The Role of Students' Language Learning Strategies in Speaking

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Abstract: The purposes of this study are (i) to find out the significant difference of speaking among high and low frequency users in learnng strategies, (ii) to investigate the most frequent strategy used by high performer in speaking. This study was carried out at Muhammadiyah 2 Senior High School involving 29 students selected as sample. The data were collected by means of English speaking test and questionnaire test of speaking. The data were analyzed and interpreted by using ANOVA supported by SPSS v.16. The result reveals that there are (i) the difference of speaking among high and low frequency users in learning strategies was significant ($p < .05$; $p = .000$) where F_{value} was higher that F_{table} ($74.32 > 2.76$), (ii) most of high performer in speaking used cognitive strategies in speaking. Based on the result it can be concluded that there was a significant difference in speaking among high and low frequency users in learning strategies and it also showed that most of high performer in speaking used cognitive strategies in speaking. It means that the teachers should be aware of students' learning strategy in speaking because the more the students use learning strategy in speaking the better their ability will be.

Keyword: cognitive strategies, language learning strategy, metacognitive strategies, social strategies, speaking.

Peran Strategi Belajar Bahasa Siswa dalam Berbicara

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Abstrak: Tujuan penelitian ini adalah (i) untuk menemukan perbedaan yang signifikan dalam berbicara antara siswa yang tinggi dan rendah penggunaan strateginya, (ii) untuk meneliti strategi yang paling sering digunakan oleh siswa yang tinggi pencapaian berbicaranya. Penelitian ini dilaksanakan di SMA Muhammadiyah 2 dengan 29 siswa sebagai contoh. Data dari penelitian ini berdasarkan rata-rata hasil test berbicara dan tes kuesioner dalam berbicara. Data diteliti dan ditafsirkan dengan menggunakan ANOVA melalui SPSS versi 16. Hasil dari penelitian menyatakan bahwa perbedaan berbicara diantara siswa yang tinggi dan rendah penggunaan strateginya adalah signifikan ($p < .05$; $p= .000$) dimana F hitung lebih besar daripada F tabel ($74.32 > 2.76$), (ii) siswa yang penggunaan sterateginya tinggi menggunakan strategi kognitif dalam berbicara. Berdasarkan hasil penelitian, dapat disimpulkan adanya perbedaan yang signifikan dalam bericara antara siswa yang tinngi dan rendah dalam menggunakan strategi dan siswa yang tinggi berbicaranya menggunakan kognitif strategi. Hal ini berarti bahwa guru-guru bahasa Inggris harus peka terhadap strategi belajar siswa sebab dengan mereka sering menggunakan strategi belajar dalam berbicara maka kemampuan berbicara mereka akan menjadi lebih baik.

Kata kunci: strategi kognitif, strategi belajar, strategi metakognitif, strategi sosial, berbicara.

INTRODUCTION

One of the objectives of teaching english is to make the students able to communicate using the language in the form of oral and written communication. Speaking is one of the oral communications that is learned by students and it is considered as the most difficult language skill by students because they should have lots of vocabularies, have to be able to pronoounce the words correctly, and they have to be able to use them in appropriate context. The students have to study hard to master in speaking in order to build a good communication but the problem is that the students are afraid of making mistakes, being laughed at by their friends and of having lack of confidence in their speaking ability. Therefore, the students should be able to find suitable, effective, and efficient attempts to do what is required in speaking.

In order to be fluent speakers, the students need mental or physical effort. Speaking requires not only the knowledge how to produce form of language such as grammar, pronunciation and vocabulary, but also the comprehension about when, why and what ways to produce language (Brown, 2001). To able to speak fluently in foreign language the students need a lot of practice. It is what the proverb says "practice makes better."

Based on the teaching experience, it was found that the student's speaking is still low. The students got difficulties to achieve the target of speaking without having effective learning strategy whereas the learning strategy has an important role in speaking achievement. Learning strategy is the learner's action to reach

learning goal. The use of learning strategies significanty predicts success on learning English. Setiyadi (2011:45) says that the teacher should introduce learning strategies to their students and provide opportunity for their students to implemet the strategies which have been proved to be more effective than other strategies.

