

STUDENTS' LEARNING STRATEGIES IN IMPROVING SPEAKING SKILL

(A Study at the English Education Department of Bung Hatta University)

Thesis



By:

APRILIZA
91397

This thesis is submitted to fulfill one of the requirements to obtain
a degree of Master in Education

**ENGLISH EDUCATION SECTION
LANGUAGE EDUCATION PROGRAM
GRADUATE PROGRAM
STATE UNIVERSITY OF PADANG
2010**

ACKNOWLEDGEMENTS



Alhamdulillahirabbil'Alamin, Praise be to Allah SWT who has given the researcher chance, knowledge and strength to finish this thesis entitle "Students' Learning Strategy in Improving Speaking Skill (a study at English education department of Bung Hatta University)". She also expresses her gratitude to the Prophet Muhammad SAW.

The writer would like to dedicate her sincere gratitude to Prof. Dr. H. Anas Yasin, M.A. and Dr. Kusni, M.Pd as her advisors who have given her a great deal of continuous guidance, valuable advices, time and help in completing this thesis. The researcher's gratitude also addressed to Prof. Drs. H. Zainil, M.A., Ph.D, Prof. Dr. Hermawati Syarif, M.Hum and Prof. Dr. Gusril, M.Pd as her examiners who have given her valuable comments and suggestions.

Her sincere gratitude is also addressed to Rector of Bung Hatta University, the Dean of Teacher Training and Education Faculty of Bung Hatta University who has allowed her to do the research at English Education Department and Dra. Lely Refnita, M.Pd., Dra, Ernati, M.Pd., Dra. Lisa Tavriyanti, M.Pd., Drs. Khairul Harha, M.Sc and all the lecturers who help her to finish the research. In addition her special thanks are also aimed to all third year students of English Education Department of UBH enrolled in 2008/2009 for the cooperation during her research.

Then the researcher would like express gratitude to all the lecturers who has taught her from the beginning of her study at the English Graduate program of UNP. Last but not least, the researcher would like to thank all her friends at the English Graduate Program of UNP enrolled in 2007/2008 for their friendship and encouragement during her study. Thanks for everything.

Above all, the researcher would like to dedicate her sincere gratitude to her beloved parents, Bunda Elmiyanti and Ayahanda Amri. This is for you..

ABSTRACT

Apriliza. 2009. Students' Learning Strategies in Improving Speaking Skill (A study at English Education Department of Bung Hatta University)

This research was a descriptive study which purposed to describe learning strategies that were used by high, average and low achievement students of English education department of Bung Hatta University. This research was aimed at describing what strategies they have used in learning speaking, and what strategies are better improved their speaking skill. Respondent of the research was the third year students of English Education Department of Bung Hatta University enrolled in 2008/2009 who has passed speaking II subject. Data were collected from speaking test, questionnaire, and interview.

After doing the research, it was found some important findings. First, it was found that speaking learning strategy that is most frequently used by high achievement students was memory strategy with mean score (3.9). Second, speaking learning strategy that was most frequently used by average achievement students were memory and social strategies that have the same mean score (3,5). Third, speaking learning strategy that was most frequently used by low achievement students was social strategies with mean score 3, 3. The last one, it was found that ten subs of each strategies, they are *setting goals and objectives, paying attention, making positive statement, practicing, self evaluating getting help, paying attention, positive thinking, practicing naturally, self evaluating, creating mental link, organizing and scheduling, getting help, cooperating with others and asking question and sharing ideas* that are most frequently used by high achievement students, regarded as better speaking learning strategy to improve students speaking skill.

Based on the above finding, the researcher concluded that the strategies which have been found to be most frequently used by the high achievement students in speaking might be considered as effective strategies for particular group of EFL learner to improve the students speaking skill. For the speaking lecturers, it also suggested to train the average and low achievement students to use the strategies used by high achievement students identified.

ABSTRAK

Apriliza. 2009. Students' Learning Strategies in Improving Speaking Skill (A study at English Education Department of Bung Hatta University)

Penelitian ini adalah sejenis penelitian deskriptif yang bertujuan untuk mendeskripsikan strategi belajar yang digunakan oleh mahasiswa jurusan bahasa inggris FKIP Universitas Bung Hatta dengan 'speaking achievement' yang tinggi, rata-rata dan rendah, dan mendeskripsikan strategi-strategi yang lebih baik dalam meningkatkan kemampuan berbicara bahasa inggris mahasiswa. Responden dalam penelitian ini adalah mahasiswa tahun tiga jurusan bahasa inggris FKIP Universitas Bung Hatta yang terdaftar pada tahun ajaran 2008/2009 yang sudah mengikuti mata kuliah speaking II. Data diambil melalui tes 'speaking', angket dan wawancara.

