored in the classrooms where the emphasis was on reading and writing skills. For example, in The Grammar-Translation method, reading and writing were the important skills and speaking and listening skills were not of great significance. There are some problems for speaking skill that teachers can come across in helping. In term of speaking components, according to Harris (in Mairi, 2008:15), there are five components that influence someone's speaking ability, generally in the analysis of the speech process:

a. Pronunciation

Pronunciation or the way a word is spoken is necessarily important in speaking English. As the matter of fact, especially for the foreign language (FL) learner of English, many Indonesian students find it really hard because it takes much time and effort to learn it. It also includes the segmental features of vocals and consonants also stress or intonation. Thus, pronunciation is an important component of speaking skill so that the listener is able to receive the meaning correctly. He also explains that pronunciation can be defined as the manner on how someone utters a word that includes five main areas of difficulty, such as pronunciation of individual sounds, sentence stress, rhythm which is important to keep up the flow of the language, word stress which is related to the condition given to particular words in an utterance and intonation which can be thought as the melody of the language according to the context and meanings of the communication.

b. Grammar

In linguistics, grammar is the set of logical and structural rules that arrange the composition of sentences, phrases, and words in any given natural language. By understanding and having knowledge about grammar rules, someone can produce correct sentences in speaking according to its grammatical use. Correct grammar may be an indication that the speaker is an educated person understanding the rule of the spoken language, while grammar errors show that the speaker does not understand the mechanics of the spoken language. In short, to have grammatically correct sentences, the speakers must know the usual structure used in English so that they can speak English well. Also, the speakers are demanded to understand that the end purpose of grammar is communication of thoughts and ideas through language. If they do not understand, then the whole point of communication is lost. Consequently, it cannot reach what it means by speaking in delivering meaningful message.

c. Vocabulary

Vocabulary is a very important component in speaking. It is very important to communicate to others and understand what one is talking about. One cannot use the language without having knowledge about vocabulary of that language. Besides, without knowing words, someone would not be able to speak smoothly. He also explains that vocabulary itself includes four factors. The first one is the meanings of words. The second one is how the words are used by studying words in context of speaking. The third one is, root words, prefixes, and suffixes. Last, analogies that compare two pairs of word and choosing the pair that go together as speaking. In short, it can also be said that vocabulary is the total number of words which establish a language. The more words the speaker knows, the more ways he can use to think about things and express himself in order to communicate successfully.

d. Fluency

Fluency is the smoothness or flow with which sounds, syllables, words, and phrases are said when speaking. To speak fluently is very important when relaying information through communication. The more disfluent the speech is, the more difficult it is for the speaker and the interlocutor or listener to engage in a conversation effectively. Just like grammar and vocabulary, fluency in speaking is a signal of a learned and well educated EFL learner. Fluency helps the speaker conveys his ideas, communicate his thoughts to others, convince, and even impress with a clear speech and confident. For further understanding about fluency, it is to be discussed in a specified sub chapter after this discussion.

e. Comprehension

Comprehension is a deciding factor of whether the message is understandable or not between the speaker and the listener. If the listener understands about what the speaker is talking about, the communication between them can run well. This component is essential to speaking since speaking is all about delivering message. In short, speaking is an ability to

express ideas, thought, and feelings in oral by applying verbal exchange between the speaker and the interlocutor. Moreover, it is clearly known that both those components and skills are positively demanded for students to have in order to be able to communicate well.

Faerch Claus and Casper (in Witantri, 2010: 37) state that learning strategy is the way of learners to master linguistic and sociolinguistic competence in the target language. It means that all language learners will do these kinds of acts consciously or unconsciously when facing the new language. They will use it when processing the new information and performing tasks in the language classroom. This is because language classroom looks like a problem solving environment where students get new input and sometimes complicated tasks given by the instructors, so that they need to find the quickest and simplest way to do what are instructed to them. Rhoda Koenig (2010: 53) defines that learning strategy is the techniques or devices which are used by learners to obtain the knowledge. Generally, it can be concluded that learning strategies are specific actions taken by the learners in order to make their learning simpler, more effective, more comfortable, more self-directed and more flexible to new situations. After all, it can be concluded that learner will use learning strategies whether consciously or unconsciously when they process new information and doing tasks in the language classroom. In addition, it is important for learners to find the easiest way to do hard tasks and new input given by their facilitators and it can be described just like a problem-solving environment. Surely, this struggle that then is known as language learning strategies.

Hismanoglu (in Witantri, 2010:40) releases that there are some classification of language learning strategies defined by many scholars, like O' Malley , Rubin, Oxford, and Stern. Oxford (1990:32) states that the aim of language learning strategies use is to develop learners' communicative competence. In Oxford's system, there are six groups which are divided from two main classes, direct and indirect strategies. She states that those direct strategies are divided into memory, cognitive and compensation strategies require mental processing of the language. The next main strategies are indirect strategies which are divided into metacognitive, affective and social strategies. Indirect strategies provide support for language learning by employing different strategies such as focusing, arranging, evaluating, seeking opportunities, and lowering anxiety.

