

DEVELOPING A MODEL OF LEARNING STRATEGY OF SPEAKING ENGLISH

DISSERTATION



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DEVELOPING A MODEL OF LEARNING STRATEGY OF SPEAKING ENGLISH

DISSERTATION



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ABSTRACT

Suswati Hendriani. 2012. "Developing a Model of Learning Strategy of Speaking English at the English Department of State College of Islamic Studies (STAIN) Batusangkar". *Dissertation*. Graduate program of Padang State University.

Based on a preliminary study at State College of Islamic Studies (STAIN) Batusangkar, it was found that many students lacked learning strategies to develop their speaking skills. Therefore, a model of learning strategy of speaking was needed. To teaching strategies used by the lecturers of speaking were student-centered and already encouraged the students' active participation. However, the the teaching strategies used did not instruct the students to develop their potential to become more independent learners. A model of learning strategy instruction, therefore, was needed to solve the problem.

This study is aimed to: 1) find out the students' learning strategies in improving their speaking skills, 2) to describe learning strategy model that can improve the students' speaking skills, 3) to describe the effectiveness of the learning strategy model in improving the students' speaking skills, and 4) to describe the application of the learning strategy model in speaking.

This study is categorized a *Research and Development*. In the study, a model of learning strategy in speaking is developed. To develop the model, Borg and Gall's six main steps were applied. The steps: 1) research and information collecting, 2) planning, 3) developing preliminary form of product, 4) field testing and product revision, 5) final product revision, and 6) dissemination and implementation. The first step was conducted through observation, interview, documentary study and the use of background questionnaire. Planning was conducted based on the data got. To develop preliminary form of product, a mixed (closed and open-ended) questionnaire which found out the subjects' learning strategy in speaking was used. The learning strategy got was used to form the model of learning strategy in speaking. The model, then, was field tested through a quasi experimental research. The data got were processed by using SPSS 19. The next step was product revision. Based on the revision, the learning strategy model was disseminated through a dissertation.

The findings of the study show that: 1) the subjects of the study need learning strategy in speaking to improve their speaking skills, 2) there are 24 types of learning strategy in speaking that can be used to improve their speaking skills, 3) the model is effective to improve their speaking skills, in which mean scores of the experimental groups exceeded those of control group. For the third semester, the mean score of the experimental group was 83.30, while that of control group was 74.53. For fifth semester, the mean score of the experimental group was 80.42 while that of control group was 65.73, and 4) the model of learning strategy in speaking was used more variously by those treated with the model.

ABSTRAK

Suswati Hendriani. 2012. “Developing a Model of Learning Strategy of Speaking English at the English Department of State College for Islamic Studies (STAIN) Batusangkar”. *Disertasi*. Program Pascasarjana Universitas Negeri Padang.

Berdasarkan studi pendahuluan pada Sekolah Tinggi Agama Islam Negeri Batusangkar, ditemukan bahwa strategi-strategi pembelajaran yang digunakan oleh dosen-dosen *Speaking* berpusat pada mahasiswa dan sudah mendorong partisipasi aktif mereka dalam belajar berbicara dalam bahasa Inggris. Namun strategi-strategi pembelajaran yang digunakan belum lagi mengajarkan mahasiswa untuk bisa mengembangkan potensi mereka secara optimal agar mereka menjadi lebih mandiri dan lebih kompeten dalam berbicara bahasa Inggris. Oleh sebab itu, model pembelajaran strategi belajar diperlukan untuk memecahkan masalah tersebut.

Penelitian ini bertujuan untuk: 1) mengungkapkan apakah mahasiswa membutuhkan strategi belajar untuk meningkatkan kemampuan mereka dalam berbicara bahasa Inggris, 2) mendeskripsikan model strategi belajar yang dapat meningkatkan kemampuan mereka dalam berbicara bahasa Inggris 3) mendeskripsikan efektivitas model strategi belajar dalam meningkatkan kemampuan mereka dalam berbicara bahasa Inggris, dan 4) mendeskripsikan penggunaan model strategi belajar berbicara oleh mahasiswa.

