

AN ANALYSIS ON STUDENTS' LEARNING STRATEGIES IN ENGLISH SPEAKING CLASS AT THE SECOND SEMESTER OF BATANGHARI UNIVERSITY
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Abstract

Speaking class is a danger class for some students. They have their own reasons for this case. They afraid and feel unconfident to speak in class, but they must enter the class and mastery this skill so, they have different characteristics, thoughts, and the own problem solving. At here, they must have strategy to achieve their goals. The aim of this study is to know about the students' learning strategies in speaking class at the second semester of Batanghari University, academic year 2015/2016. In this study, a descriptive qualitative method was used. The study employed total sampling; they are the whole of the second semester of English students of FKIP Jambi Batanghari University academic year 2015/2016. The result of this study is the students used more than one strategy in English Speaking class, namely: memory strategy, cognitive strategy, compensation strategy, affective strategy, and social strategy.

Keywords: Students' Learning Strategies, English Speaking Class.

1. INTRODUCTION

Learning a foreign language is extremely important today, especially English. As an international language, currently English language learning has been incorporated into the curriculum and has been taught at every level at school or university. That's why students need to have strategy in learning especially in speaking skill. Speaking is the way to communicate each other. The researcher realizes that learning English strategy is very important to help them in learning, without it they could not develop their knowledge that transferred from the lecturer.

Everyone have different characteristics, thoughts, and have their own problem solving. So, in learning, every student surely has their own strategy. Especially in speaking English, sometimes student feel shy if should speak in front of the class because afraid, and they felt that their vocabulary and grammar mastery were still weak.

Darmansyah (2011:21) defines learning strategies is the strategy of the organization, delivery and management of a variety of learning resources to support a successful learning fun and effective. To most people, mastering the art of speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of ability to carry out a conversation in the language.

Learning strategies are the conscious thoughts and actions that learners take in order to achieve a learning goal. Strategic learners have metacognitive knowledge about their own thinking and learning approaches, a good understanding of what a task entails, and the ability to orchestrate the strategies that best meet both the task demands and their own learning strengths, Chamot, (2004:14).

There are some definitions of language learning strategies. Waden and Rubin in Jonas (2005:104) define language learning strategies as any set of operation, steps, and plans, routines used by the learner to facilitate the obtaining, storage, retrieval, and use of information. Richard and Plat in Hismanoglu (2000) state that language learning strategies are intentional behavior and thought used by learners during learning so as to better help them understand, learn or remember new information.

In addition Oxford in Jonas (2005: 104) defines language learning strategies as specific

action, behaviors, steps, or techniques that students (often intentionally use to improve their progress in developing second language skills.

Since the amount of information to be processed by language learners is high in language classroom, learners use different language learning strategies in performing the task and performing the new input they face. Language learning strategies are good indicators of how learners approach tasks or problems encountered during the process of language learning. According to Fedderholdt (1997:1) in Hismanoglu (2000), the language learner capable of using a wide variety of language learning strategies appropriately can improve their language skills in a better way. Metacognitive strategies improve organization of learning time, self-monitoring, and self-evaluation. Cognitive strategies include using previous knowledge to help solve new problems. Socio affective strategies include asking native speakers to correct their pronunciation, or asking a classmate to work together on a particular language problem. Developing skills in three areas, such as metacognitive, cognitive, and socio affective can help the language learner independence and autonomy whereby they can take control of their own learning.

a. Types of Language Learning Strategies

According to Oxford in Griffiths (2004:4) learning strategies classifies into two ways there are *direct and indirect strategies*. The direct strategies are the learners use the strategies when they are processing of language. *Direct strategies* concludes three strategies, there are; *memory, cognitive, and compensation strategies*. Then *indirect strategies* can be divided as *metacognitive, affective, and social strategies*.

