

**THE COGNITIVE LEARNING STRATEGY
USED BY SMAN 3 BATUSANGKAR STUDENTS IN INCREASING
THEIR SPEAKING ABILITY**

Thesis

Submitted as partial fulfillment of the requirements to obtain the strata one (S1) degree



By:

**Fuji Andri Johanda
96524/2009**

Advisor :

Dr. Zul Amri, M.Ed.

DelviWahyuni, S.S. M.A

**English Department
Faculty of Languages and Arts
Universitas Negeri Padang
2015**

HALAMAN PERSETUJUAN SKRIPSI

**The Cognitive Learning Strategy Used by SMAN 3 Batusangkar Students in
Increasing Their Speaking Ability**

Nama : Fuji Andri Johanda
NIM/TM : 96524/2009
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni

Padang, 23 Februari 2015

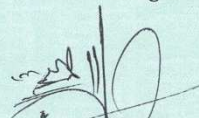
Disetujui oleh:

Pembimbing I



Dr. Zul Amri, M.Ed.
NIP. 19600505 198503 1 004

Pembimbing II



Delvi Wahyuni, S.S., M.A.
NIP. 19770818 200312 1 001

**Diketahui oleh,
Ketua Jurusan Bahasa dan Sastra Inggris**



Dr. Kurnia Ningsih, M.A.
NIP. 19540626 198203 2 001

HALAMAN PENGESAHAN LULUS UJIAN SKRIPSI

Dinyatakan lulus setelah dipertahankan di depan Tim Penguji Skripsi
Jurusan Bahasa dan Sastra Inggris Fakultas Bahasa dan Seni
Universitas Negeri Padang

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Increasing Their Speaking Ability

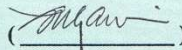
Nama : Fuji Andri Johanda
NIM/TM : 96524/2009
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni

Padang, 25 Februari 2015

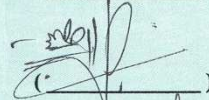
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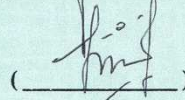
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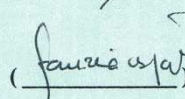
2. Sekretaris : Delvi Wahyuni, S.S, M.A.

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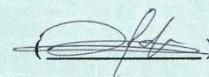
3. Anggota : Leni Marlina, S.S, M.A.

()

4. Anggota : Dra. An Fauzia Rozani Sy, M.A.

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5. Anggota : Havid Ardi, S.Pd., M.Hum.

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JURUSAN BAHASA DAN SAstra INGGRIS
Kampus Selatan UNP Air Tawar Padang

SURAT KETERANGAN TIDAK PLAGIAT

Saya yang bertanda tangan di bawah ini:

Nama : Fuji Andri Johanda
Nim/TM : 96524/2009
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : FBS UNP

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Diketahui oleh,

Ketua Jurusan Bahasa dan Sastra Inggris,

Dr. Kurnia Ningsih, M.A.
NIP. 19540626 198203 2 001

Saya yang menyatakan,



Fuji Andri Johanda

ABSTRAK

Johanda, Fuji,Andri. 2015."The Cognitive Learning Strategy Used by SMAN 3 Batusangkar Studentsin Increasing Their Speaking Ability".*Skripsi*. Program Sarjana. UniversitasNegeri Padang, Sumatera Barat.

Penelitian ini adalah penelitian deskriptif yang bertujuan untuk mendeskripsikan jenis-jenis strategi pembelajaran kognitif yang digunakan beserta jenis-jenis pembelajaran Cognitif yang paling sering digunakan oleh siswa kelas XII IS 1 SMA Negeri 3 Batusangkar dalam meningkatkan kemampuan mereka dalam bicara bahasa Inggris.

Dari hasil penelitian ditemukan bahwa siswa kelas XII IS 1 SMA Negeri 3 Batusangkar menggunakan jenis-jenis strategi pembelajaran kognitif secara bervariasi seperti: *Repetition, Using linguistic knowledge, Learning to live with uncertainty, Making error work, Recognizing and using formulas and pattern, Using resources for receiving and sending message, Motivating own self and setting the goals and Summarizing*. Dari delapan tipe strategi pembelajaran kognitif yang digunakan siswa siswa kelas XII IS 1 SMA Negeri 3 Batusangkar dalam meningkatkan kemampuan mereka dalam pembelajaran bahasa Inggris, mereka lebih sering menggunakan strategi yaitu *Motivating own self and setting the goals*.