Learning strategy is a set of actions either concious or subsconciously to achieve a learning goal, i.e. to able to apprehend, internalize, and use the target language (Hassan et al. 2005:13). Students have to use their strategies in order to make them more successfully in learning English. There are many strategies that students can use to promote their language skills. In speaking skill, it was found that there are several learning strategies which can be used by the students. Oxford (1990) categorized the language larning strategies into 6 broad categories, namely memory, cognitive, compensation, metacognitive, affective and social strategies.

There are three main categories of language learning strategies used in Indonesia. The O'Malley's study (1985) is the appropriate study that can be used to analyze the students' learning strategies in speaking. There are three learning strategies that the students used in speaking, namely cognitive strategies, metacognitive strategies, and social strategies.

Many studies showed the relationship between language learning strategies and language proficiency. Zhao's study (2004) found the result that there was a

positive correlation was found between the use of language learning sterategies and English proficiency. Another study was Candradewi's study (2008) that showed there was a difference speaking achievement among students who were in the level of high, medium and low frequeny in learning strategies..based on the results, it can be concluded that there was a significant correlation between learning strategies and students' ability in English. Besides, there were differences of speaking among hig and low frequency users in elarning strategies.

On the other had, Sabuncouglu's study (2011) that showed that a good language learner tried to find ways to use the strategies to succeed in language learning. The study showed that most of students used metacognitive strategies and cognitive strategies in learning English altough not many of the used social strategies in speaking. Learning strategy is the thoughts and actions that students use to accomplish a learning goal. The toughts and actions are expected to develop competence in the target leanguage. Therefore, this study attempts to investigate the role of language learning strategies in speaking

Therefore, based on the explanation above, this study was conducted in the second year students of Muhammadiyah 2 Bandar Lampung Senior High School not only to know the significant difference of speaking among high and low frequency users of learning strategies but also to know the most frequently strategies used by the students in speaking. By identifying learning strategies, students use in speaking and identifying the strategies that make them learn

speaking more successfully. It is expected that teacher will provide students with situation that encourages their students to use the effectiveness strategies. Finally, it can make students possible to improve their performance on the whole.

RESEARCH METHOD

This study was a quantitative research which used one way ANOVA. It used one way ANOVA design because the aim of this study was to find out the difference of speaking among high and low frequency users in learning strategies based on the mean. From 150 of second year of Muhammadiyah 2 senior high school students, there were 29 students were selected as the sample. The variables intended for the study were dependent and independent variables. Dependent variable was the speaking ability and the independent variables were language learning strategies which were classified into three categories namely cognitive, metacognitive and social strategies.

To measure the students' learning strategies the students should answer the questionnaire about speaking; while to measure the students' speaking ability, they were given a speaking test by using pairs work technique. The result of the questionnaire was based on the sum of students' answer in answering 20 question used the Likert's Scale where each items had five altenative answers that were 1,2,3,4, ans 5. Speaking test was a subjective test that the score was based on the interraters' scores which concerning some aspects like pronunciation, grammar, vocabulary, fluency, and comprehension. This study

used the oral ability scale proposed by Heaton (1991) as the scoring standard, namely pronunciation, fluency, and comprehensibility which have been covered all the aspects of speaking.

The score of students' speaking test and questionnaire test were categorized into three, 1 was high frequency users, 2 was medium frequency users, and 3 was low frequency users. The score was calculated by using SPSS v.16 to know the significant difference between high, medium and low students in using strategies. This study used one way ANOVA design. This study only analyzed the high and the low frequency users because there was a contast among high and low frequency users in speaking.

RESULTS AND DISCUSSIONS

Results

This study was conducted in order to investigate whether there were significant difference of speaking among high and low frequency users in learning strategies. In order to identify the students' learning strategies in learning strategies, the students were given a questionnaire consisted of 20 questions with 5 chosen answers. The table showed the sores of students' used in learning strategies.

Table1. Students' Learning Strategies Score

Interval score	Category	Frequency	Percentage
> 80	High	6	21%
60 - 80	Medium	16	55%
< 60	Low	7	24%

Based on the result of students' learning strategies questionnaire, it was obtained that 6 students (21%) were considered as the high frequency users of learning strategies, there were 16 students (55%) that considered as medium frequency users of learning strategies, and 7 students (24%) were low frequency users of learning strategies. From the table, it can be seen that almost the students use the learning strategies in speaking well.