All direct strategies require mental processing of the language, but the three groups of direct strategies (memory, cognitive, and compensation) do this processing and for different purpose. Memory strategies, such as grouping or using imagery have highly specific function: helping students store and retrieve new information. Cognitive strategies, such as summarizing or reasoning deductively, enable learners to understand and produce new language by many different means. Compensation strategies, like guessing or using synonyms, allow learners to use the language despite their gaps in knowledge (Oxford, 1990: 37)

Indirect strategies are divided into metacognitive, affective, and social. Metacognitive strategies allow learners to control their own cognition - that is, to coordinate the learning process by using function such as centering, arranging, planning and evaluating. Affective strategies help to regulate emotions, motivations, and attitudes. Social strategies help students learn through interaction with others (Oxford, 1990: 135).

All these strategies to support when they are processing of language learning and it can be helpful for all for language skills: listening, speaking, reading and writing.

b. Speaking

According to Hornby in Despi (2010) speaking is making use words in an ordinary voice, uttering words, knowing and being able to use language; expressing one in words; making speech. While the skill is the ability to make use of words or a language to express oneself in an ordinary voice. In short, the speaking skill is the ability to perform the linguistics knowledge in actual communication. The ability functions to express our ideas, feeling, thoughts, and need orally.

Speaking is also one of the language arts that are most frequently used by people all over the world. The art of speaking is very complex. It requires the simultaneous use of the number of abilities which often develop at different rates. Generally, there are at least five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, fluency, Syakur (1987:3).

Many university English programs will include speech as either an integral part of the curriculum or, at the very least, an elective option. Teachers assigned to teach a speech class may be given guidelines regarding overall course objectives; however, the specific aims, content, methodology and assessment procedures often will be at the teacher's discretion. Few teachers have specialized training or background in the area of public speaking

and rhetoric. Consequently, many teachers, although making genuine attempts to include a strong oral component to their course, omit to cover some of the key elements that a designated speech course demands (Hooper, 2005).

Sometimes spoken language is easy to perform, but in some cases it is difficult (Brown, 2001: 270). In order that they can carry out the successful speaking, they have to fulfill some characteristics of successful speaking activity such as giving much time or opportunity to the students to speak as often as possible. Allocating as much time as possible to students talking can help create the best environment for oral activities.

Getting students to speak in class can sometimes be extremely easy. In a good class atmosphere, students who get on with each other, and whose English is at an appropriate level, will often participate freely and enthusiastically if teacher get them a suitable topic and task. However, at other times, it is not so easy to get students going.

Many the classroom speaking activities which are currently in use fall at or near the communicative end of the communication continuum.

The aim of this study is to know about the students' learning strategies in speaking class at the second semester of Batanghari University, academic year 2015/2016.

2. METHOD OF THE RESEARCH

a. Research Design

This research conducted in descriptive qualitative design. It gave the situational description that happened at second semester students at Batanghari University in academic year 2015/2016 about students' learning strategies in English Speaking Class which is described qualitatively. The data is collected in the form of interview.

b. Population and Sample

This research used *probability random sampling* as the technique of the sampling that provide equal opportunities for every element (member) of the population to be chosen as member of sample. It is said random sampling because the taking member of sample from population was randomly without regard to existing strata in the population, Sugiyono (2012: 82).

Ten students of the second semester in English Program at FKIP Batanghari University academic year of 2015/2016 are choosing as participant of this research. It supported by Gay as quoted Umar (2013: 79) that the minimum size of sample in descriptive research was 20% from population. Total of the second semester English students in Batanghari University is fifty (50) students, twenty percent from which is ten.

c. Research Instrument

This research used *semi structure interviews*. This type of interview is included in the category *in-depth interview*, which in practice more freely when compared with structured interviews. Purpose of this type of interview is to find problems more openly, where participants are invited interview were asked opinions, and ideas. In conducting interviews, researchers need to listen carefully and noted suggested by informants (Sugiyono, 2010: 73).

The interview is needed to gain data about the students' learning strategies in English Speaking class. This instrument is used to analyze the students' learning strategies that they use in English speaking class.

