

**JUNIOR HIGH SCHOOL STUDENTS' LEARNING STRATEGIES AND
THEIR ACHIEVEMENT IN SPEAKING**

A Case Study at SMP Negeri 3 Padang Panjang

Thesis

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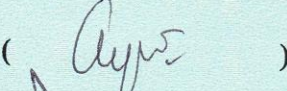
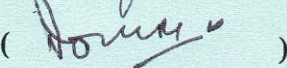

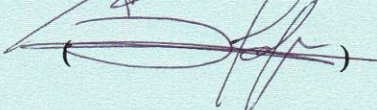
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ABSTRAK

Rahmadeni, Yanita. 2013. Junior High School Students' Learning Strategies and Their Achievement in Speaking. *Skripsi*. Bahasa Inggris, FBS UNP. Padang

Penelitian ini bertujuan untuk melihat tipe strategi belajar yang paling banyak digunakan oleh siswa. Selain itu, penelitian ini juga bertujuan untuk melihat bagaimana kemampuan bahasa Inggris siswa melalui strategi belajar yang mereka terapkan dalam belajar. Metode penelitian deskriptif digunakan dalam penelitian ini yang melibatkan 50 siswa kelas 8 SMP Negeri 3 Padang Panjang sebagai sumber data penelitian. Angket digunakan dalam penelitian ini untuk mengumpulkan informasi mengenai strategi belajar siswa. Data dari angket dianalisa untuk mengetahui strategi yang paling banyak digunakan siswa. Kemudian data tersebut dibandingkan dengan nilai siswa untuk melihat kemampuan siswa dalam berbicara bahasa Inggris melalui strategi yang digunakan. Hasil penelitian ini memperlihatkan bahwa sebagian besar siswa memilih *metacognitive* strategi sebagai strategi yang mereka gunakan dalam belajar. Artinya, dalam belajar bahasa Inggris siswa lebih dominan menggunakan *metacognitive* sebagai strategi yang dapat meningkatkan keberhasilan belajar mereka. Selain itu, dari analisa nilai siswa, sebagian besar siswa yang mendapatkan nilai tertinggi dalam berbicara bahasa Inggris menggunakan *metacognitive* strategi dalam belajar. Melalui *metacognitive* strategi, siswa dimudahkan untuk mengevaluasi kemampuan mereka sehingga mereka dapat mengetahui apa yang harus mereka tingkatkan dan bagaimana mereka meningkatkan belajar mereka.

Kata kunci: strategi belajar, strategi untuk belajar berbicara bahasa Inggris, dan hasil belajar bahasa inggris siswa,

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TABLE OF CONTENTS

ABSTRAK.....	i
ACKNOWLEDGEMENTS.....	ii
TABLE OF CONTENT.....	iv
LIST OF TABLES.....	v
LIST OF APPENDICES.....	vi
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. The Purposes of the Research.....	6
G. Significance of the Research.....	6
H. Definition of the Key Terms.....	7
CHAPTER II REVIEW OF RELATED LITERATURE	
A. Language Learning Strategies	
1. The Concept of Language Learning Strategies.....	8
2. Types of Learning Strategies.....	9
3. Language Learning Strategies for Speaking.....	13
B. Learning Achievement	
1. Definition of Learning Achievement.....	26
2. Achievement in Speaking.....	27
C. Review of Related Studies.....	30
D. Conceptual Framework.....	32
CHAPTER III RESEARCH METHODS	
A. Types of Research.....	33
B. Population and Sample.....	33
C. Instrumentations.....	34
D. Techniques of the Data Collection.....	36
E. Technique of Data Analysis.....	37
CHAPTER IV RESEARCH FINDINGS AND DISCUSSION	
A. Data Description.....	39
B. Data Analysis and Findings.....	43
C. Discussion.....	48
CHAPTER V CONCLUSION AND SUGGESTION	
A. Conclusion.....	54
B. Suggestion.....	55
BIBLIOGRAPHY.....	57
APPENDICES.....	60

LIST OF TABLES

Table 1	: Population and Sample	34
Table 2	: The Item of Learning Strategies Types	35
Table 3	: Percentage of 8/1 Students' Learning Strategies	39
Table 4	: Percentage of 8/4 Students' Learning Strategies	40
Table 5	: Average Percentage of All Students' Learning Strategies	40
Table 6	: Speaking Score of the Students 8/1	41
Table 7	: Speaking Score of the Students 8/4	41
Table 8	: Speaking Score of All the Students	42
Table 9	: The Percentage of the Students Score on Speaking and the Learning Strategies Used	43

LIST OF APPENDICES

Appendix 1	: The Items of the Questionnaire.....	60
Appendix 2	: The Result of 8/1 Class Questionnaire.....	63
Appendix 3	: The Result of 8/4 Class Questionnaire.....	75
Appendix 4	: The Score of Students' Learning Strategies and Their Speaking Score	87
Appendix 5	: The Students' Learning Strategies	89
Appendix 6	: Percentage of Students' Learning Strategies.....	91

CHAPTER I

INTRODUCTION

A. Background of the Problem

As an international language, English has become a language that is really important in human's life all over the world. In Indonesia, English is also one of the main subjects of final test of junior and senior high school. For this reason, English becomes one of the important subjects to be mastered by students at schools. One of the skills of language is speaking. Through speaking the speaker can express the idea and communicate with other people. Speaking skill is taught to students to make them capable to communicate correctly.