Setelah melakukan penelitian, ditemukan beberapa penemuan penting. Pertama, ditemukan bahwa strategi belajar 'speaking' yang paling sering digunakan oleh mahasiswa dengan 'speaking achievement' tinggi adalah 'memory strategy' dengan skor mean 3,7. Kedua, ditemukan bahwa strategi belajar 'speaking' yang paling sering digunakan oleh mahasiswa dengan 'speaking achievement' rata-rata adalah 'memory strategy' dan 'social strategy' dimana kedua strategi ini memiliki skor mean yang sama yaitu 3,5. Ketiga, ditemukan bahwa strategi belajar 'speaking' yang lebih sering digunakan oleh mahasiswa dengan 'speaking achievement' rendah adalah 'social strategy' dengan skor mean 3,3, dan yang terakhir ditemukan bahwa ada sepuluh sub strategi dari masing-masing strategi yaitu strategi '*setting goals and objectives, paying attention, making positive statement, practicing, self evaluating getting help, paying attention, positive thinking, practicing naturally, self evaluating, creating mental link, organizing and scheduling, getting help, cooperating with others and asking question and sharing ideas*' yang paling sering digunakan oleh mahasiswa dengan 'speaking achievement' tinggi dikategorikan sebagai strategi belajar speaking yang lebih baik untuk meningkatkan keterampilan berbicara bahasa inggris.

Berdasarkan penemuan di atas, peneliti menyimpulkan bahwa strategi-strategi yang disebutkan sebagai strategi yang paling sering digunakan oleh mahasiswa dengan 'speaking achievement' tinggi dapat dikategorikan sebagai strategi yang efektif untuk beberapa kelompok pelajar bahasa inggris untuk meningkatkan keterampilan berbicara bahasa inggris mereka. Untuk dosen mata kuliah 'speaking' juga disarankan untuk melatih mahasiswa yang 'speaking achievement'nya rata-rata atau rendah untuk menggunakan strategi-strategi belajar yang sudah diidentifikasi digunakan oleh mahasiswa yang 'speaking achievement'nya tinggi tersebut.

TABLE OF CONTENTS

ACKNOWLEDGEMENT	i
ABSTRACT	ii
TABLE OF CONTENT	iv
LIST OF TABLE	vi
LIST OF APPENDICES	xiii

CHAPTER I INTRODUCTION

A. Background of the Problem	1
B. Identification of the Problem.....	4
C. Limitation of the Problem	5
D. Formulation of the problem	5
E. Research Questions.....	5
F. Purpose of the Study	6
G. Significance of the Study	7
H. Definition of the Key Terms	7

CHAPTER II REVIEW OF THE RELATED LITERATURE

A. Review of the Related Theories	8
1. Concept of Learning Strategies	8
2. Taxonomy of Language Learning Strategy.....	10
3. Concept of Speaking Skill.....	23
4. Speaking Test	25
B. Review of the Related Findings	28
C. Conceptual Framework	29

CHAPTER III RESEARCH METHOD

A. Design of the Research.....	31
B. Population and Sample.....	31
	iv

C. Research Instrument	32
D. Technique of Collecting the Data	34
E. Technique of Analyzing the Data	37
CHAPTER IV FINDING AND DISCUSSION	
A. Research Finding.....	39
B. Discussion	142
C. Research Limitation.....	146
CHAPTER V CONCLUSION, IMPLICATION AND SUGGESTION	
A. Conclusion.....	147
B. Implication.....	148
C. Suggestion.....	149
REFERENCES	150
APPENDICES	155