Tabel 1. Specification of Interview

No .	Variable	Analysis Object	Indicators	Items Number	Instrument	Data Source
1.	Students' learning strategies in English Speaking Class of second semester at Batanghari University.	Students' learning strategies in English Speaking Class of second	- Memory strategies - Cognitive strategies - Compensation strategies - Metacognitive	5 and 6 7 and 8 9 and 10 11, 12, and	Interview sheet	Second semester students of English Speaking class at Batanghari

		semester at Batanghari University.	strategies - Affective strategies - Social strategies	13 14 and 15 16, 17, 18, and 19		University.
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Source: Arikunto, (2010: 206) *Prosedur Penelitian: Suatu Pendekatan Praktik*

d. Technique of Analysis the Data

After gathering the data by using instruments stated above, the researcher analysis the data by using the procedure as follows :

1. Listen back the recording of interview carefully.
2. Write back the recording as a whole (make transcripts / verbatim).
3. Read every result of interview carefully and intensively.
4. Identify the students’ learning strategies that students use during learning n English speaking class.
5. In English speaking class. Participants who use learning strategies will be coded with P1, P2, P3, and so on until P10.
6. Explain the students’ learning strategies in English speaking class descriptively in finding and discussion.
7. Finally, conclusion and suggestion will be drawn.

3. FINDING AND DISCUSSION

In this research, the theory about learning strategy that being reference of this research is from Oxford. Where in that theory Oxford define that learning strategies divided into two, that are direct strategies and indirect strategies. In direct strategies there are three kinds of strategies namely; memory strategies, cognitive strategies and compensation strategies. Indirect strategies there are three strategies too namely; metacognitive strategies, affective strategies and social strategies.

All students who become participants in this research actually unconsciously using all learning strategies that available, but basically the participants more predominantly use only one or two learning strategies. The rest, other strategies that using by participants only use to support the most dominant strategy when the participants learning in speaking class.

However, there are interesting in this research, in which this research found that a participant who used more than one learning strategies available then this participant also turned out to have other learning strategies outside of the learning strategies that being reference of this research. The participant used memory strategies, cognitive strategies, compensation strategies, affective strategies and in addition practice strategies. In which this practice strategies is one of the learning strategies contained in the theory that stated by Stern in 1975. Whereas in this learning strategies participant should have great desire to practice the language is being learned.

Based on interviews, researcher found the learning strategies that applied in English speaking class by second semester students at Batanghari University academic year 2015/2016.

Based on interviews result for three meetings with every students that were being participants in this research, the learning strategies by students in English speaking class namely : Memory strategies, Compensation strategies, Cognitive strategies, Affective strategies, Social strategies and Practice strategies. There are some students that used same strategies and some are not. The students that have using only one learning strategies just three people and some that combine more of one learning strategies as many as seven people. The students who used only one learning strategies such as memory strategies or social strategies, while those used more than one learning strategies that was by combine many strategies such as combination of compensation, affective and social strategies or it could be a combination of memory and affective strategies. There will be described more clearly by explanation in the description of each of these strategies.

Memory Strategies, the first learning strategies that used by student from the ten of

students who become participants in this research, as many as two students who used the same learning strategies those are memory strategies. Student with code P8 applied learning strategies by notice the new vocabulary which will then be memorized to be used when in a conversation. While students with code P9 implemented learning strategies by making the concept first from of what will be said later memorized before starting to speak. It could be concluded that the student with code P8 used memory strategies with the way grouping and placing new words. Then for student with code P9 used memory strategies with the way experience of previous learning.

Students with code P8 and P9 used memory strategies because they think memory strategies helps to remember vocabulary more and more to be able to helpful in speaking. In addition, this strategy made them comfortable in speaking. The students were also admitted that they were greatly helped by the learning strategies they use it. According to them without using learning strategies will be difficult to master speaking properly.

