AN ANALYSIS OF LEARNING STRATEGIES IN ENGLISH SPEAKING SKILLS AMONG SECOND YEAR STUDENTS AT ENGLISH DEPARTMENT UNP

Thesis

Submitted as Partial Fulfillment of the Requirements to Obtain the Strata One (S1) Degree

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FACULTY OF LANGUAGES AND ARTS

UNIVERSITAS NEGERI PADANG

2024

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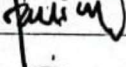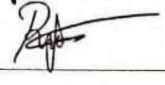Fakultas Bahasa dan Seni Universitas Negeri Padang
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ABSTRACT

Ikhlaulia, Wanda (2024): An Analysis of Learning Strategies in English Speaking Skills among Second Year Students at English Department UNP

Speaking plays a crucial role in the learning process, serving as a vital channel for effective interaction. The importance of speaking in learning is emphasized by recognizing language learning strategies (LLS) as valuable tools for enhancing proficiency in a foreign language. This research aims to analyze the learning strategies employed by second-year students in their speaking classes within the English department at UNP, majoring in English education. The study focuses on English education students enrolled in 2022, with a total population of 241 students from 10 classes. Using simple random sampling, 5 students from each class were selected as the sample, resulting in a total of 50 participants. A questionnaire, encompassing six aspects of language learning strategies (cognitive, metacognitive, memory, compensatory, affective, and social) adapted from Oxford's (1990) framework, was distributed to students in speaking classes. The questionnaires were administered online through Google Forms. The data analysis revealed that the most frequently used language learning strategy by students in their speaking classes was in the cognitive aspect. The ranking of the aspects, from the first to the sixth, was cognitive, social, memory, metacognitive, compensatory, and affective.

ABSTRAK

Ikhlaulia, Wanda (2024): Analisis Strategi Pembelajaran untuk Keterampilan Berbicara Bahasa Inggris di Kalangan Mahasiswa Tahun Kedua di Departemen Bahasa Inggris UNP

Berbicara memainkan peran penting dalam proses pembelajaran, berfungsi sebagai media vital untuk interaksi yang efektif. Pentingnya berbicara dalam pembelajaran ditekankan dengan mengenali strategi pembelajaran bahasa (LLS) yang merupakan alat berharga untuk meningkatkan kemahiran dalam bahasa asing. Penelitian ini bertujuan untuk menganalisis strategi pembelajaran yang digunakan oleh mahasiswa tahun kedua dalam kelas berbicara jurusan pendidikan Bahasa Inggris di departemen Bahasa Inggris UNP. Penelitian ini berfokus pada mahasiswa pendidikan Bahasa Inggris yang terdaftar pada tahun 2022, dengan total populasi sebanyak 241 mahasiswa dari 10 kelas. Menggunakan sampling acak sederhana, 5 mahasiswa dari setiap kelas dipilih sebagai sampel, menghasilkan total 50 peserta. Sebuah kuesioner, yang mencakup enam aspek strategi pembelajaran bahasa (kognitif, metakognitif, memori, kompensasi, afektif, dan sosial) yang diadaptasi dari kerangka kerja Oxford (1990), didistribusikan kepada mahasiswa di kelas berbicara. Kuesioner tersebut diadministrasikan secara online melalui Google Forms. Analisis data mengungkapkan bahwa strategi pembelajaran bahasa yang paling sering digunakan oleh mahasiswa di kelas berbicara adalah dalam aspek kognitif. Peringkat dari aspek-aspek tersebut, dari yang pertama hingga yang keenam, adalah kognitif, sosial, memori, metakognitif, kompensasi, dan afektif.

