A Correlation between Speaking Learning Strategies and Learning Outcome of English Department Students, Faculty of Languages and Art, Universitas Negeri Padang

THESIS

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

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PADANG

2014

Judul   : A Correlation between Speaking Learning Strategies and Learning Outcome of English Department Students, Faculty of Languages and Art, Universitas Negeri Padang

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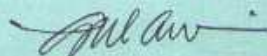Jurusan   : Bahasa dan Sastra Inggris
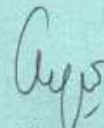
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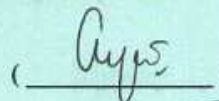
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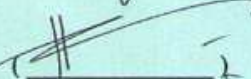Tim Penguji   Tanda Tangan
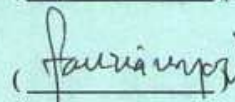
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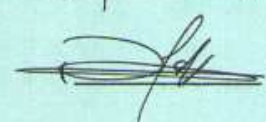
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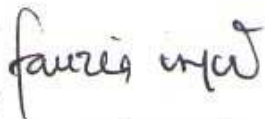
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ABSTRAK

Huda, Nurul. 2014.   "A Correlation between Speaking Learning Strategies and Learning Outcome of English Department Students, Faculty Language and Art, UniversitasNegeri Padang".
Skripsi. Padang: Jurusan Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni. UniversitasNegeri Padang.

Tujuan penelitian ini adalah untuk mengetahui strategi belajar *speaking* yang digunakakan oleh mahasiswa Bahasa Inggris tingkat satu Universitas Negeri Padang dan melihat hubungannya dengan hasil belajar mahasiswa yang dalam hal ini diwakili oleh nilai mentah mereka. Penelitian ini adalah peneliatian korelasi *explanatory* karena penelitian ini menjelaskan tingkat hubungan antara dua variabel. Dua variabel itu adalah strategi belajar *speaking* mahasiswa dengan *learning outcome* mereka. Populasi penelitian adalah mahasiswa tingkat satu Jurusan Bahasa dan Sastra Inggris Universitas Negeri Padang. Teknik pengambilan sampel adalah *one stage cluster sampling*. Instrumen yang digunakan adalah angket untuk melihat strategi belajar *speaking* yang digunakan oleh mahasiswa dan nilai mentah dari nilai *speaking* sebagai hasil belajar atau *learning outcome*. Dari hasil penelitian didapat mahasiswa menggunakan keenam strategi belajar   *speaking* yaitu *memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies,* dan *social strategies*. Strategi belajar yang paling banyak digunakan mahasiswa adalah *metacognitive strategies* dan strategi belajar yang paling sedikit digunakan oleh mahasiswa adalah *memory strategies*. Tingkat hubungan antara strategi belajar *speaking* mahasiswa dengan *learning outcome* mereka positif.

kata kunci   : *Speaking Learning Strategies, Learning Outcome*

ACKNOWLEDGMENTS

Bismillahirrahmanirrahim

By saying *'Alhamdulillahirabbil 'Alamin'*, the writer sends the biggest thanks to Allah *subhanahuwata'ala* forHis marvelous guidance which has led the writer to accomplishthis thesis entitled "A Correlation between Speaking Learning Strategies and Learning Outcome of English Department Students, Faculty of Languages and Art, UniversitasNegeri Padang". This is one of her ways to show her massive interest in learning foreign language which is inspired by one of companions of Prophet Muhammad peace be upon him. The master on foreign language learning in his era, Zaid bin Tsabit.

This thesis is as a partial fulfillment of the requirements to obtain the Strata One (S1) Degree in English Department in majoring English Language Teaching Study Program, the Faculty of Languages and Arts, State University of Padang. In accomplishing this thesis, the writer has worked with a number of great people. It is a pleasure to convey the deepest gratitude to them in this acknowledgment.

In the first place she would like to express her gratitude and appreciation to her advisors, Dr. ZulAmri, M.Ed. as the First Advisor and DraAryuliva Adnan, S.s., M.A as the Second Advisor, who have patiently given their ideas, suggestions, corrections, beneficial opinions, great willingness and time to support this thesis.It is a pleasure to be allowed to pay tribute to Reviewers in thesis proposal seminar as well as the Examiners in thesis comprehension test, Dr. Ratmanida, M.Ed., Dra. AnFauziaRozaniSy. M.A., and HavidArdiSp.d. M.Hum.,

for their beneficial time, contribution of thoughtful ideas toward the development and the improvement of this thesis.

In addition, the writer would like to gratitude to the Chair Person and Secretary of English Department of UNP Dr. Kurnia Ningsih, M.A. and Dra. An FauziaRozaniSyafei, M.A. Moreover, collective and individual acknowledgments are also owed to all of English Department Lecturers who had taught her during her study in English Department and had shared their inspirational experiences to her.

Besides, this thesis would have never been accomplished without the cooperation given by the students from English Department of UniversitasNegeri Padang, especially for the lecturers of Speaking 2 and students of Non Kependidikan 2 year 2013 where this research was conducted .In accomplishing this thesis, enormous thanks are also addressed to the writer's parents, the beloved Mother, Yarni Yatim and Father, Syamsurial, beloved siblings, Agusmar Susanto, Fitriani, Irsyad Dilsyukri, Husni Putri, and other families and friends for the support and encouragement, boundless love and prays.