Beside questionnaire about speaking, the students were also given a speaking test in order to know students' ability to communicate English orally was. The following table showed the frequency of the students' speaking score.

Table2. Students' Speaking Score

No	Interval Score	Frequency	Percentage
1	81-90	11	38%
2	71-80	9	31%
3	61-70	5	17%
4	51-60	4	14%
Total		**29**	**100%**

From the table above, there were 11 students (38%) who got 81-90 in the speaking test. Meanwhile, there were 9 students (31%) who got 71-80. Furthermore, there were 5 students (17%) who got 61-70 in the speaking test. The last, there were 4 students (14%) who got 51-60 in speaking test. communication.

Table3. One Way Anova of Students' Learning Strategies Users and Speaking Ability

Descriptives

Speaking

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
1	6	86.1667	2.22860	.90982	83.8279	88.5054	82.00	88.00
2	16	78.0625	4.94596	1.23649	75.4270	80.6980	69.00	89.00
3	7	60.2857	2.21467	.83707	58.2375	62.3339	56.00	63.00
Total	29	75.4483	10.05196	1.86660	71.6247	79.2718	56.00	89.00

ANOVA

Speaking

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2407.973	2	1203.987	74.320	.000
Within Groups	421.199	26	16.200		
Total	2829.172	28			

Post Hoc Tests of Learning Strategies among High, Medium, and Low Frequency Users

Multiple Comparisons

Speaking
Scheffe

(I) Strats	(J) Strats	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
1	2	8.10417*	1.92678	.001	3.1027	13.1057
	3	25.88095*	2.23926	.000	20.0683	31.6936
2	1	-8.10417*	1.92678	.001	-13.1057	-3.1027
	3	17.77679*	1.82395	.000	13.0422	22.5113
3	1	-25.88095*	2.23926	.000	-31.6936	-20.0683
	2	-17.77679*	1.82395	.000	-22.5113	-13.0422

*. The mean difference is significant at the 0.05 level.

The output of ANOVA showed that F_{value} was 74.32 and F_{table} 2.763 (74.32 > 2.763). at .000 level of significance. It means that H_o was rejected or there was a significant difference of learning strategies among high, medium and low

mark students in speaking. Furthermore, by Post Hoct LSD it was known the difference of the variables in speaking ability as following:

a. high frequency users – medium frequency users: not significant

b. high frequency users – low frequency users : significant

c. medium frequency users – low frequency user : significant.

It means that there was a significant difference between high frequency users and low frequency users, and medium frequency users and low frequency users. On the other hand, there was not difference between high frequency users and medium frequency users in speaking ability.

Table4. Frequency of Learning Strategy Users in Speaking

	Strategies	Cognitive	Metacognitive	Social
High	6	13	4	4
Medium	16	14	10	19
low	7	2	7	6

From the table of the frequency of learning strategy users in speaking, it can be seen that from the three elements of language learning strategy used in speaking ability, the high frequency users used cognitive strategy the most.

Discussions

This research aimed to see the difference of speaking among high, and low frequency users of learning strategies. The result of this research was about difference by using one way ANOVA. Based on the data analysis, it showed that there was a significant difference of speaking ability among high and low frequency users of learning strategies.

Based on the students' speaking score, it showed that the students, who were categorized as the high frequency users, were good at pronunciation, fluency and comprehensibility. The students used the learning strategies well in speaking English that made them develop any idea came from their mind. On the other hand, students who were in low frequency users seldom used their strategies while they were speaking. They conveyed the utterance without monitoring it first and they probably seldom joined a conversation group so that their speaking was very different from the students who were in high frequency users.

Besides, there was a significant difference of speaking ability among high, medium, and low frequency of learning strategies, the significant was less than .05. Based on the result of the data, it could be concluded that the high frequency users often used learning strategies to their speaking ability than the low frequency users. This data result was supported by the study of Griffiths (2003) showed that a significant relationship found between high frequency of language learning strategy user and proficiency, and it was also possible to identify patterns of strategy use which appeared to be typical of more or less proficient students. Those who progressed most rapidly were those who reportedly increased their strategy repertoires or awareness the most, especially those strategies relating to the use of resources, to the management of learning and to the expansion of vocabulary.