Kata Kunci: Keterampilan Berbicara - Pembelajaran Bahasa - Strategi Belajar - Aspek

ACKNOWLEDGEMENT

First of all, praises and thanks to the Almighty Allah Subhanahu Wa Ta'ala for everything given and taken as lessons for the author during the process of completing this thesis. Throughout this journey, many people were brought into the author's life to offer companionship, motivation, support, advice, suggestions, and various forms of assistance, both mentally and materially. The author wishes to express her sincere gratitude and deep appreciation to the individuals listed below:

1. The almighty God, Allah SWT, who let the writer finished this thesis.
2. The rector of Universitas Negeri Padang, Prof. Drs. H. Ganefri, M.Pd., Ph.D.
3. The dean of Faculty of Languages and Arts, Prof. Dr. Ermanto, S.Pd., M.Hum.
4. The head of English and Literature Department, Dr. Yuli Tiarina, M.Pd., thank you for being willing to listen and provide good solutions when the writer faced obstacles during the writing process.
5. The academic advisor, Dian Safitri, M.Pd. thank you for the willingness to support the author throughout the studies, enabling to reach the point of writing their thesis and graduating as a bachelor.
6. The thesis advisor, Carbiriena Solusia, S.Pd, M.Pd., thank you for providing excellent guidance throughout the writing process, offering constructive suggestions and encouragement, which enabled the author to complete this thesis.
7. The thesis examiners, Dra. An Fauzia Rozani Syafei, M.A. and Rizaldy Hanifa, M.Pd., thank you for providing ideas and suggestions that helped in the completion of this thesis.
8. The thesis validator, Dr. Fitrawati, SS, M.Pd,. who had kindly assisted and guided the researcher in constructing and validating the test as the instrument of this thesis.

9. All lecturers at English Language and Literature Department, for the meaningful knowledge that have been given to the writer.

10. The beloved parents, Nilawati and Alm. Hartony, thank you for always providing advice, motivation, and love to the author in completing this thesis.

11. The beloved siblings, cousins, and relatives, including Agoes Satya Prakarsa, Tegar Maulana, Qodry Waldy, Taufic Evan, Dayana Zulyetti, Ghalib Eshan, Nuh Eshan, Rahil Putri Azhari, Nur Ainun, Sri Nungky Yulandari, Iqbal Andi Pratama, Yasri, Anggita Wisnu Murti, and Eldo Arianto, who always provide support to the writer at home.

12. The author's dearest friends, especially Annisa Febriani, Zola Aghna Vabiola, Zhafira Ramadhani F., Sri Ramadhani Nuzulul Hikmah, Annisa Azzuhra, Putri Hafizzoh Ahmad, Shavira Aura Kamila, Maharya Agung Wibowo, Zakiyurrahman Azhari, Fitri Maharani Sakinah, Yana Novelia, Dzi Ulya Fadhilla, Bima Anggara Putra, and Tedy Setiawan, who always believed in, gave advices and suggestions, as well as supported and accompanied the author throughout the completion of this thesis.

13. The writer expresses gratitude to all members of KM4 and Class K5 2019 for their unwavering love and support.

14. The writer recognizes the support received from various individuals who directly or indirectly contributed to the completion of this research, their assistance is deeply appreciated.

The writer acknowledges that this thesis is not yet perfect. Nevertheless, the writer hopes that it will be accepted, allowing for the correction of its shortcomings.

Padang, 27 July 2024

The Writer

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CHAPTER I

INTRODUCTION

A. **Background of the Study**

Speaking holds a crucial role in the learning process, serving as a vital means of communication (Amalia & Husna, 2020). Engaging in conversations during learning, such as discussions or question and answer sessions, constitutes the use of speaking (Brown, 1994). Through speaking, learners not only gather more information but also express ideas, thoughts, emotions, and perspectives, thereby contributing to the production and comprehension of knowledge (Emirza & Sahril, 2021).

The significance of speaking in the learning process is underscored by the need to take care to the importance of language learning strategies (LLS) as effective tools for enhancing foreign language proficiency. As stated by some experts, among the few factors that can be taught and embedded in the language learning curriculum, LLS are crucial for achieving learning goals (Marinković & Pešić, 2020; Yusuf et al., 2021). As articulated by Oxford (1990), language learning strategies encompass specific actions taken by learners to facilitate easier, faster, more enjoyable, self-directed, effective, and adaptable learning experiences in new situations.