Penelitian ini termasuk *Research and Development*. Dalam penelitian ini, sebuah model strategi berbicara dikembangkan. Untuk mengembangkan model tersebut, peneliti menerapkan enam langkah utama Borg and Gall. Langkah-langkahnya meliputi: 1) penelitian dan pengumpulan informasi, 2) perencanaan, 3) pengembangan bentuk awal produk, 4) uji lapangan produk dan revisi produk, 5) revisi produk akhir, dan 6) disseminasi dan implementasi. Tahap pertama dilakukan melalui observasi, wawancara, studi dokumentasi, dan penggunaan angket untuk menggali latar belakang mahasiswa. Perencanaan dilakukan berdasarkan data yang telah diperoleh. Untuk mengembangkan bentuk awal produk, angket campuran (tertutup dan terbuka) digunakan untuk menggali strategi belajar dalam berbicara yang diterapkan oleh mahasiswa yang mahir berbahasa Inggris. Strategi belajar yang mereka gunakan digunakan untuk membentuk model awal strategi belajar dalam berbicara. Kemudian model tersebut diuji di lapangan melalui *quasi experimental research*. Data yang diperoleh, diproses dengan SPSS 19. Tahap selanjutnya adalah revisi produk berdasarkan masukan ketiga orang promotor peneliti. Setelah direvisi, penerapan model tersebut dilihat dan disebarkan melalui disertasi.

Hasil penelitian menunjukkan bahwa: 1) Subjek penelitian membutuhkan strategi belajar berbicara (bahasa Inggris untuk meningkatkan

kemampuan *speaking* mereka, 2) Ada 24 jenis strategi belajar yang bisa dijadikan model untuk meningkatkan kemampuan berbicara (bahasa Inggris) mereka, 3) model tersebut efektif dalam meningkatkan kemampuan berbicara (bahasa Inggris) mereka, yang ditunjukkan oleh tingginya nilai rata-rata kelas eksperimen dari kelas kontrol. Untuk semester 3, nilai rata-rata kelas eksperimen adalah 83,30 dan kelas kontrol adalah 74, 53. Sedangkan untuk semester 5, nilai rata-rata kelas eksperimen adalah 80,42 dan kelas kontrol adalah 65,73, dan 4) Model strategi berbicara bahasa Inggris digunakan secara lebih variatif oleh mahasiswa yang diberi perlakuan.

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Dengan ini saya menyatakan bahwa:

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Padang, 17 Juli 2012

Saya yang menyatakan

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CHAPTER I

INTRODUCTION

A. Background of the Problem

English has been stipulated as the first foreign language for all Indonesian students from lower secondary education up to university levels since forty five years ago. Many kinds of curricula have been introduced to improve the students' competence. The students are expected to be communicatively competent, not just linguistically competent. So far, their mastery of English grammar, vocabulary, and theories of how to use English is not satisfactory since they are expected to be able to use English, as a means of communication, either orally or in written. In other words, the students are expected to achieve self-realization in using English that can be considered as the indicator of the success of English teaching in Indonesia.

However, the quality of English teaching in Indonesia is still low even though Indonesian government has mandated eight standards of education, as a guide to achieve a high standard of education. The standards are: (1) Content Standard, (2) Process Standard, (3) Graduate Competency Standard, (4) Educator Standard, (5) Facility Standard, (6) Management Standard, (7) Fund Standard, and, (8) Education Evaluation Standard. These all standards should be used as criteria of Indonesian educational outcomes (*Peraturan Pemerintah Republik Indonesia No. 19 Tahun 2005 tentang Standar Nasional Pendidikan*).

Related to the third one, namely: Graduate Competency Standard, it is expected that English learners in Indonesian, including university students must achieve the predetermined competency outcomes, in line with their levels of education. At the university level or higher education, the English language learners are considered at advanced level since they have learned English for at least six years, and even more. The period of time spent for such quite a long time learning should make them master English very well. Related to speaking, they should have:

the ability to converse in a clearly participatory fashion, initiate, sustain, and bring to closure a wide variety of communicative tasks, including those that require an increased ability with diverse language strategies, satisfy the requirements of schools and work situations, and narrate and describe with paragraph-length connected discourse (Richards: 2001: 172).

The ability as expected above can be achieved if the English language learners encourage themselves to do self-directed learning. Dickinson (in Oxford, 1990: 10) states “language learning strategies encourage overall self-direction for learners”. Moreover, “self-direction is particularly important for language learners, because they will not always have the teacher around to guide them as they use the language outside the classroom” (Oxford, 1990: 10).

On contrary to English teaching in Indonesia in which English has been formally introduced into schools from lower secondary level, there have not been many students who are able to communicate actively by using English either in spoken or in written communication. Especially in the spoken communication, a more serious problem is found. At the university level, there are a lot number of

students, whose major is English, who still face the same problem: they do not want to and cannot speak English.

The problem may be caused by several factors which may come from the English teachers, the teaching facilities, and the teaching materials, the students themselves, and others. All of the factors may contribute to the unsatisfactory attainment of English teaching purposes in Indonesia. There are several alternatives among others that can be chosen to address the cause of the problem. The first alternative is by improving the quality of English teachers. The second is by improving the quality and quantity of teaching facilities. The third is by employing appropriate materials. The fourth is by creating conducive learning environment. The fifth is by creating supportive work environment. The sixth is by increasing the learners' active participation or contribution to their English learning.