LIST OF TABLES

Table 1	: The scoring of speaking test that will be used in this research .	26
Table 2	: The intensity of using speaking learning strategy	33
Table 3	: Indicator of speaking test	35
Table 4	: Students' Categorization Base on Their Score.....	36
Table 5	: The most frequently speaking learning strategies used by high achievement students	40
Table 6	: The Frequency Level of Using the Strategy of Creating mental link by High achievement Students.....	42
Table 7	: The Frequency Level of Using the Strategy of Applying Sound by High achievement Students.....	43
Table 8	: The Frequency Level of Using the Strategy of Reviewing Well by High achievement Students.....	44
Table 9	: The Frequency Level of Using the Strategy of Previewing the Material by High achievement Students	45
Table 10	: The Frequency Level of Using the Strategy of Paying Attention by High achievement Students.....	46
Table 11	: The Frequency Level of Using the Strategy of Asking Question and Sharing Idea by High achievement Students	47
Table 12	: The Frequency Level of Using the Strategy of Organizing and Scheduling by High achievement Students	49
Table 13	: The Frequency Level of Using the Strategy of Setting Goals and Objectives by High achievement Students	50
Table 14	: The Frequency Level of Using the Strategy of Communicating Authentically in English by High achievement Students	51
Table 15	: The Frequency Level of Using the Strategy of Knowing	

	Something to Help by High achievement Students	52
Table 16	: The Frequency Level of Using the Strategy of Self Evaluating by High achievement Students	53
Table 17	: The Frequency Level of Using the Strategy of Self Monitoring by High achievement Students	54
Table 18	: The Frequency Level of Using the Strategy of Getting Help by High achievement Students	55
Table 19	: The Frequency Level of Using the Strategy of Using Mime and Gesture by High achievement Students	56
Table 20	: The Frequency Level of Using the Strategy of Selecting the Topic by High achievement Students	57
Table 21	: The Frequency Level of Using the Strategy of Simplifying the Idea by High achievement Students	58
Table 22	: The Frequency Level of Using the Strategy of Using Synonym by High achievement Students	59
Table 23	: The Frequency Level of Using the Asking Clarification and Verification by High achievement Students	60
Table 24	: The Frequency Level of Using the Cooperating with Others by High achievement Students	61
Table 25	: The Frequency Level of Using the Lowering Anxiety by High achievement Students	63
Table 26	: The Frequency Level of Using the Positive Thinking by High achievement Students	64
Table 27	: The Frequency Level of Using the Taking Risk by High achievement Students	65
Table 28	: The Frequency Level of Using the Writing A Diary by High achievement Students	66
Table 29	: The Frequency Level of Using the Discussing With Other by	

	High achievement Students	67
Table 30	: The Frequency Level of Using the Practicing Naturally by High achievement Students	68
Table 31	: The Frequency Level of Using the Receiving and Sending Message by High achievement Students	69
Table 32	: The Frequency Level of Using the translating and transferring by High achievement Students	70
Table 33	: The most frequently speaking learning strategies used by average achievement students	72
Table 34	: The Frequency Level of Using the Strategy of Creating mental link by average achievement students	74
Table 35	: The Frequency Level of Using the Strategy of Applying Sound by average achievement students	75
Table 36	: The Frequency Level of Using the Strategy of Reviewing Well by average achievement students	76
Table 37	: The Frequency Level of Using the Asking Clarification and Verification by average achievement students	78
Table 38	: The Frequency Level of Using the Cooperating with Others by average achievement students	79
Table 39	: The Frequency Level of Using the Strategy of Previewing the Material by average achievement students	80
Table 40	: The Frequency Level of Using the Strategy of Paying Attention by average achievement students	82
Table 41	: The Frequency Level of Using the Strategy of Asking Question and Sharing Idea by average achievement students	83
Table 42	: The Frequency Level of Using the Strategy of Organizing and Scheduling by average achievement students	84
Table 43	: The Frequency Level of Using the Strategy of Setting Goals and Objectives by average achievement students	85

Table 44	: The Frequency Level of Using the Strategy of Communicating Authentically in English by average achievement students	86
Table 45	: The Frequency Level of Using the Strategy of Knowing Something to Help by average achievement students	87
Table 46	: The Frequency Level of Using the Strategy of Self Evaluating by average achievement students	88
Table 47	: The Frequency Level of Using the Strategy of Self Monitoring by average achievement students	89
Table 48	: The Frequency Level of Using the Strategy of Getting Help by average achievement students	91
Table 49	: The Frequency Level of Using the Strategy of Using Mime and Gesture by average achievement students	92
Table 50	:The Frequency Level of Using the Strategy of Selecting the Topic by average achievement students	93
Table 51	: The Frequency Level of Using the Strategy of Simplifying the Idea by average achievement students	94
Table 52	: The Frequency Level of Using the Strategy of Using Synonym by average achievement students	95
Table 53	: The Frequency Level of Using the Practicing Naturally by average achievement students	97
Table 54	: The Frequency Level of Using the Receiving and Sending Message by average achievement students	98
Table 55	: The Frequency Level of Using the translating and Transferring by average achievement students	99
Table 56	: The Frequency Level of Using the Lowering Anxiety by average achievement students	100
Table 57	: The Frequency Level of Using the Positive Thinking by	