Next strategies are the combination of **Memory and Social strategies**. From ten of the students who became participants in this research, as many as three students with code P1, P4, and P6 used the same two learning strategies, that combine of learning strategies namely memory and social strategies. Student with code P1 apply learning strategies by memorizing the word that have been learned and practicing speaking skill by speak up with friends. Student with code P4 apply learning strategies by memorizing new words and always using new words and also spontaneous interaction with friends. And then student with code P6 applied learning strategies by memorizing new words and speaking actively in class.

It can be concluded that students with code P1 using memory and social strategies with the way experience of previous learning and interaction with others. So that, student with code P4 used memory and social strategies with the way experience of previous learning and placing new words into a context and also interaction with others. Student with code P6 used memory and social strategies with the way utilizing the knowledge and socializing with friends.

During learning in speaking class, they used these strategies and it really help them in the speaking class.

The next strategies are the combination of two learning strategies those are **Memory and Affective strategies**. From the ten of students who became participants in this research, one student with code P2 used these combinations of learning strategies. In speaking class, student with code P2 applied this learning strategy was usually before speaking this student first memorize the words that have been concept and then after it has already memorized, the student will speak loudly in order not to be saw nervous. It can be concluded that students with code P2 used memory and affective strategies with the way reviewing well and also taking emotional temperature. These strategies combination is really help them when learning in English speaking class.

The next strategies that used by student is **Social strategies**, from ten of the students who became participants in this research; one student with code P3 used the learning strategies of social strategies.

The next are combination of **Compensation and Social strategies**. From ten of the students who became participants in this research, one student with code P7 used these combinations of learning strategies. In speaking class, the students applied learning strategies by interacting with friends and join in repeating what was spoken by the lectures. When this student was felt speechless in a conversation that is the way back again to the beginning of topic conversation.

It can be concluded that students with code P7 used compensation strategies with the way gesture of words based on context, and also using social strategies with the way interaction with others, by using that learning strategies helping student learning in English speaking class.

Next, the combination between **Compensation, Affective and Social strategies** that used by students with code P5. From ten of the students who became participants in this research, one student with code P5 used these learning strategies. The student used these strategies because there are still feel nervous. By using these combination of learning strategies can be created more comfort while being the conversation.

The last is combination of **Memory, Cognitive, Compensation, Affective and Practice strategies**. From ten of the students who became participants in this research, one student with code P10 used more than three learning strategies.

In speaking class, this students applied four strategies those become as the reference of the researcher that stated by Oxford, then also added with a strategies beyond the reference strategies which is used by researcher that is practice strategies who stated by Stern in 1975. This student applied all the learning strategies in a manner first by memorizing vocabulary, while memorize will create the concept of the topics to be discussed. Then speak with use body language so that the speaker is understood with the discussion. This makes the students feel very confident and motivated to continue practice speaking English to be more fluent again.

From the explanation above, it can be concluded that the students used learning strategies based on Oxford theory (1990: 14) that classified learning strategies into two ways that are *direct and indirect strategies*. The direct strategies are the learners use the strategies when they are processing of language. *Direct strategies* concludes three strategies, there are; *memory, cognitive, and compensation strategies*. Then *indirect strategies* can be divided as *metacognitive, affective, and social strategies*. And in addition, student also use learning strategies by combined between learning strategies from Oxford theory and learning strategies from Stern theory (1975) in Tarigan(2009: 6) that stated ten kinds of learning strategies that are : Planning strategies, emphatic strategies, active strategies,

4. CONCLUSION

After analyzing data, the researcher conclude that, the result of interview data indicates that there are several learning strategies that used by second semester students in English speaking class. Those learning strategies used by students in English speaking class are: memory strategies, cognitive strategies, compensation strategies, affective strategies, social strategies and practice strategies. Some students used same learning strategies such as memory strategies, affective strategies and social strategies. Some of students used combination of two strategies such us memory and social strategies, memory and affective strategies, or could be compensation and affective strategies. And next, there are some students that using more than two combination of learning strategies such us combination of compensation, affective and social strategies or it could be the combination of memory, cognitive, compensation, affective and practice strategies. Then, If seen in general, the tendency of students to use learning strategies accordance with the theory of Oxford, however the fact in the field turns these students learn to improvise using a combination of learning strategies of Oxford then also use the strategies learning from Stern.