Secara keseluruhan, siswa kelas XII IS 1 SMA Negeri 3 Batusangkar telah mengaplikasikan berbagai tipe strategi pembelajaran kognitif dan diharapkan lebih membantu mereka dalam meningkatkan kemampuan mereka dalam berbicara bahasa Inggris.

Keyword : Cognitive Learning Strateg, Speaking

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The writer

TABLE OF CONTENTS

ABSTRAK	i
ACKNOWLEDGEMENTS	ii
TABLE OF CONTENTS	iv
LIST OF TABLE	vi
CHAPTER I INTRODUCTION	
A. Background of problem	1
B. The identification of problem	3
C. The limitation of the problem	4
D. Formulation of the problem	4
E. Research questions	4
F. The purpose of the research	5
G. Significance of the research	5
H. Definition of key term	6
CHAPTER II REVIEW OF RELATED LITERATURE	
A. The Nature of Speaking	7
B. Definition of Learning Strategy	9
C. Language Learning Strategy	10
1. Rubin and Thompson's concept	10
2. McCarty and Schmeck's Concept	13
D. Cognitive Learning Strategy	15
E. Speaking Strategies	18
F. Types of Speaking Strategies	19
G. Previous Study	20
H. Conceptual Framework	22

CHAPTER III RESEARCH METHODOLOGY

A. Type of the Research.....	23
B. Population and sample	23
C. Research Instrumentation.....	24
D. Technique of Data Collection	26
E. Technique of Data analysis	26

CHAPTER IV FINDING AND DISCUSSION

A. Data Description and Analysis.....	28
B. Findings.....	31
C. Discussion	33
D. Limitation of the Research.....	36

CHAPTER IV CONCLUSION AND SUGGESTION

A. Conclusion	38
B. Suggestions	49

BIBLIOGRAPHY	40
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APPENDIX.....	43
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LIST OF TABLES

Table	Page
1. Population List.....	23
2. The Likert Scale Options.....	24
3. Choice and Frequency	25
4. Choice and Category	26
5. The Frequency and the Strategy Items	29
6. The Frequency and Percentage of Students Answer	30
7. Cognitive Learning Strategies Used by Students	31
8. Cognitive Learning Strategy Mostly Used by Students	33

CHAPTER I

INTRODUCTION

A. Background of the Problem

In learning a foreign language, speaking skill is very important for students because it enables them to use the language orally. It makes ones easier to share and convey their thoughts to others. There is no single school that does not make Speaking skill as its subject to be learnt. Almost everything uses speaking English as their directions, for example many work forces, especially international work forces, require English as one skill mastered by their workers specifically in speaking. Therefore, it is very important to master speaking English if one wants to face this era well. In order to master this skill, a teacher as an educator have to use good method in teaching learning process. And student as learner have to use good strategy in learning process.

However there are some factors that make students difficult to use English orally, for instance, feelings shy, lack of confidence, lack of vocabularies and less opportunity to speak. In Indonesia English is the first foreign language. The students do not use this language outside or even inside the classroom. They tend to use their second language and as the result, they hardly ever practice their English. In addition, they also do not have sufficient opportunities to speak in classroom because of limitation of time.

In fact, students from SMAN 3 Batusangkar are able to use English orally. Based on the preliminary observation, the students are able to produce the language by using good pronunciation, stress, and fluency in speaking. They have confidence to speak in front of the class, express their ideas and their feeling without feeling shy, and able to choose appropriate vocabularies when they are speaking. All of them think that by speaking actively in class will increase their ability in speaking.

In learning, there are many strategy used by students. One of them is cognitive learning strategy. Cognitive is the process of obtaining knowledge through thought, experience, and the sense. It means to think deeply on knowing or apprehending by the understanding of something. Weiss and Bell (1985) notes that student who are successful learners spontaneously use cognitive learning strategies when learning new information.

From the preliminary observation, it was found that SMAN 3 BATUSANGKAR students have good mark at speaking examination. The data which was taken from the students' 2014/2015 academic year examination, indicated that the average score of SMAN 3 Batusangkar examination is above 80 (see appendix 7). It can be concluded that the students' competence in speaking is high. Moreover, the current information was found in Padang Express magazine stated that senior high school student at SMAN 3 Batusangkar was first place in speech contest followed by all senior high school in West Sumatra, Jambi and Riau and was the third third place in debate competition followed by all senior high school in Sumbar (see appendix 8)

Besides that there is an interesting activity which is not found at other schools. In SMAN 3 Batusangkar, there are some activities to increase their speaking ability besides learning in class. This school assigns their students to speak English daily wherever they are. The school also has routine English activity outside the class for example homestay. In the homestay that held in 3 days long, all of participants should speak english for every activity and the teacher bring native speakers to guide them for every activities there.