To choose among those proposed alternatives, the sixth alternative may be chosen, i.e., by increasing the students' contribution to the students' own English learning. Rubin and Thompson (1982: 3) affirm that the foreign language learners are the most important factor in a learning process. Their successes or failures would eventually be determined by their own contribution to their active learning process. It means that if they want to be able to speak English fluently and accurately, they must contribute or invest their time and effort as much as possible to reach it. Their contribution will increase if they know their strategic role in the learning of English.

If one group of students with almost the same ability is observed in their English learning, their degree of successes will be various, even though they are taught by the same English teacher, using the same media, the same material, and the same techniques. The fact shows that some students are more successful than others. If the condition is analyzed, more dominant factors that influence the students' learning success could be derived from the learners themselves, since the extraneous problems have already been the same or homogenous. Their successes or failures, in the end, will be determined by their contribution to their own learning process. Unfortunately, the factors other than foreign language learners are often considered as more crucial factors than those of the language learners themselves, and are usually treated as the scapegoat for the students' failures in English language learning.

There are, in fact, several factors inherent to the learners which influence their successes in learning. According to Rubin and Thompson (1982: 4-10) the factors include: their ages, their positive traits, the effective strategies applied by them, their aptitude, their persistence, their motivation, their attitude, their extroversion, their inhibition, their tolerance of ambiguity, their learning styles, their eye-ear learning, stereotypes, and ethnocentrism, and their past experiences. According to Rubin (1987: 19) those factors include their behaviors and thinking process, including psychological characteristics (such as risk-taking, tolerance for ambiguity, field dependence, and empathy), affective variables (such as like or dislike a teacher, culture, native speakers, class-mates, or one's thought in the learning process), or social style and social strategies

following the social style. Meanwhile, Larsen-Freeman and Long (1991:206-212) point out that the factors include age, aptitude, social-psychological factors (motivation and attitude), personality, cognitive style, and learning strategies.

Among the intrinsic factors that they have, in a higher education context, the students' language learning strategies are thought to be importantly needed by the foreign language learners to maximize the effectiveness of the education at this level, namely to become self-directed learners or independent learners. To collect the data of the students' need, Long (2005: 225-226) suggests to conduct "needs analysis at the foreign language learners by gathering information via various *methods* and *sources*". Therefore, the foreign language learners were observed in their English learning process and some English lecturers were interviewed.

The observation has been done for quite a long time in the English Department Students of Sekolah Tinggi Agama Islam Negeri (STAIN) Batusangkar. It was found that some students were relatively independent, while some others were relatively dependent. The independent learners were willing to speak English voluntarily without depending too much on their teachers or lecturers. They sought every opportunity that would promote their speaking skills. The dependent learners, on the other hand, were often reluctant to speak English and tended to speak up when they were asked to, depending on their teachers.

Based on the observation result, it was hypothesized that to be independent or self-directed, learners must have learning tools or learning

strategies to facilitate their success in their foreign language learning. This hypothesis was also agreed by the five English lecturers who teach at State College for Islamic Studies (STAIN Batusangkar). Therefore, a Research and Development about language learning strategies is urgent to be conducted.

There have been many studies on student learning strategies. The kinds of studies included descriptive, correlational and experimental studies. Some descriptive researches relevant to this dissertation are those conducted by Sawirman, Robbins, Ching-yi Chang and Ming-chang Shen, and Susanti.

A descriptive research was conducted by Sawirman (1994), entitled *“Learning Strategies of the Fourth Year Students at English Department of FPBS IKIP Padang 1994”*. It was found that English learning strategies of the Fourth Year Students at English Department of FPBS IKIP Padang were a great help to improve the students’ English achievement.

Another study was conducted by Robbins (1996a) who investigated the learning strategies of Japanese college students as they developed their ability to carry on conversations in English. Paired with native speakers of English, the Japanese students were videotaped before and after an-eight month period of language exchange. It was found that fewer learning strategies were used by the students progressed toward being more at ease with conversation in English.

The next descriptive research was conducted by Susanti (2011). The title of the research is *“Indirect Learning Strategy Preferences Used by English Department Students in Speaking (A Study of the Second Year of English Department Students of STAIN Batusangkar in 2010/2011 Academic Year)”*. The

research result showed that among the three strategies of indirect learning strategies in speaking, social strategies was the most preferable ones, followed by metacognitive strategies, and the lowest preferable was affective strategies.