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Appendix

Appendix 1

INTERVIEW GUIDE

The following question is purpose to find out the strategies that use by participants and the result will be used to analyze the data.

1. What do you think when I said 'Learning Strategy'?
2. Do you use learning strategy while learning speaking in class (Memory strategy, cognitive strategy, compensation strategies, metacognitive strategies, affective strategies, and social strategy)? Please explain what the strategies do you use are?
3. Why do you use that learning strategy?
4. How do you applying that learning strategy when you learning speaking? Please give example!
5. When you are speak up or doing a conversation, do you like using new words in conversation?
6. When you look at picture, will you speak up fluently?
7. Before you start a conversation or speak up, do you translate from mother tongue to English?
8. Do you like to imitating style or the way native speaker speak up?
9. What with the use of gesture could help you speak up in English easily?
10. Have you ever using clue when you forget of something or words that will you say?
11. Do you like to join in English debate club for training fluency of speaking in English?
12. Do you like to pay intention to your lecturer when speak up in English?
13. Do you like to pay attention to your friends who speak up in English?
14. Do you like to practice speak up using dialogue from movies or English song lyric?
15. How are the way you control your nervous feeling when speak up in front of class?
16. Do you always speak up English with your friends outside class?
17. Do you always speak up English with your lecturer outside class?
18. Do you feel relax when you should speak up in English with your friends?
19. Do you feel relax when you should speak up in English with your lecturer?
20. In your opinion, how important the using of learning strategy when learn speaking?
21. Do you feel very helping with using learning strategy when learning speaking in class?
22. Do you like speaking subject?

Appendix 2

Students Learning Strategies in English Speaking Class of Second Semester at Batanghari University Academic year 2015/2016

Students	Direct strategies			Indirect Strategies		
	Memory Strategies	Cognitive Strategies	Compensation Strategies	Metacognitive Strategies	Affective Strategies	Social Strategies
P1	Experience of previous learning <i>"memorizing the word that have been learned"</i>					Interaction with others <i>"practicing my speaking skill by speak up with friends"</i>
P2	Reviewing well <i>"memorizing what the words that have been design"</i>				Taking emotional temperature <i>"speak loudly not to look nervous"</i>	
P3						Interaction with others <i>"straight to speak spontaneously with friends or lectures"</i>
P4	Experience of previous learning and placing new words into a context <i>"by memorizing new words and always using new words"</i>					Interaction with others <i>"spontaneous interaction with friends"</i>
P5			Using gesture or clue <i>"when forget in speaking using gesture or clue"</i>		Taking emotional temperature <i>"control the panic with take a breath, shake hands or holding something"</i>	Interaction with others <i>"inside or outside of class always speaking English with friends"</i>
P6	Utilizing the knowledge <i>"by memorizing new words"</i>					Socializing with friends <i>"speaking actively in class"</i>
P7			Gesture of words based on context <i>"run out of words in the conversation back to the original topic"</i>			Interaction with others <i>"interaction with friends or follow what lectures said"</i>
P8	Grouping <i>"making note of new words when lectures speak up"</i> Placing new words into a context <i>"memorize"</i>					

	<i>new words to be used while in conversation</i>					
P9	Experience of previous learning <i>“usually use words that I have often used while the previous conversation”</i>					
P10	Placing new words into a context <i>“memorizing existing vocabulary”</i>	Practicing new words <i>“design what will be said when speak up”</i>	Using gestures <i>“when I forget in speaking, I am definitely use body language”</i>		Confidence <i>“if I have gotten a lot of new things certainly will make me more confident”</i>	