	average achievement students	102
Table 58	: The Frequency Level of Using the Taking Risk by average achievement students	103
Table 59	: The Frequency Level of Using the Writing A Diary by average achievement students	104
Table 60	: The Frequency Level of Using the Discussing With Other by average achievement students	105
Table 61	: The most frequently speaking learning strategies used by low achievement students	106
Table 62	: The Frequency Level of Using the Asking Clarification and Verification by Low Achievement Students	109
Table 63	: The Frequency Level of Using the Cooperating with Others by Low Achievement Students	110
Table 64	: The Frequency Level of Using the Strategy of Previewing the Material by Low Achievement Students	111
Table 65	: The Frequency Level of Using the Strategy of Paying Attention by Low Achievement Students	112
Table 66	: The Frequency Level of Using the Strategy of Asking Question and Sharing Idea by Low Achievement Students	113
Table 67	: The Frequency Level of Using the Strategy of Organizing and Scheduling by Low Achievement Students	114
Table 68	: The Frequency Level of Using the Strategy of Setting Goals and Objectives by Low Achievement Students	115
Table 69	: The Frequency Level of Using the Strategy of Communicating Authentically in English by Low Achievement Students	116
Table 70	: The Frequency Level of Using the Strategy of Knowing Something to Help by Low Achievement Students	117

Table 71	: The Frequency Level of Using the Strategy of Self Evaluating by Low Achievement Students	119
Table 72	: The Frequency Level of Using the Strategy of Self Monitoring by Low Achievement Students	120
Table 73	: The Frequency Level of Using the Strategy of Creating mental link by Low Achievement Students	121
Table 74	: The Frequency Level of Using the Strategy of Applying Sound by Low Achievement Students	122
Table 75	: The Frequency Level of Using the Strategy of Reviewing Well by Low Achievement Students	123
Table 76	:The Frequency Level of Using the Strategy of Getting Help by Low Achievement Students	124
Table 77	: The Frequency Level of Using the Strategy of Using Mime and Gesture by Low Achievement Students	125
Table 78	: The Frequency Level of Using the Strategy of Selecting the Topic by Low Achievement Students	126
Table 79	: The Frequency Level of Using the Strategy of Simplifying the Idea by Low Achievement Students	127
Table 80	: The Frequency Level of Using the Strategy of Using Synonym by Low Achievement Students	128
Table 81	: The Frequency Level of Using the Lowering Anxiety by Low Achievement Students	130
Table 82	:The Frequency Level of Using the Positive Thinking by Low Achievement Students	131
Table 83	: The Frequency Level of Using the Taking Risk by Low Achievement Students	132
Table 84	: The Frequency Level of Using the Writing A Diary by Low Achievement Students	133

Table 85	: The Frequency Level of Using the Discussing With Other by Low Achievement Students	134
Table 86	: The Frequency Level of Using the Practicing Naturally by Low Achievement Students	135
Table 87	: The Frequency Level of Using the Receiving and Sending Message by Low Achievement Students	136
Table 88	: The Frequency Level of Using the translating and Transferring by Low Achievement Students	137

LIST OF APPENDIXES

Appendix 1	:Speaking test item	155
Appendix 2	: Questionnaire item	156
Appendix 3	: Specification of instruments	157
Appendix 4	: Students' score on speaking test (scorer I)	163
Appendix 5	: Students' score on speaking test (scorer II).....	164
Appendix 6	: Students' score on speaking test (scorer III).....	165
Appendix 7	: Students' score on speaking test.....	166
Appendix 8	: Example of Student's Record Script	167
Appendix 9	: The speaking learning strategy used by high achievement students.....	169
Appendix 10	: The speaking learning strategy used by average achievement students	172
Appendix 11	: The speaking learning strategy used by low achievement students	175
Appendix 12	:The intensity of using speaking learning strategy	178
Appendix 13	: The intensity of high achievement students using speaking learning strategy	179
Appendix 14	:The intensity of average achievement students using speaking learning strategy	180
Appendix 15	: The intensity of low achievement students using speaking learning strategy	181
Appendix 16	: The intensity of using memory strategies.....	182
Appendix 17	: The intensity of using cognitive strategies	183
Appendix 18	: The intensity of using compensation strategies	184
Appendix 19	: The intensity of using metacognitive strategies	185
Appendix 20	: The intensity of using affective strategies	186
Appendix 21	: The intensity of using social strategies	187