A correlation research was conducted by Yusmalinda (1996), entitled “*The Correlation between the Students’ Learning Strategies and Their English Proficiency of the Fourth Year English Department Students of IKIP Padang of Academic Year 1996-1997*”. Based on the research, it was found that there was a positive correlation between the students’ learning strategies and their English Proficiency”.

Chang and Shen, from Leader University, Taiwan conducted an experimental research entitled “*The Effects of Beliefs about Language Learning and Learning Strategy Use of Junior High School EFL learners in Remote Districts*” in *Research in Higher Education Journal* (retrieved at <http://www.aabri.com/manuscripts/10462.pdf>). The result showed that the respondents of the research had various beliefs about language learning.

Cohen, Weaver, and Li conducted a research entitled “*The Impact of Strategies-Based Instruction on Speaking a Foreign Language*”. They investigated the impact of strategies-based instruction on college students of French and Norwegian during ten weeks of instruction (Cohen, Weaver, & Li, 1996). The results indicated that integrating strategies instruction into the language course were beneficial to enhance the students’ learning, although the relationships of reported strategies used to performance was complex.

Another experimental research was conducted in EFL setting in Egypt and Japan, to see the effectiveness of learning strategy instruction for speaking (Dadour & Robbins, 1996). Learning strategies were explicitly taught to college-level EFL students in both countries. The results on the posttest of the experimental study in Egypt showed that the experimental students' speaking skills and use of the strategies were significantly superior to those of students in the control groups. The results of the experimental study in Japan showed that most students understood the value of strategies instruction and wanted to learn more strategies for speaking.

The next experimental research was also conducted by Rasekh from Texas A&M University and Reza Ranjbar from Iran University of Science and Technology, entitled "*Metacognitive Strategy Training for Vocabulary Learning*". The research result showed that strategy training of *metacognitive* conducted explicitly had significantly positive effects on the learners' vocabulary language learning as a foreign language, as presented at TESL-EJ (*Teaching English as a Second or Foreign Language*) Vol. 7 No.2 A-5 September 2003 (retrieved at <http://tesl-ej.org/ej26/a5.html>).

The other experimental study on the effects of language learning strategies instruction on student achievement was conducted with 75 high school ESL students who were randomly assigned to experimental or control groups. For two weeks, the students in the experimental group were taught various strategies for academic tasks. The results showed that the students in the experimental group performed significantly better than the students in the control group in a

transactional speaking task (O'Malley, 1987; O'Malley & Chamot, 1990; O'Malley, Chamot, Stewner-Manzanares, Russo, & Kupper, 1985b) in Chamot.et.al: 1999).

Although a lot of studies on learning strategies have been conducted by previous researchers, more knowledge on learning strategy is needed especially the appropriate model learning strategies for foreign language learners in the context of higher education in Indonesian context.

B. Formulation of the Problem

Based on the problems mentioned in the background of the problem and some previous studies on learners' learning strategy above, the problems of the research can be formulated as follow:

1. What is the appropriate learning strategy model that can improve the students' speaking skills?
2. How effective is the learning strategy model in improving the students' speaking skills?
3. How is the application of the learning strategy model by the students in improving their speaking skills?

C. Research Question

The three main problems above are, further, elaborated into the following research questions:

1. Does teaching learning process of speaking skills at STAIN Batusangkar introduce learning strategy of speaking?
2. Do the students need learning strategy model to improve their speaking skills?
3. What is the appropriate learning strategy model that can improve the students' speaking skills?
4. How effective is the learning strategy model in improving the students' speaking skills?
5. How is the application of the learning strategy model by the students in improving their speaking skills?

D. Purpose of the Development

There are three general purposes of the development. They are as follow:

1. To develop an appropriate learning strategy model that can improve the students' speaking skills.
2. To find out the effectiveness of the developed learning strategy model in improving the students' speaking skills.
3. To find out the application of the developed learning strategy model by the students in improving their speaking skills

Based on the three general purposes, five specific purposes may be derived. They are as follow:

1. To find out whether teaching learning process of speaking skills at STAIN Batusangkar introduce learning strategy of speaking.
2. To find out whether the students need a learning strategy model to improve their speaking skills.
3. To find out the appropriate learning strategy model that can improve the students' speaking skills.
4. To find out the effectiveness of the proposed learning strategy model in improving the students' speaking skills.
5. To find out the application of the learning strategy model by the students in improving their speaking skills.

