

CORRELATION BETWEEN STUDENTS' LEARNING STRATEGIES AND THEIR SPEAKING SKILL AT HIGH SCHOOL

R. Siwi Juwita N., Muhammad Sukirlan, Budi Kadaryanto
siwirealita@rocketmail.com

Abstract

Penelitian ini bertujuan untuk menemukan apakah ada hubungan antara strategi belajar dan kemampuan berbicara siswa. Penelitian ini dilakukan dengan menggunakan analisis kuantitatif. Adapun sampel yang diteliti pada penelitian ini adalah 30 siswa dari kelas 11 SMAN 15 Bandar Lampung tahun ajaran 2014/2015. Metode dalam penelitian ini adalah metode *ex-post facto* yang berhubungan dengan pengukuran *Pearson Product Moment Correlation (PPMC)*. Penelitian ini dikumpulkan dengan alat pengumpul data kuisioner (*learning strategies*) dan tes berbicara (*speaking test*). Hasil penelitian menunjukkan adanya hubungan antara strategi belajar dan kemampuan berbicara di sekolah menengah atas.

The objective of this study was to find out whether there was correlation between students' learning strategies and their speaking skill. This study was also done by using the analysis of quantitative. The sample of this study was 30 students of eleventh grade of SMAN 15 Bandar Lampung academic year of 2014/2015. This study used *ex-post facto* design in involving periodic measurements. The instruments of this study were questionnaire and speaking test. The result showed that there was a correlation between learning strategies and speaking skill at high school.

Keywords: correlation, learning strategies, speaking skill.

INTRODUCTION

One of many ways of communications is speaking. Speaking is communication process between at least two people and speaking is a way to express someone's idea. Byrne (1984) defines speaking as a two-way process between speaker and listener and it involves the productive skill and receptive skill of understanding. Speaking seems to be easy to do, but we do not only speak, we also communicate each other with people by using language. Since English is a foreign language in Indonesia, most of the students might feel difficult to speak English. In fact, in teaching learning process, sometimes the teachers do not apply appropriate learning strategy for teaching speaking.

In speaking skill, the students often find some problems. The problem frequently found is that their first language causes them to get difficulty in using the second language. Richards (2002) points out several problems which are faced by poor learners in learning English as a foreign language. First, students cannot sustain spoken interaction beyond short segments. Second, students experience frequent communication breakdowns and misunderstandings. Third, students lack of vocabulary that is needed to talk about common utterances. Fourth, students lack of communication strategies. Fifth, students speak slowly and take too long to compose utterances. The last, students cannot participate actively in conversation. Seventh, their spoken English does not sound natural.

In order to become successful in speaking, the students need particular learning strategies. Some students are good and some them are failed. It might be caused by the language learning strategies. In any case, Anderson (2003) says that the relationship between learning strategies and the students' proficiency level is clear. When the students use a greater variety and number of learning strategies, more proficient he/she would be. In parallel to this, according to Hismanoglu (2000), the language learner capable of using a wide variety of language learning strategies appropriately can improve his language skills in a better way. After seeing the role of learning strategies in improving students' speaking performance, a critical simple question might come to our mind. Chamot (2004) says that learning strategy plays an important role in effectiveness of helping less successful students improve their speaking performance.

Concerning to students' problem in speaking English, it can be inferred that each learner has certain tendency and capability in using certain learning strategies. Therefore, the use of various learning strategies is influenced by the learner's family background, experienced, and character. Since learners have their own characteristics, they would exploit different learning strategies that are useful and comfortable to them. This study, therefore, would investigate the learning strategies in speaking used by Senior High School students.

Learning Strategies are supposed to be used to attain goals or to solve a problem (Park, 2010). In other way it can be said that learning strategies can be used to solve students' problem in speaking. In brief, the researcher assumed that there

must be correlation between students learning strategies and their speaking skill. Based on the background of this research, the researcher conducted a research about learning strategies in speaking used by senior high school students.

METHOD

In this research, the researcher used descriptive qualitative method and ex-post facto design. Qualitative research concerned with process rather than simply outcomes or products, qualitative research tends to analyze their data inductively. This method was brought into play to examine the events or phenomena of students, particularly students' learning strategy in students speaking. The sample of the research was the second year students of SMA N 15 Bandar Lampung in academic year 2015/2016. There was one class as the sample of this research from five classes. The students consist of 30. Random sampling was used to choose which was taken as the participants. The instrument of this research were questionnaire and speaking task. The researcher conducted questionnaire to find out learning strategy mostly used by high school students and speaking task to find out the result of speaking skill. In conducting the task, the researcher provided one topic, that is descriptive topic. The test was done orally.