Appendix 22 : The intensity of using memory strategy by high achievement students	188
Appendix 23 : The intensity of using cognitive strategy by high achievement student	188
Appendix 24: The intensity of using compensation strategy by high achievement students	189
Appendix 25 : The intensity of using metacognitive strategy by high achievement students	189
Appendix 26 : The intensity of using affective strategy by high achievement students	190
Appendix 27 : The intensity of using social strategy by high achievement students	190
Appendix 28 :The intensity of using memory strategy by average achievement students	191
Appendix 29 : The intensity of using cognitive strategy by average achievement students	192
Appendix 30 : The intensity of using compensation strategy by average achievement students	193
Appendix 31 : The intensity of using metacognitive strategy by average achievement students.....	194
Appendix 32 : The intensity of using affective strategy by average achievement students.....	195
Appendix 33 : The intensity of using social strategy by average achievement students.....	196
Appendix 34 : The intensity of using memory strategy by low achievement students.....	197
Appendix 35 :The intensity of using cognitive strategy by low achievement students.....	197
Appendix 36 : The intensity of using compensation strategy by low achievement students	198

Appendix 37 :The intensity of using metacognitive strategy by low achievement students.....	198
Appendix 38 : The intensity of using affective strategy by low achievement students.....	199
Appendix 39 :The intensity of using social strategy by low achievement students	199
Appendix 40 : Sample of Interview Result to Students	200
Appendix 41 : The scoring of speaking test.....	211

CHAPTER I

INTRODUCTION

A. Background of the Problem

Speaking as one of fundamental skills of English has to be learned by using good strategies. Strategies can be developed by students when they are stimulated by the environment such as teachers, friends, etc. to be able to speak English. They have to create comfortable condition to themselves first. It is dealing with Oxford (1990) who states that the first that every individual can do is to create a comfortable condition and stimulate self confidence in learning new language.

In fact, a great number of students still ignore about their learning strategies, especially in learning speaking. If learners want to learn speaking, they have to have good strategies. Without those strategies they will have difficulties in improving their speaking ability. In the real life, it can be seen that many learners have strategies but unfortunately they do not know how to keep those strategies exist in their learning process. As well, they do not have environment to stimulate themselves to develop their learning strategies.

Research and theories in speaking learning strongly suggest that good language learners use a variety of strategies to assist them in gaining command over speaking skill. Thus, speaking strategies are considered as one of the fundamental factors that promote students' self-regulated and motivated speaking. It is foundation of students' self-regulated and motivated speaking. A motivated

and self-regulated speaker will encourage himself to settle his own planning in determining his speaking strategies which contribute a great deal of success to his speaking ability. It also makes speaking activity easier, more enjoyable, and more affective. Learning strategies in speaking can be used in line with the students' need, and depend much on the individual language development.

Many studies have discovered that the use of certain language learning strategies were related to the level of the proficiency or achievement in learning a target language (Chamot and Kuper, 1989; McGroarty and Oxford, 1990; Philips, 1991). The research findings have provided empirical information on the characteristics of successful and unsuccessful language learners. They have offered descriptions about characteristics that could distinguish successful language learners from unsuccessful one. Chamot (1987) uncovered that successful learners employed a wider range of approaches or language learning strategies to deal with the learning problem that they encountered, compared to unsuccessful language learners.

It is known that a great number of Indonesian students still have problem in mastering English, especially spoken English. Most of students get difficulty in speaking after studying it for about six years in high school as well as in university. They feel scared and lazy to speak. In this case, they do not only tend to be passive during teaching learning activity but also being out side of classroom. This phenomenon is also faced by the students in English Department of Bung Hatta University. After doing preobservation to the students previous score in speaking, it was found that 25% of students' achievement in speaking are still in weak and

poor category. Ideally, the students of this English Department use English to speak in college environment. In fact, the students in this English Department do not use English in their daily communication, which give a bad influence on the students' speaking motivation. It can be conclude that social interaction plays more important and motivational role in learning a language, especially spoken English as a foreign language.