D. Expected Product Specification

The product yielded through this R & D was a model of learning strategy of English speaking skills. The model was developed based on the learning strategies of speaking English applied by the successful English learners, or competent speakers of English. The model was intended to be used to help the unsuccessful language learners to become better speakers of English. The developed model could be used to improve the students' speaking skills in performing a dialogue or a conversation, and a speech. To instruct the students by using the developed model, the *Speaking* lecturers could follow three steps: preparation, presentation, and practice. The *Speaking* lecturers should play roles as a model, as a facilitator, and/or as a director.

The developed model of learning strategy of speaking English was really different from the ones developed by Oxford (1990), and by Alcaya, Lybeck, and Mougel (Cohen, Weaver, & Li : 1996), by Rubin and Thompson (1982), by Brown (2002), by Chammot.et.al., (1999) and by others. This model was designed for Indonesian students learning to speak English and it was developed in the context of Indonesian culture by using the learning strategies of speaking English applied by Indonesian students learning English. By applying the model, it was expected that the students' speaking proficiency could be improved.

F. Significance of the Development

The result of the R & D hopefully is beneficial theoretically and practically. Theoretically, the result of the research is beneficial for the development of science, in general, and for the field of language learning strategy focused especially on speaking. Practically, it is expected that the foreign language learners, especially university students with the same context of learning will get advantages, as well. Besides, the result of this R & D is expected to be beneficial for English teachers and lecturers, and Supervisors, and the Ministry of Education and Culture and of Religious Affairs.

1. For foreign language learners, especially those of English, the research result hopefully can be used to be a reference for them in developing their speaking skills. By using the product of this development, it is expected that their speaking ability will increase.
2. For English teachers and lecturers, the research result hopefully is useful as a reference for them to develop their students speaking skills, which in turn, will make the students become self-directed learners in their learning to speak.
3. For the school or madrasahs headmasters and supervisors, the research result hopefully is as a good reference to supervise the process of English instruction at schools and madrasahs.
4. For the Ministry of Education and Culture and of Religious Affairs, the research result hopefully is one consideration to include the learning strategy materials in the curriculum of English.

By using the research result, it is expected that the quality of English teaching in Indonesia, generally, and at the institution especially will improve.

G. Assumption and the Limitation of the Development

There are several assumptions that underlie the research. *First*, the foreign language learners will be more successful in speaking English or will be more competent speakers of English if they are willing to contribute their time, and effort to use the learning strategy in their English learning or in the real-life situations. *Second*, the foreign language learners will be more successful in speaking English or will be more competent speakers of English if they believe that their successes in speaking English will depend on themselves, not on their English lecturers or others. *Third*, the foreign language learners will be more successful in speaking English or will be more competent speakers of English if they are not afraid of making mistakes. *Fourth*, the foreign language learners will be more successful in speaking English or will be more competent speakers of English if they know their capabilities in speaking English. *Fifth*, the foreign language learners will be more successful in speaking English or will be more competent speakers of English if they are consciously engaged in activities to achieve certain goals and learning strategies.

As with all studies of this magnitude, there are three limitations.

The first limitation was that there was no evaluation of the strategy use directly after the students' learning for each meeting. In fact, the evaluation of the

students' strategy use was done after the experiment had been conducted. As a result, which strategy worked best was not known.

The second, even though there were twenty four types of learning strategy that have been got and applied, the research just tested 6 types of learning strategy in speaking due to the time limitation.

The last, the questionnaires were not tried- out due to time constraint. The questionnaires were validated in a panel of judges, instead.

H. Definition of the Key Term

There are three definitions that need further explanation to avoid ambiguity in this dissertation. They are learning strategy, effective, and speaking. Each of the term will be described in turn.

1. Learning strategy is a set of steps, actions, ways, techniques or procedures taken or followed by foreign language learners in order to improve or enhance their skills in speaking English.
2. Effective is producing a successful result: the result that is wanted or intended ,i.e., the improvement of someone's speaking skills.
3. Speaking refers to an activity to express one's ideas, feelings, and/or thoughts in the forms of dialogue (conversation) and monologue (speech).

I. Writing Plan

This dissertation is organized in two parts. Part I of this dissertation contains an analytical study about the product. This part consists of five chapters.

Chapter I introduces the background of the problem, the formulation of the problem, the purpose of the development, the expected product specification, the importance of the development, the assumptions underlying the product development and the limitation of the development, the terms used in the development and the way the development is organized. Chapter II contains review of the related theories used as a framework to conduct the Research and Development (R & D). Chapter III includes the development model, development procedure, and the product field testing. Chapter IV discusses about the data, data analysis, and the discussion of the research result. The last chapter, Chapter V, contains conclusions, implications and suggestions. Part II, on the other hand, contains the product of the R &D, which includes the product, references, appendices and CV of the writer or researcher.