Based on the result, it can be assumed that the students used those three strategies (cognitive strategies, metacognitive strategies, and social strategies) while they were speaking English. The purpose behind such practices is to influence learners' language learning process so that their efforts, as well as those of their instructors, may be more successful. It could be seen that those who were used the strategies in speaking ability, they become good and successful language learners. Since the more the strategies are used, the better the results show for students learning, there is a need to promote strategy awareness and application in the learning and teaching of the English language.

From the explanation above, it can be concluded that high frequently users used their learning strategies in speaking well. They got good score when they used their learning strategies. While there were many of low frequency users who did not use their strategies in speaking ability. There was difference achievement of speaking among high and low frequency user in learning strategies.

Almost the previous studies showed that the high frequency students used metacognitive strategy in speaking. This study is different from the other studies. In this study, the result showed that the high frequency user used cognitive strategies in speaking. The result from O'Malley et al.'s (1985) study revealed that overall, both ESL beginning and intermediate level students tended to use more cognitive strategies (e.g. repetition, recombination, and note-taking. Cognitive strategy is the all activities that take place in the brain in order to acquire a foreign language. It means that the students use the mental process

except processes that involve self-monitoring and self-evaluating in order to learn another language (Setiyadi, 2011:28).

Learning strategies means the actions that learners take to improve their learning process in order to get the learning goal in acquiring another language. The use of language learning strategies significantly predicts success on learning English. The result showed that the more they used strategies in speaking the better their speaking ability would be. A strategy means an effort or the way of the students in order to achieve the learning goal, a practice for instance. The students should have their own method in order to enhance their ability. The students use ALM (audio lingual method) to drill the knowledge or skill through repetitive practice. Drilling what they got before can make them memorize the lesson, and by the repetition way they can practice to make their ability improved.

CLT (communicative language teaching) is the most effective way to teach second and foreign language. CLT is an emphasis on learning to communicate through interaction in the target language. Teaching practice by using CLT can help students develop their communicative competence that they can use outside the class. It can be concluded that the more they practice and the bigger of their effort can make their ability in speaking better. Therefore, the students use some strategies in order to enhance their speaking ability.

In other words, students with high learning strategies actually performed better than low learning strategies in the foreign language. It means that when the

students who were the low learning strategies users, they might failed to acquire English as a second language. The students' ability in speaking was also low than the students who had a high learning strategies. Based on the students' speaking scores, it could be interfered that the students who were in low learning strategies user, seldom use their strategies while they were speaking. They conveyed the utterance without monitoring it first and then they probably seldom joined a conversation in group so that their speaking ability was very different from the students who were in high and low learning strategies users.

It can be concluded that language learning strategies play important role in developing competencies in speaking ability. Students can improve their language skills in a better way if they are capable of using wide variety of language learning strategies. The more students use a greater variety and number of learning strategies, the more proficient they would be.

CONCLUSION

The result of the study concludes that almost high frequency users of the second year senior high school students used Cognitive strategies in speaking ability. And there was significant difference of speaking among high and low frequency user in using learning strategies where F_{value} was higher that F_{table} (74.32 > 2.763). The average score of high frequency users in cognitive strategies is 83.46. It means that mostly students have an organization when they are speaking. They always do the rehearsal by drilling what they got in their brain.

Many of students use the learning strategies in speaking ability. That is the reason why their speaking ability becomes better.

It means that high frequency strategy users use strategies in speaking ability that it can make their speaking achievement become well. Learning strategy is more effective to help the students improve their English speaking ability than the low learning strategies at the second year of SMA Muhammadiyah 2 Bandar Lampung. By having high or medium learning strategies, the students will be easier to reach the target learning when they use the learning strategies when the learning process is going on.

SUGGESTIONS

With regard to the result of the study there are some suggestions that the researcher intend to offer. First, the study revealed that students' learning strategies has a positive impact on their speaking ability. Therefore, for the teacher, besides teaching the material about speaking, they also should be aware of the students' learning strategies. The different culture and English is not as the mother-tongue make students get difficulties in speaking English. Teacher should practice use English in the class, because it makes the student express their idea which is in their mind. Second, for students, in order to reach the target language they have to apply some strategies in their speaking achievement. Students do not have to be shy while they are speaking. They should have a motivation and confidence to enable speaks English. They do not have to be afraid of making mistakes or got grammar errors in speaking.

Therefore, they should apply those learning strategies. The more they use some

strategies in speaking ability, the better their speaking achievement will be.

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