From all above mentioned, writer was interested to describe the cognitive learning strategy used by SMAN 3 BATUSANGKAR students in increasing their speaking ability.

B. Identification of the Problem

There are two learning strategies used by the students of senior high school in learning the four skills especially in learning speaking. Those are direct strategy and indirect strategy. Direct strategy consists of memory, cognitive and compensation strategy and indirect strategy consists of meta-cognitive, affective, and social strategy (Oxford 1990: 17).it can be argued that all of the strategies can be used by the students in learning speaking.

In cognitive learning strategy, students can use practicing, receiving, sending messages, analyzing and reasoning,and creating structure for input and output. According to oxford (1990: 17), there are four types of cognitive learning strategy used in learning English. Students can use practicing such as repeating, formally practicing with sounds and writing system, recognizing and

using formulas and pattern, recombining, and practicing naturalistically. Besides that, receiving and sending messages is one of cognitive learning strategy that includes getting idea quickly, and using resources for receiving and sending message. Next, analyzing and reasoning is one of cognitive learning strategy too that consists of reasoning deductively, analyzing expressions, analyzing contrastively (across language), and translating and transferring. The last is creating structure for input and output which includes taking notes, summarizing, and highlighting. Students can apply all of them or one of them when they are learning speaking.

C. Limitation of the Problem

Referring from the background above, this research is limited on the analysis of cognitive learning strategy used by the students in increasing their speaking ability at SMAN 3 Batusangkar students.

D. Formulation of the Problem

Referring to the background of study above, the problem is formulated as “What is the cognitive learning strategy used by the SMAN 3 Batusangkar students in improving their speaking ability?”

E. Research Questions

Regarding the formulation of the background above, the research questions are specified as follows:

1. What are the types of cognitive learning strategy used by the students at SMAN 3 Batusangkar in improving their speaking ability?

2. What is the type of cognitive learning strategy mostly used by the students at SMAN 3 Batusangkar in improving their speaking ability?

F. Purposes of the Research

Referring from the research questions above, the purposes of this research are:

1. To identify the types of cognitive learning strategy used by the students at SMAN 3 Batusangkar in improving their speaking ability
2. To identify the type of cognitive learning strategy mostly used by the students at SMAN 3 Batusangkar in improving their speaking ability.

G. Significance of the Research

Practically, the findings of this research are expected to be beneficial for readers and other researchers. By knowing the cognitive strategy that used by students, the readers can see whether strategy is effective or not in learning English, especially in speaking. For other researchers, this research can be beneficial for further research related to the cognitive learning strategy.

H. Definition of the Key Terms

Cognitive : The process of obtaining knowledge through thought, experience, and the sense. It means to think deeply on knowing or apprehending by the understanding of something

Learning strategies: Behaviors, thoughts, or actions that allow learn erstoprocess information so it can be more efficiently stored in and retrieved from long-term memory

Speaking ability : The ability in making interaction with other people fluently and accurately in oral communication.

CHAPTER 5

CONCLUSION AND SUGGESTION

A. Conclusion

First what are the types of cognitive learning strategy used by the students at SMAN 3 Batusangkar in improving their speaking ability. From several cognitive learning strategies that given to students in the questionnaire, students choose some strategies. Those are motivating own self and setting, repetition, learning to live with uncertainty, recognizing and using formulas and pattern, and summarizing. From the interview session, it was found 2 additional cognitive learning strategies that not mentioned in questionnaire. Those are practice with English graduated brother or sister and speak in English with boyfriend or girlfriend.

Second what is the type of cognitive learning strategy mostly used by the students at SMAN 3 Batusangkar in improving their speaking ability. From all cognitive learning strategies that used by SMAN 3 BATUSANGKAR in increasing their speaking ability, there is one strategy they are mostly used. It is motivating own self and setting goal. Motivating own self and setting goal really help students in learning because students was challenged to get higher mark and they motivated their self to pass the challenge.

B. Suggestion

Based on the conclusion above, some suggestion can be made. First cognitive learning strategy is important to facilitate student in learning process. Its help them to understand and mastering the lesson. Not only teacher's cognitive teaching strategy help them to understand, student's cognitive strategy itself is also help them.

Second, because of the motivating own self and setting goal was the most strategy used by students, the teacher should motivate their students and give them challenge to get have high rank and for student they should motivate their self and set a high goal such as study abroad at popular university

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