Another students' speaking problem is related to age or maturational constraints. There is a contradiction opinion among linguistic expert about the influence of age in learning language, especially spoken language. Krashen, Long, and Scarcella (1982) argue that acquirers who begin learning a second language in early childhood through natural exposure achieve higher proficiency than adult learners. Oyama's study (1976) also shows that many adults fail to reach native-like proficiency in a second language or foreign language. It is fact that the English department students of Bung Hatta University still have limitation to pronounce the target language fluently with native-like pronunciation. Even if they can utter words and sentences with perfect pronunciation, problems with prosodic features such as intonation, stress, and other phonological nuances still cause misunderstandings or lead to communication breakdown. In this case, the students do not seem to have the same innate language-specific endowment or propensity as children for acquiring fluency and naturalness in spoken language.

It is also assumed that another source of the students speaking problems faced by English education department students of Bung Hatta University could take place in learning strategies in speaking used by the students that is regarded

as a crucial factor in the success of students' English speaking. Naiman et al (1976:3) noted that good language learner appeared to use a large number and range of strategies than poor learners, the implication of understanding strategies used have seemed increasingly important. Therefore, English Department students of Bung Hatta University perhaps think that learning strategies will not make change in speaking. That is why they do not use better strategies of speaking in order to be able to speak communicatively in English in daily communication.

The phenomena above attract an interest of the researcher to conduct a research that more concerned in analyzing the students learning strategies in improving speaking ability especially the third year English Education Department students of Bung Hatta University because they have taken speaking II subject already.

B. Identification of the Problem

Due to individual differences, some students might use speaking learning strategies which were different from some other students. Students having different styles of learning might use different language learning strategies. Factors that influenced the choice of language learning strategies that have been identified by researchers are, personality, affective variables such as motivation, attitudes and learning goal, career orientation, gender, language teaching method and aptitude (Oxford and Nykos, 1989)

The use of language learning strategy by language learners was related to the level of foreign language achievement that they gained. The students

who used the more appropriate and the more effective speaking learning strategies demonstrated a higher level of speaking achievement in the target language, compared to the students who used the inappropriate language learning strategy. Based on the results of several studies (Ellis, 1994; Chamot, 1987; Chamot and Kupper, 1989) as discussed previously, the researcher has come to a conclusion that the successful language learners employed a wider range of language learning strategies than less-successful language learners.

C. Limitation of the Problem

There are many problems that influence students' achievement in speaking. In this case, the researcher will focus her study only on learning strategies used by the students in improving their speaking ability.

D. Formulation of the Problem

The problem of the study is formulated as follows: "what learning strategies do the third year English Education Department students of Bung Hatta University use to improve their speaking ability?"

E. Research Questions

Based on the formulation of the problem above, there are research questions to be answered as follows:

1. What speaking learning strategies are most frequently used by the high achievement students at the English Education Department of Bung Hatta University?
2. What speaking learning strategies are most frequently used by the average achievement students at the English Education Department of Bung Hatta University?
3. What speaking learning strategies are most frequently used by the low achievement students at the English Education Department of Bung Hatta University?
4. What speaking learning strategies are better improves the students speaking skill.

F. Purpose of the Study

In general, the purpose of this study is aimed at identifying the students learning strategies in improving their speaking skill. In particular, the purpose of this study is to identify:

1. Speaking learning strategies that are most frequently used by the high achievement students in English Department of Bung Hatta University.
2. Speaking learning strategies that are most frequently used by the average achievement students in English Department of Bung Hatta University.
3. Speaking learning strategies that are most frequently used by the high achievement students in English Department of Bung Hatta University.
4. Speaking learning strategies that is better improves the students speaking skill.

G. Significance of the Study

The research would contribute to both lecturer and learners of English Department of Bung Hatta University. Lecturers' knowledge of students' speaking learning strategies could help the lecturers select and design appropriate material and technique of teaching speaking communicatively and will simultaneously show the students which strategies are appropriate for speaking. The lecturer can also show which strategies might facilitate speaking and how to correctly make use them. To learners, on the other hand, they can improve their speaking ability through having some strategies that have been identified.

H. Definition of the Key Term

Some terms are used in this research needed to be defined in order to avoid misunderstanding. They are speaking learning strategies, and speaking ability of the students.

1. Speaking learning strategies

Speaking learning strategies refer to that language learning strategies employed by the students in developing their speaking ability.

2. Speaking skill

Speaking ability is the extent to which the learners or speakers achieve instructional speaking objective or a set of intended speaking outcome. Those were obtained by conducting a speaking test as a technique that is classified as a measurement and as an instrument of measuring a sample of behavior.

CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTION

After discussing the data analysis presented in previous chapter of speaking learning strategy used by education students of Bung Hatta University, some conclusion, implication and suggestion are formulated.

A. Conclusion

Based on the research question about speaking learning strategy used by education students of Bung Hatta University and data analysis, it can be concluded that there were twenty nine speaking learning strategy were used by high, average and low achievement students of English Education Department of Bung Hatta University and the use of speaking learning strategy is related to the students achievement. It will be specifically concluded as follow:

1. Answering the first research question about speaking learning strategy that is most frequently used by high achievement students, it was found that metacognitive strategies with mean score 3.8 are the first ranking order. Then it is followed by memory strategy with mean score 3.7 as the second ranking order.
2. For the second research question about speaking learning strategy that is most frequently used by average students, it was found that memory and social strategy have the same mean score (3,7) as the first ranking order

and followed by metacognitive strategy with mean score 3,4 as the second ranking order.

3. Answering the third research question about speaking learning strategy that is used by low achievement students, it was found that social strategies with mean score 3,3 are the first ranking order and followed by metacognitive strategies with mean score 3,1 as the second ranking order.
4. Concerning with the fourth research question about speaking learning strategies that is better improves the students speaking skill, it was found that *setting goals and objectives, paying attention, making positive statement, practicing, self evaluating getting help, paying attention, positive thinking, practicing naturally, self evaluating, creating mental link, organizing and scheduling, getting help, cooperating with others and asking question and sharing ideas* that are most frequently used by high achievement students, regarded as better speaking learning strategy to improve students speaking skill.

B. Implication

The implication of the research can be drawn as follow:

1. The decision maker can make or review the curriculum to be a guide line for the next curriculum planning. The curriculum should be based on the learning process.
2. In designing speaking syllabus, lectures and curriculum designer should consider and pay more attention to the speaking learning strategy

especially those that have been used by high achievement students in speaking.

3. The students of English education of Bung Hatta University or any other English speaker as EFL learners should attempt to use some speaking learning strategies especially those have been found to be effective, in order to improve their speaking skill.

C. Suggestion

In relation to further research, it is suggested to:

1. Do the same research with larger respondents by modifying certain strategy where necessary in order to cover strategies that the students might use but not included on the strategy suggest by oxford.
2. Do the same researches by using other technique of collecting data such as think aloud?
3. Do the same research that relates the use of language learning strategy to communicate competence in the target language, not only linguistic competence.
4. Do the same research in order to confirm whether the importance of cognitive and strategy

PREFERENCES

- Blaxter, Loraine et al. 1996. *How to Research*. Buckingham: Redwoodbooks.
- Best, J. W. 1977. *Research in Education*. New Jersey: Prentice Hall, Inc.,
- Bodgan, R. and Biklen. 192. *Qualitative Reasearch for Education: An Introduction to Theory and Methods*. Boston MA: Ally and Bacon
- Brown, H. D. 1994. *Teaching by Principle: An Interactive Approach to Language Pedagogy*. New Jersey: Prentice Hall Regents.
- Chamot, A. 1987. *Learner Strategies in Language Learning*. New Jersey: Prentice- Hall International.
- Chamot, A. U. and Kupper, L. (1989). *Learning Strategies in Foreign Language Instruction*. Foreign Language annals.
- Clark, J. H and Eve. H. C. 1997. *Psychology and Language*. New York: Cambridge University Press.
- Clouston, L. 1997. *Language Learning Strategies: An Overview for L2 Teachers*. http://iteslj.org/Article/Lessard_Clouston_Strategy.html</CENTER.
Accessed on May 27st 2008.
- Clouston, L 1990. *Language Learning Insights for Learners, Teachers, and Researchers*. New York: Newbury House.
- Dobrovolny, J. 2003. *Learning Strategies*. <http://www.learningcircuits.org/ASTD>.
Accessed on May 30st 2008.