RESULTS AND DISCUSSION

RESULT

a. Result of Questionnaire (Learning Strategies)

In order to determine the learning strategy which has been mostly used by the students in speaking skill, the researcher had distributed 20 items of questionnaire which is consisted of three types of learning strategies, those were cognitive, metacognitive, and social strategy. Each items was provided wit five options; never, seldom, sometime, often, and always. Never means the students never used the strategy; seldom means they rarely ever used the strategy; sometime means they sometime used the strategy; often means they often used the strategy; and always means the students always used the strategy. it can be seen that, fisrt, the mean of cognitive strategy questionnaire is 20.17 and the median is 20.50. Then, the minimum score is 11 and the maximum score is 26. Second, the mean and median of metacognitive strategy questionnaire are 25.37 and 26. Moreover, the minimum score is 18 and 31. Third, the mean and median of social strategy are 13.43 and 14. Moreover, the maximum and minimun score are 9 and 18.

In terms of validity and reliskill of the result, it can be said that the result were valid and reliable. The validity referred to construct validity of the instrument.. Cognitive, metacognitive, and social regarded as the construct validity of the questionnaire.

The researcher also determined the reliskill coefficient of the questionnare. It gained through Conbach's Alpha (SPSS). The result shows that the reliabilty coefficient of the questionnaire is 0.836. In other words, the result of the test could reflect the accurate and consistent reading skill of the subject.

b. Most Applied Learning Strategy for Speaking

Based on students' answer, it shows that the number of students who used the strategy varied one to another. The result of questionnaire can be seen from statistical calculation of students learning strategies questionnaire. It shows that the mean of cognitive learning strategy is 20.17, metacognitive strategy is 25.37, and social strategy is 13.43.

It shows that the learning strategy which is mostly applied by the students is metacognitive strategy with 25.37 as the mean. Therefore, based on the second research question on chapter 1, metacognitive strategy is the most applied by the students to develop the students' speaking skill.

c. Correlation between Learning Strategies and Speaking Skill

The result of correlation calculation above describes that the correlation between learning strategies to speaking skill is high ($r = 0.860$) and p is 0.000, meaning that the result is significant as $p < 0.01$ ($0.000 < 0.01$). The sign (**) in the table means that correlation is significant at level 0.01 (1%). This shows that confidence level is 95% acceptable with 5% error possibility. Confidence level is the percentage of probability from 100%. Confidence level 0.01 represents from 100 probabilities rejecting null hypothesis, there is one probability which is incorrect and the other 99 probabilities are correct. If $p < 0.01$, H_0 is rejected, consequently the alternative hypothesis (H_1) is accepted. Where, H_1 is "There is a correlation between students' learning strategies and students' speaking skill"; H_0 is "there is no correlation between students' learning strategies and students' speaking skill".

d. Result of Speaking Test

For the speaking test, the researcher divided 30 students into a pair so that was found 15 pairs where each pair was invited to have a conversation. The topic was about descriptive text. Based on Harris (1975), the researcher classified the scoring standard for the students' speaking skill. There are pronunciation, grammar, vocabulary, fluency, and comprehension with the interval 71-80, 61-70, 51-60, and 41-50. The following table showed frequency of the result of students' speaking skill. From the table above, there are 5 students (16.7%) who get 71-80 in the speaking test. The students get the score since they are able to make the dialogue more interesting and well in pronunciation, fluency and comprehensibility.

Meanwhile, there are 14 students (46.7%) who get 61-70. The students still had several weaknesses in their fluency, but good enough in pronunciation and comprehensibility. Although they are not as good as the students who get 71 up to 80 but their speaking skill is good enough.

Furthermore, there are 7 students (23.3%) who get 51-60 in the speaking test. The students did several mistakes in pronunciation, fluency, and comprehensibility. However, their mistakes did not cause a communication breakdown when they gave their dialogue about describing thing.

The last, there are 4 students (13.3%) who get 41-50 in speaking test. The students get the score because they still made some mistakes in pronunciation, fluency and comprehensibility which caused the breakingdown in communication.

The researcher also found the mean, median, and mode of the speaking skill, those are 62.93, 64, and 54. Then, the highest score is 80 and the lowest score is 44.

DISCUSSION

a. Most Applied Learning Strategy for Speaking Skill and Students' Speaking Discussion

The mean score of cognitive, metacognitive, and social strategies are 20.17, 25.37, and 13.43. It means that metacognitive strategies is the most applied in speaking skill. 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.

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.

Oxford (1990) defines learning strategies as “specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed and more transferable to new situations. 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 skill 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 skill.

In this research, the researcher administered the tests, English Speaking skill test and the questionnaire of learning strategies. The objectives of the research are to investigate whether there is correlation between students' language learning strategies and their speaking skill or not. Another objective is also to find out the most learning strategy that students used from the three learning strategies in speaking.