In order to have good ability in speaking, there are some aspects that should be mastered by the students. It is because speaking needs more efforts and certain sub-skill. The students have to speak and think at the same time and they are required to speak fluently and accurately. The use of English for speaking is not simple, because the speaker should master several important language components such as pronunciation, grammar, vocabulary, fluency, and comprehension. According to Lindsay and Knight (2006:60), "learners also need to be able to produce language accurately enough for the listener to be able to understand without too much effort." They also say that in order to make the listener understand, a speaker needs to

produce a message that is accurate enough in terms of word order, word endings, pronunciation, and so on.

In addition, the students have to speak and think at the same time and they are required to speak fluently and accurately. Luoma (2004:13) states that the students must also understand what is being said to them and be able to respond appropriately to achieve their communication goal. In English classroom, in order to respond to teacher's questions, make a dialogue about particular topic, practice the material, and give opinion, the students are required to speak in English. In giving opinion, the students have to construct idea while finding appropriate words to convey the idea of the argument to the others. Moreover, the students should think in a short time to get an answer of a question in responding to teacher's questions. All those difficulties which might be faced by the students will affect students' ability in speaking.

In order to achieve a good ability in speaking English, the students have to participate actively in learning process in the classroom to practice their English. Lindsay and Knight (2006:60) say that "learners need to practice speaking in wide range of context." In fact, participating actively in the classroom is a big deal for some students. Some students tend to be passive or less participation in the classroom. It means that they lose their opportunity to practice their speaking skill which may cause poor speaking skill. Less participation of the students in the

classroom will affect to the students' achievement in speaking. The students with less participation in the classroom will get low achievement in speaking.

However, the students can enhance their own learning by using learning strategies. Cohen (1998:66) states that language learning will be easier if the students become more aware of possible strategies that can be selected during learning and using language. He also believes that the students' language skill can be improved by themselves when they become more aware of what helps them to learn the language they are studying most efficiently. It means that the students can improved their achievement in speaking English if the students more aware of learning strategies that can be used in learning.

After observing some students in SMP N 3 Padang Panjang, some of them have low participation in speaking activity in the classroom. Moreover, after interviewing them, they said that speaking English is difficult. They were afraid of saying something wrong since they cannot speak English well. The students' less participation in the classroom caused the students' low achievement in speaking. On the other hand, some of the students were active in speaking activity in the classroom. They also have good achievement in speaking. These students argued that by learning they could make the learning more effective. They believed that what they have done in learning would help them enhance their achievement in speaking. It means that some of the students in this school have found strategies that helped them in learning

English. The students who have found their own strategies on learning were active in the classroom. Their participation in the classroom increased their achievement in speaking.

There are many kinds of strategies in learning that might be used by the students to make their speaking more fluent, such as by listening to English song, watching English movie, practicing with their friends, etc. The students can choose some strategies based on their need. The strategies used by the students in learning are intended to help the students in learning, especially in speaking. It means that the students still have a chance to enhance their learning by themselves.

Based on the explanation above, this study focused on observing kinds of learning strategies used by the students in SMP N 3 Padang Panjang. This study analyzed the learning strategies used by the students in learning English speaking. In addition, this study also analyzed about the students' achievement in speaking by applying the learning strategies.

B. Identification of the Problem

Based on the background above, some students have less participation in the classroom. They tend to be passive in the speaking activity in the classroom. The students' less participation in the classroom affects the students' achievement in learning. When the students lose their opportunity to practice, they will get low learning achievement in speaking. However, in learning each student has their own

strategy to enhance their own learning. The learning strategies used by the students make the learning more effective. There are many kinds of strategies that they might use in learning to make their speaking more fluent.

C. Limitation of the Problem

Based on the identification of the problem above, this study is limited to students' learning strategies and it is focused on the learning strategy used by the students in speaking and their achievement in speaking.

D. Formulation of the Problem

Based on the identification and the limitation of the problem, the writer formulates the problem in the following question: what learning strategies are used by the students in speaking?

E. Research Questions

From the formulation of the problem above, the research questions of this research are:

1. What learning strategies do the students use in speaking English?
2. What is the students' achievement in speaking English by using the learning strategies?

F. The Purposes of the Research

In relation to the research questions above, the purpose of this research are:

1. To find the students' learning strategies in speaking English.
2. To see the students' achievement in speaking by using the learning strategies.

G. Significance of the Research

This study hopefully can give some information for the teachers to help them deciding teaching strategy which can facilitate their students to improve their speaking ability. The result of the study is also expected to increase teachers' awareness about learning strategies used the students. By knowing the strategies used by the students, the teacher can introduce others learning strategies that are unfamiliar to the students. In addition, by knowing the students' strategies in learning, the teacher can choose the teaching strategies that are suitable with the students' learning strategies. Finally, the result of this research is expected to be useful information for the next researchers who wish to conduct further research about applying best students' learning strategies to the average students.

H. Definition of the Key Terms

Learning Strategies : techniques or behaviors used by the students to enhance their own learning

Achievement in Speaking : the students' grade or the result of the subject being taught