- Ellis, R. (1994). *The study of second language acquisition*. Oxford: Oxford University Press.
- Finocchiaro & Michael. B. 1973. *The Foreign Language Learner: A Guide for Teacher*. New York: Regent Publishing Company.
- Forness, S. R. 2008. *Qualitative Research*. <http://www.google.co.id/intl/id/option>. Accessed on June 3rd 2008
- Furchan, A (translator). 2005. *Pengantar Penelitian dalam Pendidikan*. Yogyakarta: Pustaka Pelajar.
- Gay and Airasian. 2000. *Educational Research*. New York: Merrill Publishing Company.
- Gay, L. R. 1987. *Educational Research: Competencies for Analysis and Application*. Third Edition. Columbus: Merrill Publishing Company.
- Hames, T. 1974. *Comparing Theories of Language Learning Strategies: A Confirmatory Factor Analysis*. *Modern Language Journal*, 86(3), 368-383.
- Hedge, Tricia. 2000. *Teaching and Learning in the Second Classroom*. Hongkong: Oxford University Press.
- Harris, P. D. 1974. *Testing English as a Second Language*. New York: Megrow Hill Book Company.
- Idrus, Rusdiyati. 2005. Communication and social strategies of successful English learners at PT Semen Padang. Padang. Padang state University

Jones, E. James. 2008. *Definition of Extent*.
<http://www.brainyquote.com/quotes.com/quotes/f.html>. Accessed on June 3rd 2008.

Khairul, 2004. Perception Of Language Learning Strategies Used By Indonesian Secondary School Learners According To Gender And Field of Study and Their Relationships With English Language Achievement. (Unpublish Thesis). Malaysia. Universiti Putra Malaysia

Krashen, S. D., M. Long. and R. scarcella. 1982. *Age, rate, and eventual attainment in second language acquisition*. In child-adult differences in second language acquisition, pp. 175-201. Rowley, MA: Newbury House.

Lee, K. R. 2008. *Strategy*. <http://www.wikipedia.org/wikipedia/commons>. Accessed on June 2nd 2008.

McGroarty, M. and Oxford, L. R. (1990). *Language Learning Strategy: An introduction and two related studies*. In A.M. Padila, H.H. Fairchild and C.M. Valadez, (Eds), Foreign Language Education: issues and strategy. Newbury: Sage Publisher

Nadrah. 2004. The contribution of reading strategies and vocabulary mastery to reading comprehension. (Unpublished thesis). Padang. Padang State University

Newfield, T. 2008. *English Dictionary*.
<http://www.wordreference.com/tools/openserach/definition.xml>. accessed on June 3rd 2008.

Nunan, D. 1999. *Second language Teaching and Learning*. Massachusetts: Newbury House.

- Oxford, L. R. 1990. *Language Learning Strategies*. New York: Newbury House Publishers.
- Oxford, L. R. 1992/1993. *Language Learning Strategies in a Nutshell: Update and ESL Suggestions*. *TESOL Journal*, 2(2), 18-22.
- Oxford, L. R. 1998. *Language Learning Strategies Around the World: Cross-cultural Perspective*. Honolulu: University of Hawai'i, Second Language Teaching and Curriculum Centre.
- Oxford, L. R. and Nyikos, M. (1998) *Variables affective choice of language learning strategies by university students*. *The Modern Language Journal*.
- O'Malley, J. M and Chamot. A. 1990. *Learning Strategies in a Second Language Acquisition*. Cambridge: Cambridge University Press.
- O'Malley, J, M. 1996. *Authentic Assessment for English Language Learners*. New York: Addison-Wesley Publishing University.
- Parkinson, M. 2008. *Definition of Extent*. <http://www.brainyquote.com/quotes.com/quotes/f.html>. Accessed on June 3rd 2008.
- Pearson, P. D. 2008. *Attempts*. Princeton University. <http://www.merriamwebsterunabridged.com>. Accessed on June 3rd 2008.
- Rausch, A. S. 2008. *Strategy for Second Language Learners*. <http://www.lwlm.com/show>. Accessed on June 3rd 2008.
- Rubin, J. 1987. *Learner Strategies in Language Learning*. New Jersey: Prentice-Hall International.

Rubin, J. 1994. *A Review of Second Language Listening Comprehension Research. Modern Language Journal*, 78(2), 199-221.

Snow, D. 1998. *Interpersonal Speaking Assessment Criteria*. http://www.English.unitechnology.ac.nz/resources/course_outline. Accessed on June 3rd 2008.

Tuckman, B. W. 1972. *Conducting Educational Research*. New York: Harcourt Brace Javanovich, Inc.

Ur, P. 2000. *Successful of Speaking*. Cambridge: Cambridge University Press.

Webster, Merriam. 2008. *Attempts*. <http://www.merriam-websterunabridged.com>. Accessed on June 3rd 2008.