All comments and suggestions are welcomed in order to make this thesis better. The writer hopes that this thesis is especially useful for English Language Teaching Study Program, the Faculty of Languages and Art, UNP

Padang,   August 2014

The Writer

TABLE OF CONTENTS

LIST OF TABLES

LIST OF GRAPHIC

LIST OF FIGURE

CHAPTER I

INTRODUCTION

A. Background of the Problem

Language skills are skill that is the students need to master. Some of them are speaking, writing, listening and reading. The process mastering these skills can be done through learning and teaching process. The mastery is proved by certain level of proficiency. One of the ways to see the level of proficiency is by the seeing learning outcome that the students have. Because the purpose of learning language is to have good proficiency that indicates good mastery, there must be strategies to achieve it. Oxford (1990: 1) believes that strategies are indeed needed for language learning because they are required for active and self directed involvement that is necessary for developing communicative competence. She also believes that improved proficiency and better self-confidence are the result of apt language learning strategies. Due to this reason, English Department has made English Language Learning Strategies (ELLS) as one of the compulsory subjects for its students. The language learning strategies cover the four skills: reading, speaking, writing, and listening.

Strategies are ways that student take for improving their learning, Oxford (1990). Mainly, there are some learning strategies used by learners. According to Oxford (1990: 15) there are six learning strategies, namely, memory strategies, cognitive strategies, compensation strategies, metacognotive strategies, affective strategies, and social strategies. These six strategies have been the mainstream strategies used by language learning strategies experts all around the world.

These strategies cover the strategies for learning speaking, reading, writing and listening.

Richards (1990) in Richards (2008) believes that the skill in speaking perceived as a main concern by the language learners. They assessed their success in language learning by their improvement in speaking ability. Hence it is perceived important to conduct such research in order to figure out what learning strategies that are used by English Department students and how the relationship between the strategies with their achievement in leaning speaking is.

Ideally, to get a good outcome in speaking, students need to practice their speaking. They find occasion to speak to people and try to have various learning strategies in learning speaking. As it seen in English Department of UNP, some students are reluctant to practice their English. It is seldom to hear the students speak English in English department as well as in the classroom. They prefer to speak Indonesian when their interlocutors speak English. Even though that is what the surface level look like, there must be strategies they use in learning speaking. When it comes to what strategies they use, they mention group discussion and using videos to learn speaking. These two strategies actually include in social strategies and cognitive strategies. The students also do practice in speaking and repeating what the native speakers say, which actually these include in cognitive strategies. Yet, overall the other strategies like compensation, memory and affective seems not elicited by the students as the strategies they use. They might have used compensation, memory and affective, but they do not aware that actually they have use that strategies in learning speaking. Actually there are six

strategies in learning speaking. There are memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies. To know whether or not they use all of the six strategies in learning speaking, it is needed to conduct a research about that.

In relation to the speaking proficiency, these students vary in proficiency. One of the ways to see the proficiency of the students can be seen in their mark. Seeing from the mark, they have various marks. Some of them have good mark some of them have not that really good mark. Yet, the correlation on how the strategies relate to the speaking mark the students have are not yet been seen. Hence, it is perceived important to conduct the research to analyze the speaking learning strategies of English Department of Faculty of Language and Art, UniversitasNegeri Padang (UNP) as well as the contribution of the various speaking learning strategies they use to their learning outcome which is seen in their raw mark, in Speaking Two class.

B. Identification of the Problem

There are some factors that make the outcome of the student achievements in learning language low or high. Renandya (n.d.) says there are teachers' factors, curricular factors, learners' factors, situational factors. Teachers content and teacher pedagogical knowledge are the examples of teacher's factors. In curricular, there are some examples such as types of curricula and how the curricula are arranged. In learners' factors, there are motivation, attitude and strategies. Ellis (2000) in Oebaidat (2005: 6) defines motivation as incentive

possessed by students to learn new language. Ellis (1986: 238) in Kanjira (2008: 30) sees attitude as a group of feelings which learners have related to certain character in target language and the learner's own culture. Strategies are the strategies learner use in learning. Oxford (1990: 8) defines that learning strategies are certain action done by learners to make learning easier, quicker, fun, more effective, can be used in different situations.

C. Limitation of the Problem

This study is limited to the correlation between speaking learning strategies and learning outcome of the students in speaking class in English Department of UNP.

D. Formulation of the Problem

The formulation of the problem is: what are the correlations between speaking learning strategies and the outcome of speaking class in English Department of UNP.

E. Research Question

1. What speaking learning strategies do students of English department use?
2. How do the strategies which are used correlate to the learning outcome of the speaking class?

F. Objectives of the Research

This research is intended:

1. To know what speaking learning strategies that students of English department use.

2. To know how strategies used by students correlate to the learning outcome of the speaking class.

G. Significance of the Research

This research is conducted because of two significances in theoretical and in practical side. Theoretically, this research is going to give contribution to language learning strategies field especially in speaking learning strategies. This research will provide the most and the least used strategies in English Department students. Moreover, this research will also give contribution to factors that have relationship with learning outcome. This research provides how the relationship between speaking learning strategies that students use with learning outcome of students in speaking.

Practically, this research can be useful for both lecturers and students. The relationship of speaking learning strategies will be in term of correlation coefficient. This correlation coefficient will describe the significance use of learning strategies to learning outcome whether or not the speaking learning strategies have high contribution to learning strategies. If the speaking learning strategies has high contribution to learning outcome, then students as well as lecturer can increase the use of speaking learning strategies in order to achieve

greater outcome. Moreover, this research can also provide several learning strategies that students can use. In addition, lecturer can also trigger the students to use variety of strategies in learning speaking. If the speaking learning strategies has low contribution to learning outcome, then the students and lecturer can see another factors that has higher contribution toward learning outcome of the speaking class.

H. Definition of Key Term

Speaking : speaking is a process of establishing, producing and conveying meaning which is done by and verbal and none verbal communication.

Speaking learning strategies : certain actions done by learners to make learning easier, quicker, fun and more effective, that can be used in different situations

Learning outcome : the result of learning in certain period of time based on knowledge, skill and performance of the students.