Salashour (2013) have explored proficiency based on the marks awarded from rating scale and feedback on rating collected from teachers and experts. Moreover, Adripen (2012: 20) explain that to get mutual grade, lecturer should use guidance grade from 0 till 100 that conversed into mutual alphabet. Salashour (2013) proficient learner students are those who achieve a goal. In campus, a proficient learner would be students who get high marks and good grades. They tend to be well organized, with good time management skills. This is why they turn in neat and tidy work on time. They also tend to be well-behaved, adjusting well to the classroom environment and participating enthusiastically in classroom discussions. A

Proficient Learner student can be considered as good language learner. From the numerous descriptions about good language learners characteristics stated previous, there is no doubt to conclude that the good language learners applied language learning strategies deliberately and effectively, has good academic which reflected on their language achievement, and high intelligence quotient to support their language learning process.

B. RESEARCH METHOD

The researcher used quantitative research. In addition, Gay (2000:8) describes that quantitative research methods are based on the collecting and analyzing the numeric data like questionnaire, test, etc. From these notions, quantitative descriptive research is set by a researcher in order to collect a data in order to rejoin an analysis about the focus of the study. The population of this research was the educational students of English Department registered in Academic Year of 2016. They selected because they had already learned *Speaking 1* and *Speaking 2*. There were four classes for educational students and two classes for non-educational classes. Totally there were six classes and there are totally 148 students.

Gay, Geoffrey and Airasian (2009:115) define that small group of participant purposely selected from research context; participants provide detailed data about themselves and life in context. Students had took purposive as a sample. Those classes consisted of 47 students; all of them have passed *Speaking 2* course and they were available for investigation. In this research, purposive non probability sampling applied to analyze the language learning strategies used by proficient learner students of English Education Departments. This sampling technique gained the sample by choosing a part of the population deliberately (Gay, 2009:147). In addition, the technique selects means sample who were purposively selected in the study (Gay, 2009:147).

The present study attempts to determine the level usage of language learning strategies used by proficient learner students of English Language and Literature of UNP registered in 2016/2017 academic year. In collecting the data, the researcher administered the questionnaire. According to Sugiyono (in Mairi, 2008:87), questionnaire as one of techniques data analysis that is done by giving a group of written questions or statements to the respondents to be answered. Thus, using questionnaire was suitable for this research to gain the data about language learning strategies that used by 47 participants of the study.

The researcher used Strategy Inventory of Language Learner (SILL) arranged by Rebecca L. Oxford (1990). This form of Strategy Inventory for Language Learning (SILL) is for students of English as a second or foreign language. This questionnaire was divided into five parts. Each of them represents the different classification of language learning strategies, are memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies. In order

to calculating the questionnaire, Likert Scale used in order to give score and measure the questionnaire. Gay (2000:169) describes that Likert Scale is aimed at asking individual to respond to a series of question or statement. This such ask to respondent to choose one answer of the statement such as *selalu (SL)*, *Sering (SR)*, *Jarang (JR)*, *Tidak Pernah (TP)*.

In analyzing the data, the researcher used descriptive analysis. In this technique, there are several steps that should be followed were: the first, selecting the data. The researcher collected the data by distributing the questionnaire to the respondent. The second classified the data based on the departments of the respondent. The third, the researcher analyzed the data by using Likert scale of the answer made by the students. Likert Scale is aimed at asking individual to respond to a series of question or statement (Gay, 2000:173). The fourth, tabulating data was done by moving the scale of each item into table. The fifth, counted the level usage and interpreting the data. In order to find the level usage of the language learning strategies used by proficient learners, the researcher compared the result of mean's score of each strategy with rating qualities of Oxford (1990: 300):

Table 1
Rating Qualities about the Language Learning Strategies

Rating Qualities	Interpretation
3.5 – 5.0	High usage
2.5 – 3.4	Medium usage
1.0 – 2.4	Low usage

C. RESULT AND DISCUSSION

1) Finding

This research was conducted to the third semester students of English Education Department of UNP in 2016/2017 academic year. The data were taken by using questionnaire that was distributed to the students' achievement students of English Education Departments from October 30th 2017 to November 10th 2017 to all 47 respondents. The general profile and calculation of the students' responses on the questionnaire is shown in the following table:

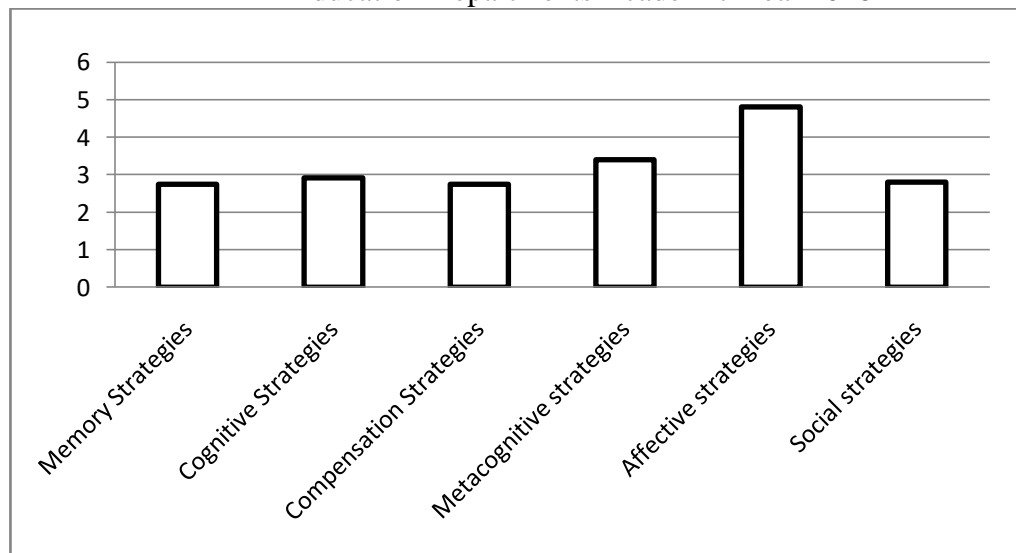
Table 2
Result of Speaking Strategies Used by Proficient Learners of English Education Department Academic Year 2016

No	Language Learning Strategies	Total Score	Mean Score	Level of Usage
1	Memory Strategies	128.8	2.740	Medium
2	Cognitive Strategies	137.6	2.92	Medium
3	Compensation Strategies	129.2	2.748	Medium
4	Metacognitive Strategies	131.	4.6	High

5	Affective Strategies	137.4	4.8	High
6	Social Strategies	132	2.8	Medium
Amount		796	20.6	
Means Score			3.43	<i>Medium</i>

Based on the table above, the means score of speaking strategies is 3.43 or in medium usage. More specific, the following Schema shows the general view of speaking strategies used by Proficient Learner students in English Education Department:

Figure 1
General View of Speaking Strategies by Proficient Learners of English Education Departments Academic Year 2016



Based on the Schema above, it is known that affective strategies got the highest usage level, 4.8. The next strategy that was mostly used by the students was metacognitive strategies, 4.6. On the third rank, the cognitive strategies were used by 2.92 usage levels of the respondents of the study. The next language learning strategy was social strategies which had 2.8 usage levels.

The compensation strategies were used by 2.74 usage levels of the students, as the fifth rank strategy. The last rank strategy was memory strategy, 2.7 usage level. In short, the students from English Education Department of UNP use speaking strategies in high and medium usage levels from six kinds of speaking strategies in their Speaking II subject.

2) Discussion

Based on data finding, it is found that the students of English Education Departments of UNP registered in 2016/2017 academic year used speaking strategies in medium usage level with means score 3.43. Furthermore, there are six language learning strategies used by Proficient Learner students based on the usage level, namely: metacognitive strategies, compensation strategies,

social strategies, memory strategies, affective strategies, and cognitive strategies.

Considering the students' response of the strategies, it could be concluded that affective strategies is the most useful strategy for students in speaking English. Affective strategy is a strategy that serves to regulate emotions, motivation, and attitudes (e.g., strategies for reduction of anxiety and for self-encouragement). Oxford (1990: 140) emphasizes that affective strategies can help students to gain control over language learning factors. These strategies consist of: (1) lowering the anxiety, (2) encourage the own-self, and (3) taking the emotional temperature.

The lowest rank of usage level of speaking strategies used by Proficient Learner students in English Education Departments is memory strategies. Memory strategies are used by English Education Departments in medium usage with mean score of students' response, 2.7 usage level. Besides, the researcher also got data from Focus Group Discussion that the proficient learners were answered the questions from affective strategies. They fight their worried to English. They tried to speak English as they can do everyday. They got motivation into their heart to learn English, such as go to Movie Theater to watch Western movie every week, Speak English with the lecturers, friends, and family. They really enjoyed to discuss every question that the researcher given. In conclusion, the students of English Education Departments registered in 2016/2017 academic year used six classifications of speaking strategies into their learning English process in medium usage level.

D. CONCLUSION AND SUGGESTIONS

The present study attempts to investigate the usage level of the use of speaking strategies among the Proficient Learner students in English Education Department in UNP. As the result show, the mean score of speaking strategies was 3.43. Hence, the students in English Education Department of UNP registered in 2016/ 2017 academic year use speaking strategies in medium usage level. The most strategies that used by proficient learners in English Education Department of UNP registered in 2016/2017 academic year is affective strategies with mean score 4.80 in high usage level.

There are some suggestions for research which are aimed for English Department students and people who have interested in speaking learning strategies. For the students Since the research revealed that speaking strategies give some contributions to learners who use it into learning process. Based on the result of this research, among six types of language learning strategies, affective strategies contribute the most effective strategies to the students in speaking English. It is strongly suggested for the students to use affective strategies such as paying attention when someone is speaking English, trying to find out how to be a better learner of English, and thinking about the progress in learning English in order to easy in learning English.

To the lecturers of English subject in English Education Department should facilitate the students to use six types of language learning strategies. And for the next researcher, it could be additional knowledge and information

in doing a research about the use of language learning strategies for the next researcher. Besides, for the one who wants to conduct the similar research, the use of speaking strategies can be describe in another population of the research in order to get more comprehensive result of study.

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