Previous researchers, including the work by Lestari and Fatimah (2020), had explored learning strategies. Their study specifically delved into Language Learning Strategies (LLS) utilized by EFL student teachers

at Universitas Negeri Padang. The research aimed to assess the overall usage level of strategies and identify the most and least preferred ones, aligning with Oxford's cognitive, metacognitive, memory, compensatory, affective, and social aspects. Focused on international classes enrolled from 2017 to 2019 within the education field, the investigation emphasized the importance of these learning strategy aspects throughout college studies. The research found that the metacognitive aspect was the most and the affective aspect was the least frequently used by international English education students. The findings suggested that the utilization of language learning strategies was crucial for enhancing learners' awareness and influencing educators' teaching preferences.

Meanwhile, this research focused on second-year students who enrolled in the year 2022 at the English education department in UNP, particularly those engaged in speaking classes with the same learning strategy aspects by Oxford (1990) which are cognitive, metacognitive, memory, compensatory, affective, and social aspects. Unlike the previous research, the speaking classes were chosen because of the issues of student in speaking English and their errors in using the language. Therefore, a solution is needed, such as analyzing learning strategies that relate to the students in speaking classes. The choice of second-year students is deliberate, given their involvement in specific courses related to speaking like Speaking for Formal Interaction, Speaking for Informal Interaction, and Public Speaking. This selection was due to second-year students being

relatively new to the speaking classes, thus providing fresh insights into the diverse applications of learning strategies in these classes.

The writer considered the speaking issues faced by students in their speaking classes. The writer conducted interviews with some 2022 students in different classes of English education who have taken speaking classes. It has been identified that these students frequently experience pronunciation errors, grammar errors, and a lack of speaking activities. Addressing these challenges is crucial for improving the speaking skills of English education programs, learning strategies were considered for analysis. Research by Nasution and Amri (2021) suggested that English education programs should focus not only on teaching and discussing learning materials through material, relational, and mental processes but also on understanding the analytical processes to reduce speaking errors. Furthermore, Najla and Fatimah (2020) recommended conducting further research on speaking skills using the surface strategy taxonomy theory with English students, which is related to learning strategies.

The students encountered several challenges in learning English, particularly in speaking. However, each student has their own methods for grasping and understanding the lessons. Therefore, it is important for students to explore various ideas to assist them in learning English speaking, such as identifying suitable learning strategies for their language learning (Basalama et al., 2020). Consequently, the writer conducted a research analysis focused on the learning strategies employed by second-

year students in English speaking classes at UNP. In addition, this research analyzed the learning strategies based on Oxford's theory, which includes six aspects of learning strategies.

B. Identification of the Problem

The main problem found was that second-year students in the English Education major at UNP's English Department faced three big speaking issues in their speaking classes. These included common pronunciation mistakes, grammar errors, and not enough speaking activities. Pronunciation mistakes made it hard for others to understand them, and grammar errors made it difficult to form correct sentences. Additionally, the lack of speaking activities meant they didn't get enough chances to practice and improve their speaking skills.

C. Limitation of the Problem

This research specifically analyzed learning strategies related to the aspects outlined by Oxford (1990), which are cognitive, metacognitive, memory, compensatory, affective, and social strategies for second-year students in the English Department at UNP during their speaking classes. When examining the speaking problems faced by the students, this research addresses pronunciation errors and grammatical errors, which are related to learning strategies. Meanwhile, the lack of speaking activities is more closely related to discussions about curriculum and material designs.

D. Formulation of the Problem

The formulation of the problem is as follow:

1. What are the most frequently employed learning strategies by second-year English education majors at UNP in their speaking classes?

2. How do these learning strategies rank in terms of usage by the students on their speaking classes?

E. Purpose of the Research

The purpose of this research is as follow:

1. To find out the most frequently employed learning strategies by second-year English education majors at UNP in their speaking classes.

2. To find out how these learning strategies rank in terms of usage by the students on their speaking classes.

F. Significance of the Research

This research highlights the crucial role of speaking skills in learning English. It is valuable for students, lecturers, and researchers interested in this field, as shown below:

1. Students: This research helps students improve their speaking skills by using learning strategies that fit their strategies of learning.

2. Lecturers: Lecturers can use this research to create more interactive classes, making students more active and involved, as it identifies the learning strategies students prefer.

3. Researchers: This research is important for future researchers because it analyses the learning strategies to help English students in speaking classes. It can guide further studies, helping researchers design new