Before the researcher started to score the speaking skill, she administered the questionnaire of language learning strategies in speaking to find out the students' level in learning strategies. The researcher asked the students to answer all the statements in the column and asked them to fill it honestly.

Then, the researcher asked an English teacher of SMAN 15 Bandar Lampung to be inter rater to this research. It means that the researcher and the English teacher work cooperatively in scoring the speaking test. The researcher gave the material about picture gaph activity to the students. Then, she gave some explanation for the students.

Second, after they are given some minutes to master the materials, the students had to present the conversation in pair. The students should speak naturally and they had to develop their dialogue. Based on the result, the researcher found that the students in the eleventh grade of SMAN 15 Bandar Lampung had a good skill in speaking English. It is because most of the students had good score in pronunciation, fluency and comprehensibility. It made the conversation become alive because most of the students had good confidence to have a conversation.

Based on Harris (1974) the researcher classified the scoring standard for the students' speaking skill. There are pronunciation, grammar, vocabulary, fluency, and comprehension 71-80, 61-70, 51-60, and 41-50. The following transcription is an example of their dialog that categorized as high language learning strategies students.

4.4.2 Correlation between Learning Strategies and Speaking Skill

The result which showed that there is a significant difference between learning strategies and speaking skill. The significant is less than .005. Based on the result of the data, it could be concluded that the students often used learning strategies to their speaking skill. This data result is supported by Hismanoglu (2000) the language learner capable of using a wide variety of language learning strategies appropriately can improve his language skills in a better way. The studies of Park (1997) and Bremner (1999) indicates that there is a positive correlation between students' language proficiency and their strategy use.

Another previous research, Elvira (2013) states that learning strategies gives significant correlation on students' speaking skill with $r=0.952$. Learning strategies were used by the students to help them improve the effectiveness of students speaking performance.

From the findings above, it can be stated that learning strategies are important for the students to increase their speaking skill. It is relevant with Chamot (2004) says that learning strategy plays an important role in effectiveness of helping less successful students improve their speaking performance. Moreover, Richards (1992) says that learning strategies are intention, behaviour, and thoughts used by

the students during learning. Furthermore, the appropriate strategy which is applied by the students that is believed to make them successful in learning speaking and supporting students' effort to learn speaking.

CONCLUSION

Firstly, based on the result of the data analysis and discussion of questionnaire and speaking test, the researcher draws the following conclusions:

1. **Learning Strategies** have an important role in the students' speaking achievement. The data shows that the highest mean score is metacognitive strategy, with the score is 25,37 while the other strategies scores are Cognitive strategy is 20,17 and social strategy is 13,43. It can be concluded that almost high frequency users of the second year students of SMA N 15 Bandar Lampung used metacognitive strategies in speaking ability.
2. The average score of students in **Speaking** English is 75.44. It means that the students have good ability in speaking. The data show that the students good at pronunciation, fluency and comprehensibility. The researcher and the teacher were easy to understand their general meaning because the students were good in pronouncing the words and had good fluency. Their conversation also became comprehensive as well.

REFERENCES

- Anderson, N. J. 2003. Metacognitive reading strategies increase L2 performance. *The Language Teacher*, 27, 20-22.
- Byrne, D.1984. *Teaching Oral English*. Great Britarian: Oxford University Press.

- Cabaysa, Carissa C and Lourdes R. Baetiong. 2010. *Language Learning Strategies of Students at Different Levels of Speaking Proficiency*. Vol. 68 (1), 16-35 U.P. College of Education. Retrieved on September 24th, 2012 from <http://journals.upd.edu.ph/index.php/edq/article/view/2131>
- Chamot, A. U. 2004. *Learning Strategies of Students of Less Commonly Taught Languages*. San Diego, CA: The American Educational Research Association.
- Harris, D. 1975. *Testing English as a Second Language*. New York: MC. Graw Hill Publishing Company Ltd.
- Hismonoglu, M. 2000. Language Learning Strategies in Foreign Language Learning and Teaching. *The Internet TESL Journal*, Vol. VI, No. 8, August 2000.
- Park, G. 2010. *Investigation into Learning Strategies Used by Effective and Less Effective EFL Learners in Korea*. South Korea: Soonchunhyang University.
- Richards, J. C. 1992. *Longman Dictionary of Language Teaching and Applied Linguistics*. (Second edition) Harlow, Essex: Longman Group UK Limited.
- Richards, J. C. 2002. *Methodology in Language Teaching*. Cambridge: Cambridge University Press.
- Oxford, R. L., & Ehrman, M. 1990. Second Language Research on Individual Differences. *Annual Review of Applied Linguistics*, 13, 188-225.